Durham University

Durham E-Theses

Teaching media literacy through critical pedagogy: an action research project in higher education

Wang, Huei Lan

How to cite:

Wang, Huei Lan (2008) *Teaching media literacy through critical pedagogy: an action research project in higher education*, Durham theses, Durham University. Available at Durham E-Theses Online: http://etheses.dur.ac.uk/2058/

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a link is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the full Durham E-Theses policy for further details.

Academic Support Office, The Palatine Centre, Durham University, Stockton Road, Durham, DH1 3LE
e-mail: e-theses.admin@durham.ac.uk Tel: +44 0191 334 6107
http://etheses.dur.ac.uk

Teaching Media Literacy through Critical Pedagogy:

An Action Research Project in Higher Education

The copyright of this thesis rests with the author or the university to which it was submitted. No quotation from it, or information derived from it may be published without the prior written consent of the author or university, and any information derived from it should be acknowledged.

By Huei Lan Wang

A dissertation submitted in partial fulfilment of requirements for the Degree of Doctor of Education at Durham University

2008

1 2 JUN 2008

This thesis represents a transformative point in both my intellectual career and personal development. Traversing many miles and challenges during this intellectual journey, I became a participant in uncovering education's true essence while recognizing that a teacher's role lies in advancing learning to keep pace with accelerating change in this chaotic world.

Abstract

Taiwan was liberated from strict authoritarian rule in 1987, and freedom of the press was instituted in subsequent years. This was a big step forward for Taiwan, from closed authoritarianism to open democracy. Media had a hand in pushing Taiwan forward into the democratic age. Ten years later, in 1997, cable TV was introduced and the penetration rate of cable TV in Taiwan in 2007 is now the highest in the Asia-pacific region. Soon after cable TV was introduced, the internet emerged providing leading-edge, universal media access. In this information age, the process and pace of Taiwan democracy revolutionized further changes making media, as Helmsman noted, the boat transporting Taiwan to a world of new challenges.

Reversing the long-term trend that had downplayed the media environment's importance in Taiwan, media literacy has been gaining increasing interest among educators, government, researchers and observers in recent years. Although gradually adopting western standards, Taiwan media literacy education is nevertheless still in its infancy, focusing more on primary and secondary education rather than higher education. When surveying the literature on media literacy education, still very rare are instances encountered of systematic higher education teaching – either in Taiwan or worldwide – of media literacy education. Media literacy education's introduction in higher education will be a crucial component for media development in Taiwan.

Given this context, this research aims to 1) outline the concerns and importance of media literacy education in Taiwan 2) demonstrate how youth consciousness is oppressed and manipulated by ideologies of power in society and the media 3) determine effective methods for improving university students' critical thinking about television.

The research method I used applies action research to develop media literacy courses based on critical pedagogy to influence university students' television-viewing critical thinking abilities. I had a group of 13 university students taking general education program courses in their first through fourth year of study in Taiwan. As the teacher, I reflected on how best to beneficially change students' knowledge, attitudes and behaviour during the course; this served to also enhance the relationship between teacher and students.

The findings evidenced the effects of teaching/learning on media literacy by showing students' knowledge and critical thinking enhanced based on critical pedagogy; the findings also showed university students changing their media mindset by acquiring deeper internal media knowledge, while furthering their relationship to society and themselves through critical pedagogy; media literacy's teaching/learning effects produced through critical pedagogy were also identified. On the other hand, adoption of critical pedagogy to education – and then their dissemination into country and curriculum – needs further consideration to correspond with cultural issues.

Contents

Abstract	**i**
Table of Contents	**ii**
List of Appendices	**viii**
List of Table	**ix**
Declaration	**x**
Acknowledgments	**xi**

Chapter 1	**Introduction**	**1**
1.1.	Current problems of media in Taiwan	1
1.2.	The importance and rational of media literacy education	2
1.3	Current problems in higher media education	3
1.4	Research question	4
1.5	The investigative methodology	6
1.6	Pedagogy orientation	7
1.7	About the study	8
1.8	The purpose of the study	9
1.9	Theoretical framework of the study	9
1.10	The researcher's interest in the topic	10
1.11	Organization of the remainder of the study	11
PART I		**13**
Chapter 2	**Media, Impact and Youth**	**14**
2.1	Introduction	14
2.2	Role of television in the society	15
2.3	Media are constructed	16
2.4	Television and cultivation	19

2.5 The negative effect 20

2.6 The positive effect 22

2.7 To react to media 23

Chapter 3 Media Literacy Education 26

3.1 Introduction 26

3.2 The definition of media literacy 27

3.3 Critical understanding and autonomy 29

3.4 Media literacy education for television literacy and critical autonomy 31

3.5 Teaching method and the role of teacher 33

3.6 The need of critical thinking for media literacy 36

3.7 The need for critical thinking in higher education 38

3.8 Critical Pedagogy to resist reproduction 39

Chapter 4 Critical Pedagogy 41

4.1 Introduction 41

4.2 Teaching and learning in Critical Pedagogy (CP) 41
4.2.1 Posing questions 43
4.2.2 Interaction and dialogue 45
4.2.3 Life experience 48
4.2.4 Change and action 50

4.3 Criticisms of Critical Pedagogy 51
4.3.1 Summary of criticisms of Critical Pedagogy 52
4.3.2 Criticisms of CP from critical theory and postmodernism perspective 54

4.4 Critical Pedagogy transformed and applied in Taiwan 56
4.4.1 Critical Pedagogy in Taiwan education 57
4.4.2 Critique of praxis in curriculum 60

Chapter 5 Research Methodology 63

5.1 Introduction 63

5.2 The rationale of qualitative research 65

5.3 Action Research 66
5.3.1 Practice, teacher as a researcher and practice reflector in action research 67

5.4 Related to may project of action research 69
5.4.1 Criticisms of action with respect to validity 71
5.4.1.1 Triangulation on validity and reliability 73

5.5 The actual of conducting of action research 76
5.5.1 The setting 76
5.5.2 The procedures of action research 77
5.5.2.1 The representativity of the case 77
5.5.2.2 Access and consent 79
5.5.2.3 Curriculum design 80

5.6 Methods and procedures of data collection 81
5.6.1 Observation and recording of group teaching/learning interaction 82
5.6.2 Questionnaire 83
5.6.2.1 Pre-class TV survey 83
5.6.2.2 After class learning survey for three sections and end of term 84
5.6.3 Interviews with students 86
5.6.4 Diary-for students and for teachers 87
5.6.4.1 For students 88
5.6.4.2 For teacher 88
5.6.5 Group writing assignment and group presentation 90
5.6.6 Focus group discussion 91

5.7 Data analysis 92
5.7.1 Treatment 94
5.7.2 Analysis 98

5.8 Advantages and limitations of the research methodology 99

PART II 101

Introduction 102

Chapter 6 Findings from Analysis-The Voice of Society 103

6.1 Introduction 103
6.1.1 The learning objective 103
6.1.2 The contents 104
6.1.3 The teaching material used 105

6.2 Presenting teacher notes for the lesson 106

6.3 Students' response from data 113
6.3.1 Knowledge and understanding of the way operates/functions 113
6.3.1.1 Understanding civil rights 113
6.3.1.2 Understanding how to deconstruct truth and fiction 114
6.3.1.3 Understanding sensationalistic language applied TV 116
6.3.1.4 Understanding fact and opinions 117
6.3.1.5 Understanding newscast representation 118
6.3.2 The level of critical understanding on the voice of society 119
6.3.2.1 Unconscious-lack of knowledge 119
6.3.2.2 Conscious 119
6.3.2.3 Linking 122
6.3.2.4 Critical thought has been developed 125

Chapter 7 Findings from Analysis-How Capitalism uses Media 128

7.1 Introduction 128
7.1.1 The learning objective 128
7.1.2 The contents 129
7.1.3 The teaching material used 130

7.2 Presenting teacher notes for the lesson 131

7.3 Students' response from data 135
7.3.1 Knowledge and understanding of the way operates/function 135
7.3.1.1 Understanding hype and stereotype 135
7.3.1.2 Understanding consumer identity 138
7.3.1.3 Understanding the youth becoming target 140
7.3.1.4 Understanding the functions of commercial and further impact 141
7.3.1.5 Understanding subtle product advertisement 142

7.3.2 The level of critical understanding of capitalism uses media 145
7.3.2.1 Unconscious 145
7.3.2.2 Conscious 146
7.3.2.3 Critical thought has been developed 148

Chapter 8 Findings from Analysis-The Distortion of the World 152

8.1 Introduction 152
8.1.1 The learning objective 152
8.1.2 The contents 153
8.1.3 The teaching material used 153

8.2 Presenting teacher notes for the lesson 155

8.3 Students' response from data 158
8.3.1 Knowledge and understanding of distortion the world 159
8.3.1.1 Understanding woman image 159
8.3.1.2 Understanding stereotype 160
8.3.2 The level of critical understanding of distortion the world 162
8.3.2.1 The level of critical understanding on presenting images of Woman's body 163
8.3.2.1.1 Ideology by society unconsciously 163
8.3.2.1.2 Conscious 164
8.3.2.1.3 Critical thought has been developed 165
8.3.2.1.4 Further thinking illustrate criticality 166
8.3.2.2 The level of critical understanding on stereotypes portrayed in television 167
8.3.2.2.1 Unconscious held stereotypes 167
8.3.2.2.2 Conscious 169
8.3.2.2.3 Critical thinking on distorted images in the media 170
8.3.2.2.4 Critical thought has been developed 173

Chapter 9 Discussion on What Changes Occur in Students 176

9.1 Introduction 176
9.1.1 The learning objective 176
9.1.2 The contents included 177
9.1.3 The teaching material used 177

9.2 Presenting teacher note for the lesson 177

9.3 Students' response from data 183
9.3.1 The level of students' change 183
9.3.1.1 Trust and blindly 183
9.3.1.2 Never thought to thought 184

9.3.1.3 Becoming critical attitude 185
9.3.1.4 Behaviour is changed 187
9.3.1.5 Taking action or not 191
9.3.1.6 Apart from action 193

PART III **196**

Chapter 10 Discussion on Success and Failure **197**

10.1 Introduction 197

10.2 Comparing the effective teaching of three themes 197
10.2.1 The voice of society 198
10.2.2 How capitalism uses media 199
10.2.3 The distortion of the world 202

10.3 Success and failure in understanding, critical and change 204

10.4 The effect of individual learning 205

10.5 Evaluation of teaching and learning 207
10.5.1 Successful-teaching and learning 207
10.5.2 Failures-teaching and learning 210

10.6 Relevance of the teacher's background to success and failure 212

10.7 Findings on relationships of Critical Pedagogy and effective teaching 213

Chapter 11 Conclusion **220**

11.1 Introduction 220

11.2 Summary of the study 220

11.3 Achieving the purpose of the research 223

11.4 Implication for practice 226

11.5 Further research 230

Bibliography **233**
Appendices **251**

List of Appendices

Appendix 1	**Syllabus**	**251**
Appendix 2	**Example consent form**	**256**
Appendix 3	**TV survey**	**257**
Appendix 4	**Evaluation of the voice of society (1)**	**258**
Appendix 5	**Evaluation of how capitalism uses media (2)**	**259**
Appendix 6	**Evaluation of the distortion of the world (3)**	**260**
Appendix 7	**Class evaluation**	**261**
Appendix 8	**Students' interview questions**	**263**
Appendix 9	**TV diary**	**264**
Appendix 10	**Curriculum and teacher's diary**	**265**
Appendix 11	**Assignment guidelines**	**299**
Appendix 12	**List of 47 codes**	**300**
Appendix 13	**Explains the categorisation process**	**302**

List of Tables

Table 5.1	Time table of research plan	77
Table 5.2	Interviewees and interview timeline	87
Table 5.3	Research method with its strength and weakness	91
Table 5.4	Research method to collect data	94
Table 5.5	Summary of coding	97
Table 10.1	Evaluation of the voice of society (1)	198
Table 10.2	Evaluation of how capitalism uses media (2)	200
Table 10.3	Evaluation of the distortion of the world (3)	202

Declaration

I declare that this thesis, which I submit for the degree of Doctorate at Durham University, results entirely from my work and has not previously been submitted for a degree at this or any other University.

Statement of copyright

Copyright 2008 by Huei Lan Wang
The copyright of this thesis rests with the author. No quotation from it should be published without the author's written consent and information derived from it should be acknowledged.

Acknowledgements

I would like to express sincerest gratitude to my supervisors, Dr. Mike Fleming and Professor Mike Byram. From them, I learned not only how a student should be educated but also that which is meaningful in education; for them, education is not just a grand narrative. Rather, Mike Fleming and Mike Byram are more like great gardeners and patient patrons – I was a small seed of knowledge when I started this journey, but thanks to their patience, guidance and efforts, this seed has now blossomed into a full-fledged flower of knowledge.

They unconditionally led me along the path of Doctorate pursuit with no expectations of reward other than the furtherance of my education. I learned so much from them: They were my lifeguards when I was drowning; my swim coaches when I was floundering; and when I was lost, their supportive supervision always pointed me back in the right direction. These wonderful educators showed a remarkably holistic attitude towards the education process – i.e., by showing that the value of study lies not only in learning how to do research, or just how to view things critically, but also in their demonstrating by deed the importance of respecting a student's efforts as the best way to motivate further progress.

I am so grateful to my fiance, Dana Berzin, for always tolerating and supporting me in every aspect of life. He always helps me overcome obstacles and provides the strength to approach life without fear. On so many days he patiently listened to my problems when I hit snags in the road of this research. Thanks to his continuous encouragement, I soldiered on throughout this long academic campaign. So many months apart would sometimes tear our hearts, but without his patient suffering and consistent support, I would never have finished this research. Our love endured during these difficult years and shall endure for the rest of our lives. In a way, the trial of this thesis represents the triumph of our love.

Additionally, I thank my dear parents who always bestow love unconditionally and are my most cherished gifts. During the final stages of this thesis project, my mother suddenly became seriously ill. Rather than dwelling on her illness, she instead insisted I remain focused on my studies. Watching mom's example of endurance during her most difficult trial has strengthened me to succeed; such is the unconditional love and support of a parent. To my loving father now in heaven, I know your sweet spirit smiles with pride at your daughter's achievement. Dad, you always encouraged my pursuit of an academic career, so completing this Doctorate is the best possible gift I can give you.

Finally, I am grateful to Nanhua University students, friends and colleagues who have been involved in this project.

Chapter 1 Introduction

1.1 Current problems of media in Taiwan

Around the world, young people have come to be influenced by the media, not only by its utopian ideals but also by its negative aspects. Young people embody attitudes, values, and behaviours which are unconsciously influenced by television and other media. Scholars defend the right of the masses to speak out and criticize the television industry, but the replies of the masses are always a disappointment. Meanwhile, the television industries are concerned with the profits and ratings that they receive yet have very little regard for the harmful features of the media. The media have grown substantially in recent years. In Taiwan for instance, there are 451 newspapers, 7,200 magazines, 174 radio stations and 5 non-cable television stations, and 80% of television households has cable access accounting for about 23 million people (GIO, 2007a). In developed countries such as the UK, United States and Japan, the media industry has greatly progressed as well, but when comparing the media industry in proportion to the population, it seems there are more media outlets than are needed to serve the people in Taiwan. The liberation law which led to 'media democracy' in the new century, and gave people more freedom to choose what media they want, also brought more business to our society. However the opposite effect is that more people are negatively influenced by business competition.

The legalization of cable TV in Taiwan in 1997, "led to an unprecedented growth to over 140 cable TV systems in operation, each offering over 70 channels of programming. The penetration rate of cable TV has increased from 44 percent in 1994

to 80 percent today, the highest in the Asia-pacific region"(GIO, 2007b). The rapid expansion of the media has led to over-crowding, excessive competition, and hyper-aggressiveness.

The department of government information on the media addresses three problems as follows: (a) the content of Taiwan's programming is far from ideal. There is an emphasis on sex and violence, which many parents feel is an unhealthy influence on their children. (b) One of the most disturbing facts is that certain news media organizations, more concerned with sensationalism than truth, practise such an extreme bias that they distort reality and mislead the public. (c) Such violations of the media's civic responsibilities are in direct contradiction to the International Press Institute's basic objectives of improving the practices of journalism and increasing understanding between peoples (GIO, 2007c). How can we continue watching our young people being sacrificed for business profit and heavy competition? Media is a public concern, and one avenue of response is through education. This study will include an investigation of the effects of methods of making students in Higher Education more aware of and ready to act on the influence of the media.

1.2 The importance and rational of media literacy education

Media is a public responsibility of society (Merrill, 1974) and so regulation must help with the assessment of the impact of media on young people to avoid the negative impact of programmes, or even by having more options. It is important for young people to become active viewers instead of being passive, and especially learn awareness and critical thinking when watching TV. They must also realize how to assess, evaluate, and interpret a TV message and become smart viewers who will be resistant to unconscious manipulation by the television.

The questions then are: what is television literacy? How is it acquired? Why is it important for our young people? It is a difficult but important issue to discuss, not only for the safety of the children and their future, but also for those who are acquiring higher education. It is a requirement that not only focuses on the needs of the students but also of the educators, and not only for the schools but also for the community. It is a basic need for living in society. Media Literacy education will be a key to help in the clarification of the above questions and produce comprehensive responses.

1.3 Current problems in higher media education

The white paper "21st Century Literacy in a Convergent Media World" (MOE, 2008) has led to an increased emphasis on media policy in Taiwan as government and educators alike became more conscious of the importance of media literacy to society. The paper focused on media education policy and promoted early teaching from kindergarten, primary school to college, and also within the different communities in the country. Most university leaders welcomed the policy, in which they started to acknowledge the importance of media in education and also established media education courses for college students who are not majoring in media studies to acquire general capacity and disposition as a result of long and regular self-discipline in media. Media literacy has been of interest to a wide range of researchers and observers. The problem however is as follows:

(1) Most universities are only interested in practical courses. (2) Most media literacy courses are only integrated into media studies, and despite it existing as a cross-curricular course, it is still treated as a supplementary course and students do not pay too much attention to it. Students just want a passing grade. (3) Most universities are

not aware of the importance of media literacy courses to students. (4) There is a lack of trained teachers and connections to pedagogy among teachers. (5) There is a lack of policy follow up by government, the public and schools.

Reviewing the current inferior level of media literacy in Higher Education in Taiwan, there are more important and polemical problems which are rarely articulated. Firstly, it is important to evoke and liberate the consciousness of Taiwan students who are new to the area of television literacy education. Secondly, the teaching methodology, curriculum and assessment should be developed, and the dimension of relationships between teacher and students in television literacy education should be practised in cross-curricular contexts on the campus. Thirdly, both background knowledge and critical thinking skills as necessary for university students should be developed, because then they will be able to view television critically based on knowledge of the message of television and understand the relationship between television and themselves; these developments are important also because criticality is a fundamental characteristic of university education (Barnett, 1997). As Ennis (1989) has pointed out, critical thinking is crucial to developing media literacy education, so media education should be critically oriented.

1.4 Research question

At worst the situation in Taiwan can be described as follows: the chaotic news environment distorts reality; programmes are sensationalized with sex and violence; stereotyped images are portrayed on the screen; foreign series "invade" Taiwan, as the youth discuss their screen idols and buy products related to the series. Improving the degree of critical thinking as an aspect of television literacy could be a possible response to these challenges.

In order to emphasize more the need for media education among a young Taiwanese audience, the researcher found it necessary to identify the specific perceptions of the youth toward television viewing by means of conducting a study. The initial research approach was to formulate a general question:

Can a course on television literacy based on critical pedagogy change students' knowledge, attitudes and behaviour?

Imbued with the spirit of critical pedagogy for taking action to resist unfairness in the society, the approach was to introduce a course through action research, and this course was introduced to enhance college students' critical viewing habits.

The research question can be broken down further:

After taking a course on viewing television critically, do students have knowledge and understanding of the way television operates/functions in society?

What level of critical understanding has been achieved by the students?

What specific change has taken place in students' cognitive response, attitude, behaviour and action?

The answers will indicate the effectiveness of critical pedagogy on teaching television for students in this class in Taiwan. This is a question that I hope this research can clarify. A clear discussion of the media will hopefully educate students and instructors not only in Taiwan but from other countries on how to create an effective type of teaching in a closed environment.

1.5 The investigative methodology

The investigation of the teaching and learning of criticality is a formidable challenge given the complexity of the processes involved. In this study, a literature review on critical thinking and critical pedagogy theory applied to the main concept of media literacy education will be adopted. To combine critical pedagogy and media research and to apply this in cross-curricular courses is to combine theory and praxis as one through the process of teaching and learning. Collecting data will include the teaching methods, materials, curriculum, observation, and assessment methods.

Typically, critical thinking is discussed in terms of lists of skills and attitudes displayed by critical thinkers and required by students, with little indication of how they might achieve these skills or how far they can be expected to do so. Bailin et al., (1999) pointed out "such lists imply nothing about the psychological states, capacities or processes that enable critical thinkers to have the requisite accomplishments, and nothing about the kinds of instructional procedures that are likely to be efficacious in bringing them about" (p.290). Johnston, Mitchell, Ford and Myles, (2003:1) suggest that as part of the remedy for these deficiencies, a "range of intellectual resources" are needed. "Students will possess these resources to a greater or lesser extent. These resources are: background knowledge; knowledge of key critical concepts; knowledge of heuristics useful in thinking critically; and certain habits of mind." In order to develop the methods which are not specified in the literature, action research will be applied in the context of the critical analysis of television. The study will investigate criticality in students' academic writing, diary, open discussion, interview, and teacher's observation and diary to give evidence of the effect of critical pedagogy on

attitudes, perceptions and critical understanding for university students. The teacher will be researcher and practitioner in this research.

1.6 Pedagogy orientation

Developing critical pedagogy is a question not only of developing critical thinking skills but, as Freire stated, also of developing students to resist unfairness, hegemony and reproduction in society by evoking consciousness to take action to change society (Freire, 2000). This study in general will focus on media literacy pedagogy. Media literacy pedagogy is based on the principle of inquiry and involves asking questions about authorship (who is sending this message and why?), intention (how might individuals interpret this message differently?), point of view (what lifestyles and values are portrayed?), construction methods (what techniques are used to attract and hold attention?) and production (how are media messages created?) (Hobbs, 2005:60). The aim of asking the above questions on media literacy is to probe further into challenging ideology and hegemony in society. It will apply Freire's and Giroux's problem-posing education to ask with respect to media education: "Why do we teach? What do we teach? How do we teach?"

This research focuses on students who study in a general education course at a university in Taiwan exploring the significance of critical thinking in television literacy education for university students. The course focused on the impact of television programmes on college students to lead them to critical thinking, analysis and evaluation of the content of television programmes. There was also focus the design of an effective curriculum for viewing television critically. The curriculum had a clear objective to help students towards a critical consciousness about TV and included designed activities such as group discussion, or debate to encourage students

to express their feeling after viewing video clips chosen from TV which was familiar to them. The most important aspect was to combine their experience and evoke student critical consciousness. Teachers need to build for each student a feeling of being free to speak out with the hope that this will then lead to students taking action in their lives.

The course was designed for general education students who are year 1-4 university students. The length of each lesson was two hours per week, 18 weeks in one semester. The content of the lesson discussed social issues on how television programmes have a role of reproduction and portray stereotype images to the youth, presenting an ideology as a form of hegemony. Referring to critical pedagogy, the teaching methods used open discussion and conversation by posing questions instead of lecturing in the tradition of transmission education. The aim was to encourage students to express their experience of viewing television and understand the relationship between media, culture, society and the world; open discussion, oral-presentation, diary writing were the methods used in the class.

1.7 About the study

Through a case study at a university in Taiwan, the study will contribute to both the conceptual and empirical knowledge base concerning power, consciousness, social awareness and the text of TV. Specifically it will provide: (1) an integrated theoretical framework to understand social study critical theory, with awareness of ideology, social class, genders, ethnicity in the society; (2) rich empirical descriptions, related to theorisation provided in (1), reviewing how media and school become instruments in exploitation and oppression for power in the community; (3) clarification of current problems of teaching and learning on critical thinking in media literacy; (4) an

experimental approach seeking liberation and practice in the curriculum as foundation work developing culture awareness and critical thinking on viewing television for students; (5) the transfer of criticality to disciplines and life situation; (6) more effective teaching and learning of television criticality by problem posing for general education at the campus for university students.

1.8 The purpose of the study

Through the research, teaching and development of curricula, my goal is to seek approaches, methods and perspectives for television literacy education. It will focus on enhancing the standard of background knowledge of our society and understanding of television as text. Based on background knowledge, students should be able to assess, evaluate, and interpret with critical thinking television outputs, and it is intended that this approach will also lead students to take some action to resist unfairness in the society. The aim of the research is to develop a critical pedagogy which will influence the practice of television viewing critically in the classroom for university students.

1.9 Theoretical framework of the study

In order to provide a theoretical framework, the project requires a conceptual understanding of critical pedagogy and, in order to relate to an empirical reality, a theoretical understanding of how people learn. This study will adopt Barnett's (1997) conceptualization of criticality with its divisions of criticality into three domains (academic knowledge, the self and the world of action) and several levels (e.g. critical thinking skills, through critical thought to critique). The study will explore methods to analyse television text, its encoding and decoding (Fiske & Hartley, 1978). Although

focusing primarily on micro-level data (class practice, individual and group learning processes) the study will explore connections with the macro level higher media educational context (media policy initiatives, media literacy awareness between educator and learner, discussion about the purpose of media literacy for higher education.)

1.10 The researcher's interest in the topic

I have been a teacher in the Communication department at a university in Taiwan since 1999. Before teaching, I worked in television industry, a publishing company, and TV network, different parts of the media industry, for almost 8 years.

As a teacher on a practical TV production course in the Communication department, I began to notice young people not only need to study how to create messages for production but also the most crucial ability is to stand back to understand relationships in society, media and themselves.

One of the reasons I am so concerned about media, society and the impact on the students is because in 2002, a video tape of a celebrity that was made in secret without the subject's knowledge, spread so widely that nearly half of college students had a copy in Taiwan. They seemed not to be aware of the ethical issue involved. This was just one example of the phenomenon of a 'peeping tape' spread widely in our society which has had such impact in the past ten years. This instance made me feel that there is something missing in our media literacy education.

I began to ask myself, based on past experience on TV production, what can I do further to help students with positive critical thinking to resist the influence of a media environment as a media worker but also as audience, against unfairness in the society,

and to help them to understand themselves? To teach media literacy and find out more effective ways of teaching became my interest.

1.11 Organization of the remainder of study

This thesis contains eleven chapters and the contents of the thesis are divided into three parts: Part 1: Introduction (Chapter 1); Literature review (Chapter 2-4) and Methodology and Design (Ch5); Part II: Findings (Chapter 6-9) Part III: Discussion and Conclusions (Chapter 10-11)

In Part I: Chapter one consists of an introduction to the media problems revealed and investigated in Taiwan, along with this study's background, aims and significance. Chapter Two reviews some major media features, specifically its negative and positive influences. It discusses further the issue of how education should contribute to media literacy. Chapters Three and Four demonstrate the relationships between media and education, which is important for media literacy education. Special focus is placed on the critical thought that is developed through critical pedagogy. Chapter Four gives an outline of critical pedagogy and how its praxis is relevant to a country such as Taiwan and how it is applied to media literacy education. Chapter Five outlines the research design and procedures that have been adopted to investigate the research question.

In Part II: Chapters Six to Nine explore and present the praxis on three themes introduced in the action research course to promote effective learning and teaching through critical pedagogy in media education: The analysis focuses on the degree of understanding – unconscious, conscious and critical thought – that has been further developed through the three themes, especially changes in students' attitude, cognition

and behaviour. Also the focus will be on whether they show greater concern towards real-life and whether after-class action is applied into their daily life.

In Part III: Chapter Ten identifies successes and failures of the overall learning, and evaluates and examines the teaching and learning findings. Discussion of the findings and emergent features and relationships within the wider theoretical context arise for review from the literature in Chapters Two to Four. Chapter Eleven summarizes the findings of previous chapters. The discussion then returns to an analysis of the educator's role in shaping the curriculum adopted by critical pedagogy for media education in Taiwan.

Part I

The purpose of Part I (Chapter 2-Chapter 5) of the thesis is to present and analyze the results of the literature review on the relationship of media, impact and youth (Chapter 2), the role of media literacy education (Chapter 3) and teaching and learning in critical pedagogy on its praxis and critique (Chapter 4), also the plan of research method and design is included (Chapter 5).

Chapter 2 Media, Impact and Youth

2.1 Introduction

The information age brings enormous benefits but also severe consequences for people. Technologies and information are responsible for big changes in economics, education, and the infrastructure of society, legal and social constructs among others. Though the mass media and telecommunications blur the information processes, the world and the societies per se are faced with challenges in keeping pace with these changes; thus, the relationship of individual, society and media must be understood and protected by every citizen so that information through media will not be manipulated nor taken advantage of by politicians or groups with malicious intents.

Rather than focusing only on its adverse effects on humanity, people must seek to understand the power of media, its impact and influence on the society to further enhance its function. With this regard, it is essential for every citizen to protect themselves from excessive influence by the media. This chapter will discuss the standpoint of media in contemporary society, most especially the television which has invaded our lives for over half a century now. The paper also investigates the role of television, the consequences of the growing importance of television and the television's influence on attitude, cognitive and behavioural aspects of individuals. The people's ideologies toward media and the practice of smart media and television viewing are also explored in this chapter.

2.2 Role of television in the society

Many writers have commented on the realistic nature of television (Gitlin, 1980; 1983; Marc, 1989). As Kuhn (1982:25) has commented in relation to American culture, 'television has become a part of their daily lives. It is accepted into the flow of their routine or everyday division of labor'. As a result, television may be unique among media in that its images are strongly positioned to be accepted unconsciously by viewers as presenting images of reality, that is, as painting pictures of our world as it truly exists.

Television is a domestic medium. People watch television primarily in their homes unlike films, for example, which have until recently been viewed mainly in public movie theaters. Some researchers connect the way television consumption has increased vis-à-vis films to the historical ascendancy of the private vs. the public sphere (Williams, 1974) in their culture. As society becomes more privatized, the images and ideas consumed in the privacy of their homes become increasingly numerous and influential, particularly with the growth of television as a medium that can bring the outside public world into the privacy of our homes (Postman, 1987). Television, many scholars argue, does not trigger change in isolation, but does so in concert with other major cultural institutions, permeating every family, and become a common entertaining tool for family and individuals for almost over half century since television was introduced to the society.

Television assumes a central role in people's lives, especially for those who are lonesome. More and more rely on television as their life company, and spend more hours with TV. Take an example from the Nielsen survey: in a developed country such as America the average American family watches over seven hours of television

per day, and the average individual watches over four hours per day (Nielsen, 1995) and in year 2000 98 percent of all U.S. households, has at least one television. In 2000, almost half (47%) of parents reported that they had a child with a television set in their bedroom (Nielsen, 2000). According to Taiwan magazine Global Views Monthly magazine survey in 2007, in Taiwan, over 95 percent people watch TV every day, and above 18 years old spend 16.94 hours every week on TV, 2.42 hours every day, which is very similar to the situation in the UK where children and young people watch TV for an average 148 minutes per day. (GVM, 2007; Johnson, 2006; Livingstone, 2002). Despite an increasing tendency to switch on a computer screen instead of their TV set, it still is a case of other visual images impacting on their life.

2.3 Media are constructed

Many analyses in the field of cultural studies state that the media is the process of transmitting messages to audiences, thereby always instilling the definition of the situation and further instilling media ideology – this is the construction of reality through the media (Hall, 1982). Media images help shape our view of the world and our deepest values: what we consider good or bad, positive or negative, moral or evil. Media stories provide symbols, myths and resources whereby we construct a common culture and through the appropriation of which we insert ourselves into this culture (Dines & Humez, 1995)

To understand our culture and society, as Jonathan Culler stated, is to not think individually but is more about thinking of a system of symbols. That is the meaning of combining individual objects and behaviours, and then creating the system of humanity and universe (Culler, 1981:25). According to semiotic theory, television consists of symbols, conventions and data, which means the diversity and sequence of

text, provide the necessary consistency to make it plausible. In semiotic theory, signifier is words, visuals and audio signifying the presence of notions. The relationship between signifier and signified is fluid and changeable. Roland Barthes (1975) states it is game of meaning. Furthermore, with regard to reception, scholars argue that meaning does not exist as a point on the screen or one paragraph of words, but is the result of the interaction of viewer and screen, or reader and text. 'Semiotic theory emphasizes how meaning is created and not what the meaning is' (Allen, 1992:31). Different symbols consist to reflect media reality, and this is called media representation. Many contemporary critical theorists' references hypothesize that we experience the world through representation systems; these representation systems control how we see the world and construct the world we perceive. On the other hand, television systematically reinforces existing stereotypes of people, and symbolizes events such as language, visuals etc. The supporting power of the above notions is ideology.

From the notion of ideology, Marx stated that society is formed as a conflict between classes, and his understanding of society is of people who are determined to dominate classes according to their benefits. Thus the dominant class controls consciousness and thereby controls thought; in this way they control the entire thoughts and notions of society's classes, and as a result, also manage notions of production and distribution: such was a controlling notion of the past century (Marx, 1977). Media is controlled by dominant people who instill ideology unconsciously by their views. Lull stated that mass media has a role of transformer and creator -- not only to build up the power of thinking or to repeat certain contents to attract people's attention, but also to standardize the thinking and firm up the contents (ideology) of the media, thus setting a rule/precedent that not only affects the audience but also impacts the media

itself as creator and/or inventor (Lull, 2000). The reproduction of ideology is presented on the screen, making it easy for audiences to pick up and apply to their daily lives. Once successful, this ideology also influences values, attitudes and behaviours. That is the overall power of ideology -- you change but it happens unconsciously. Such is the hegemony theory of Gramsci, in which he theorized on ideology's superstructure and its production. "Structures and superstructures form an 'historical bloc', that is to say the complex, contradictory and discordant ensemble of the superstructures is the reflection of the ensemble of the social relations of production" (Gramsci, 1971:366). It emphasizes how powerful people use media to confirm their power, wealth and position in society through their beliefs (Boggs, 1976). Taking the example of television advertising, it encourages audiences' images of themselves as market and consumer-driven, rather than public or civil citizens who control civil society (Gitlin, 1979).

The implicit hegemonic will to control people is by a principle, law or rule, and people erroneously believe such principles, laws and rules are applied for their personal benefit, but actually they are not (Lull, 2000). The media industry is controlled by certain powerful interest groups -- either political or business. Television programmers and commercial interests seem to create a façade of giving benefits to people in the world, but in fact, ideology unconsciously makes consumption a dominant aspect of people's lives. Manipulation is easily applied by the media by their ideology hegemony, since the television media has been a powerful and effective influencing factor for the past half century.

2.4 Television and cultivation

The reproduction of beliefs, values and thoughts, as well as the importance of media in creating the notion of mass culture in society have been stressed by theorists like Adorno and Horkheimer (Dialectics, 1944). Althusser[1] also showed that mass media is powerful enough to invade people's consciousness to make them change their world views. Wober and Gunter argued 'the more time individuals spend watching television, the more they are assumed to be affected in their socio-cultural beliefs by its dramatic content' (Wober & Gunter, 1988:4).

Hawkins and Pingree's (1990) recent work has provided a psychological model for how television viewing may influence the construction of social judgments (Hawkin & Pingree, 1990 cited in Shrum, 1995). Wober and Gunter comment as follows, "through analysis of relationships between individuals' reported television viewing habits, particularly the amount of time they spend watching and their perceptions of their social and cultural environment; such works have made it possible to reveal television's contribution to the attitudes, beliefs and values people hold with respect to the world in which they live" (Wober & Gunter, 1988:3).

Cultivation theorists (Gerbner, Gross, Morgan, & Signorielli, 1994) are largely responsible for the research conducted in this area. Cultivation theory says that long-term exposure to television impacts the ways in which individuals see the world. (Shrum & O'Guinn, 1998) The effect of television, based on cultivation theory, is to show that people who have certain beliefs about social reality may be drawn to television programs that confirm these beliefs.

[1] Ideology and Ideological State Apparatuses: Some Notes Toward an Investigation, 1971

'These effects are not the immediate changes of opinion studied by earlier researchers, but rather the slow, cumulative build-up of beliefs and values through which we understand the world" (Glover, 1984:11).

Once upon a time, it was you who were, what you did, what kind of a person you were – and your moral, political, and existential choices and commitments, which constituted individual identity. But today it is how you look, your image, your style, and how you appear that constitutes identity. And it is media culture that more and more provides the materials and resources to constitute identities (Kellner, 1995).

2.5 The negative effect

According to Gunter (1987), through cultivation, frequent watching of TV could start to match the cognition of the world reality with TV reality. "Heavy television viewing has been linked to greater perceptions of the prevalence of violence (Gerbner et al., 1980; Shrum, 1996; Shrum & O'Guinn*, 1993) greater perceived danger (Gerber et al., 1980; Shrum, 1996), and greater anxiety and fearfulness" (Bryant, Carveth & Brown, 1981 cited in Shrum, Wyer, Thomas O'Guinn*, 1998: 448). According to Phillips (1983:560) since 1950 more than 2500 studies have attempted to discover whether mass media violence triggers additional aggressive behaviour (Comstock et al., 1978; Murray & Kippax, 1979; Donald & Bachen, 1981; National Institutes of Mental Health, 1982 cited in Phillips, 1983: 560). One study found that children exposed to a violent television program were more likely to hurt the progress of another child in a subsequent game activity than children exposed to a non-violent television program (Liebert & Baron, 1971). Similar patterns have been found in studies conducted not only on children but also on adult subjects as well (Berkowitz & Geen, 1966, 1967) for the most part centered on the prevalence of crime, violence

and sexual content on television, and the possible negative effects of this content on attitudes, beliefs, and behaviours (for reviews, see Morgan & Shannahan, 1996 cited in Shrum, Wyer, Thomas, O'Guinn, 1998: 447).

Potter (1999) provides a useful summary of the findings from seventy years of research on the potential effects of media violence. Cantor (2002) summarizes the volumes of studies conducted on fear reactions to media exposure. The research suggests that children who watch increased amounts of television are more likely than low television viewers to display symptoms of psychological trauma such as anxiety, depression, and posttraumatic stress. The fear is likely to carry on into adulthood, as most adults have clear memories of having been frightened by a television show or a movie. (Harris, Hoekstra, Scott, Sanborn, Karafa & Brandenburg, 2000; Hoekstra, Harris & Helmick, 1999).

In particular, television advertising targeted to young people receives considerable negative criticism from parents, educators, and policy-makers (Ward, 1984; Young, 1990). The persuasive intent of a sales pitch targeted to teens, let alone pre-teens, makes all parties in that communication transaction uncomfortable (Pollay,1986). Without over-generalizing, perhaps the most dangerous and negative effect of television is its control of our thoughts – this shapes how audiences' concept of thought is unconsciously constructed, making such audiences ignore their inner thoughtful consciousness. Television often has substantial influence on perceptions of world events and how they shape our lives. Such influences are not always necessarily negative, but could also be positive as well.

2.6 The positive effect

Television not only has negative effects but also positive ones, and as Donovan and Spark stated: 'The mass media plays an important role in providing health-related and other such helpful information for the general public' (Egger Donovan & Spark, 1993:39 cited in Mattew R. Sanders, Danielle T. Montgomery & Margaret L. Brechman-Toussaint, 2000:939). Television has been shown to have the capacity to influence awareness and to change attitudes, beliefs, and behaviours, making it potentially one of the most powerful educational resources available at the present time (Hofstetter, Schultze, & Mulvihill, 1992; Zimmerman, 1996 cited in Mattew R. Sanders, Danielle T. Montgomery & Margaret L. Brechman-Toussaint, 2000:939).

As an educational source, television programs are a cultural text that may teach young viewers cultural norms and expectations and, thus, ways to interact in daily life, specifically related to dating and intimate relationships (Morrel, 2002). Television presents adolescents with numerous verbal and visual examples of how dating, intimacy, relationships, and sex are handled. On the other hand, concern is often expressed that the messages TV sends about sexuality are limited, stereotypical, and potentially harmful (See Huston, Wartella & Donnerstein, 1998, for review).

On the other hand, media with its news-disseminating function can draw world-wide attention to events, e.g., as it did during the 11/9 world trade center terrorist attack in New York. If there is no visual reporting serving to transmit news to audiences all over the world, how can people know what is happening in the world? Television clearly has a positive role in this regard. Another example was 'Pachang Creek' news event that happened in Taiwan in 2000, in which an accident happened in Chiayi city in south Taiwan: four farmers stood on a rock waiting for rescue while the river tide

rose, but they died since, tragically, their rescue (by government emergency relief rescue staff) came too late. This heart-breaking event – in all its gut-wrenching detail – was broadcast to audiences all over the country. Many came to criticize the government's poor/slow response in this tragic event, and this seems to justify the importance of the media's role in drawing attention to a government's incompetence during such tragedies: This further highlights the power that the media can wield in our society.

In summary, the social reality represented on the screen not only transmits dominant views and beliefs unconsciously, but also constructs definitions of the relationship between individuals and their society. The impact of standard values or beliefs is not confined to one effect; the impact of standard values can also cause psychological problems and stress in society, especially for young people since they are at an impressionable age and easily chase trendy issues. These problems could be more complex impinging upon the very fabric of the society, and combining many different factors. However, it is the media, especially television that must not avoid taking its fair share of responsibility as playing a major/dominant role of raising and promoting significant value issues. Given the importance of how mass media shapes viewers' consciousness, in particular, and society in general, information proliferating from television must be carefully monitored.

2.7 To react to media

The majority of evidence shows that the media impact is negative most of the time and this demonstrates the need for media to be monitored and controlled. The media is controlled by elite people and reflects their benefits, because TV is a public medium. As a countering approach, I argue for looking into the audience's points of

view, while combining their power to resist this unfairness: this serves to prevent the media from becoming a tool of control for a small minority of dominating elites. Concepts of media literacy should be applied into everyone's daily life.

As Klapper states, the media is not the only effective provider of factors to affect audiences (1960). Also, the audience is one of the factors affecting impact; the media may not be able to affect well-educated people as much, since they do not blindly accept television because they have the ability to face it critically (Barker & Peteley, 1997). However, not all of the public are sufficiently well educated to understand how media is constructed. Most people watch television for entertainment, and that means that such audiences are not able to avoid becoming victim to television's effects/influences. In fact, most audience research shows that the majority of audiences are passive victims who are easily manipulated by the media (Hall, 1981; Nava, 1992).

In order to bring more positive media functions back to the public, Hall used concepts of ideology and hegemony to analyze the media impact, but he did not think of the media as the controller of people's thoughts. From his point of view, he believes audiences are able to view autonomously to identify and interpret notions or facts provided by the media. He does not take an entirely pessimistic view about audiences taking the initiative when it comes to their interacting positively with the media (Hall, 1980). Although it seems possible to promote enlightened research views on audience interactions with the media, there are many helpless people who do not want to take action, are not well educated, and are accordingly in a very weak position. To interact effectively with the media is not just a slogan, but is, most importantly, to establish accurate media notions, and to control the media relationship by not being

manipulated by the media. As Buckingham stated, audience rights shall be based on education. Buckingham argued that media literacy education is a political process that is related to power and knowledge (Buckingham, 2003), and is especially essential for citizens living in our chaotic information age society.

Chapter 3 Media Literacy Education

3.1 Introduction

As Potter (2004:66) stated 'any theory of media literacy must be at its core a theory about how people are affected by the media'. 'Throughout the 1990s, British, Canadian, Australian, and American media paradigms arose emphasizing media literacy as a "solution" to the "problem" of negative media influences' (Hobbs, 2005:871). Sorting out this problem in modern society is not only based on awareness by media researchers, but is also based on the cooperation of educators through media literacy education to build up consciousness of media influences in daily life. It is, as Buckingham stated, that "media education is regarded as the solution to a problem; and children's relationship with the media is seen, not so much as a fact of modern life, but as a harmful and damaging phenomenon that educators must seek to confront" (Buckingham, 2003:6).

In order to evoke awareness of the importance of media literacy education for people in the society, the following section is going to discuss media literacy education. It includes the definition of media literacy, how to view television intelligently, and why critical understanding and autonomy play important roles in media literacy. In short, how do these all apply to media literacy? Critical pedagogy will then be applied to media literacy education to delve into teaching methods and the role of teacher and curriculum.

3.2 The definition of media literacy

Potter (2004: 28) draws attention to the diversity expressed in a symposium of the *Journal of Communication*, as well as the diversity across the broader range of writing about media literacy, and suggests that it "indicates that the topic has attracted an eclectic range of scholars and concerned citizens." Many people have written on the topic of media literacy in many books and articles, (Adams & Hamm, 1989/2001; Considine, 2003; Silverblatt, 1995; Silverblatt & Eliceiri, 1997; Trampiets, 1995; Yates, 2002), and more than 3,140,000 hits in Google indicate the prevalence of this topic. (www.goole.com retrieved from 10 Mar 2008) This reflects that media literacy has received considerable attention and many writers see it as an essential citizen skill in our modern chaotic information age society.

To conceptualize the meaning of media literacy, one must start off with the notion of 'literacy'. Several scholars have stated different perspectives to express their ideas of literacy (Hobbs, 1997a, 1997b; Kuhlthau, 1997; Meyrowitz, 1998; Zettl, 1998). Hobbs (1997a:7) stated "literacy is the ability to access, analyze, evaluate, and communicate messages in a variety of forms". Zettle sees media aesthetics as the foundation for a model of media literacy (Zettl, 1990). To delve into 'literacy' in this context would seem to imply that media in some sense is seen to employ language, and that we can study and teach visual and audio-visual language in a way similar to written language. Adams and Hamm stated that "Media literacy may be thought of as the ability to create personal meaning from the visual and verbal symbols we take in every day from television, advertising, film, and digital media: this is more than inviting students to simply decode information" (Adams & Hamm, 2001:33).

Not only have scholars expressed their views on the definition of media literacy but views are also voiced by Citizen Action Groups from developed countries such as Canada, UK, USA and Australia. The UK Media Watch organization ((Mediawatch-UK, 2008) stated "media literacy challenges abusive stereotypes and other biased images commonly found in the media". The Media Awareness Network gives broad views "on the functionally literate in the world today, providing young people with the needed critical thinking skills to 'read' all the messages that are informing, entertaining, and are making hard-selling pitches to them every day" ((Media Awareness Network, 2008). Given the diversity of views voiced by media organizations and scholars, the Nation Leadership Conference's agreed definition reached through discussion and consensus with scholars in 1992 is helpful. The conference stated a definition of media literacy that it "is the ability to access, analyze, evaluate, and communicate messages in a variety of forms" (Aufderheide, 1997:79).

In the field of media literacy, Potter (2004) stated media is really the convergence of three huge bodies of knowledge: media studies (the industries, content, and effects), human thinking (how people attend to messages and construct meaning), and pedagogy (how to help people access information, develop skills, and become educated). "Media literacy is not just the over-lapping intersection of these three; instead, it is the entire realm covered by all three" (Potter, 2004:23). Within the scope of media literacy, as many scholars have stated, are the study and application of context and ideology (Lewis & Jhally, 1998), textual interpretation (Buckingham, 1998a, 1998b; Meyrowitz, 1998; Zettl, 1998), and audience (Buckingham, 1998a, 1998b).

Turning to the purposes of media literacy, Brown states that it " is to help recipients of mass communication become active free participants in the process rather than static, passive, and subservient to the images and values communicated in a one-way flow from media sources" (1998:47). Media literacy aims to ensure that audiences have greater control over media messages by teaching them to see media messages within their appropriate context (Potter, 1998). Scholars who argue for media literacy have taken their message to parents, educators, and policymakers to try to develop programs to encourage responsible media use in youths and adults (Riddle, 1999). However, it can be said in conclusion that the most important component of media literacy, is a smart viewer viewing media but not being manipulated by the media.

3.3 Critical understanding and autonomy

Buckingham states that for a want of a better term, media literacy is a form of critical literacy. It involves analysis, evaluation and critical reflection (Buckingham, 2003). This not only makes critical understanding possible but also forges an attitude of independence and autonomy. To be an independent and autonomous person, as Duncan stated, 'it is truly necessary to be disciplined in one's conceived activities as a means of facilitating the integration of critical thinking skills' (Duncan et al., 1989).

Besides acquiring critical thinking skill, Adams and Hamm (2001:33) argued that critical thinkers are those who can understand and produce in the media culture swirling around them. Critical understanding is not only to understand and interpret messages, but also to avoid manipulation; the most important facet of which concludes with the spirit of critical theory evoked by sociologists and political theorists both within and beyond the scope of education. In essence it provides a form

of analysis of social, political and economic life embracing one's existence (Brereton, 2001).

The most important critical understanding is not only of the media itself but also the interaction of its complex social and cultural contexts and use of this awareness to decide what textual positions to accept (Buckingham, 1998a, 1998b; Hilton, 1996; Luke, 1998). Frechette states the need to differentiate between various sources of information using critical thinking skills and an understanding of political economy in order to keep in play the contest and struggle over meaning (Frechette, 2002: 37). It recognizes that the hegemonic or ideology that aims to foreclose meaning and understanding are not without limits in culture studies. Frechette further emphasises "cultural studies to examine how audiences are active rather than passive agents who can challenge and resist mediated messages about culture" (Frechette, 2002: 38). In order to articulate and address the importance of hegemony, Frechette suggests using it as a concept for study of popular culture, pedagogy and media literacy.

The aim of cultural studies, as many researchers stated, should be to teach people new kinds of media literacy competencies which include wider understanding and self-reflection (Graviz, 1996; Buckingham & Sefton-green, 1994; Masterman & Mariet, 1994; Craggs, 1992). But these aims are not solely based on understanding and self-reflection but are also based on active participation (Buckingham, 2003). It is, as Potter states, the active participation aspect of critical autonomy that is the aim of media education (Potter, 2004).

Silverstone (1999) argues that media literacy obviously entails "a capacity to decipher, appreciate, criticise and compose"; but it also requires a broader understanding of the social, economic and historical contexts in which texts are

produced, distributed and used by audiences (Silverstone, 1999 cited in Buckingham, 2003:49).

Media, by its nature, is public, and people with media literacy should have consciousness for not only viewing media critically, but should also reflect on their role as citizens in society. The scope of critical understanding is elaborated in a very wide range of social contexts. Media literacy not only guides audiences to view media critically, but most importantly to more clearly see the world and culture, thereby making people become autonomous citizens in the society; audiences then can become active rather than passive participants who are able to challenge and resist cultural media messages.

In short, the argument of these authors is that media literacy is not only about helping people become active media message learners, but it should also have more depth to be critical of culture, capitalism and political manipulation by hegemony. When looking at accounts of the media's hegemonic nature, the crucial factor is introducing the element of criticality into media education and then taking further action, since critical capacity is essential for citizens living in a modern society. The way to improve critical capacity is through critical pedagogy in education, and subsequent sections will further advance the arguments of the many scholars I have noted above who believe that this element can be supplied by 'critical pedagogy' to achieve this media literacy objective.

3.4 Media literacy education for television literacy and critical autonomy

Media education has been treated as a demand for rationales ('why teach about the media?'); sometimes as a demand for content ('what do you teach about?'); and

sometimes for pedagogy ('how do you teach about media?'). Many existing publications and training courses offer them as an appealing trio; they are the Why, What, and How of media literacy education, which implies that these elements will explain each other and will comprehensively cover everything we need to know. Discussing media literacy education could start with the question Postman poses, "How can we use education to control television?" (Postman, 1987: 168). Applying critical thinking principles and developing critical thinkers is the key in media literacy education.

As media educators, we strive to produce well-informed, responsible citizens who will be able to take a distanced stance toward the immediate pleasures of the media. We want to give our students the critical knowledge and analytical tools that we believe necessary to empower them, and thereby enable them to function as autonomous, rational social agents. Our aim is to produce critical consumers, even if what we mean by the term critical in this context is often ill defined (Buckingham, 1996, 2003). The goal of media literacy education, as Masterman suggested, is to help people understand how media distorts reality by the messages they produce and how symbol systems teach us our knowledge of the world (Masterman, 1985).

Hobbs (1996) says that 'the goal of media literacy is to promote autonomy' (Hobbs,1996:iii) This view is similar to that of the National Leadership conference: "The fundamental objective of media literacy is critical autonomy in relationship to all media...including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence" (Aufderheide, 1997:79-80). It strives to develop sophisticated citizens rather than just sophisticated consumers as Lewis and Jhally (1998) state.

To become autonomous citizens means mastering the skills of 'liberation' and 'empowerment;' Liberation means not being manipulated by the media and also knowing how to avoid the traps set by media construction; it also means participating constructively in society by knowing how to use media to promote citizen literacy. The meaning of empowerment is for the individual to be able to define, select and assess media and its contents. Further thinking and dialogue within the society to effect and inspect media to improve its content serves to build up better community standards, and further enhances the quality of culture in the society (Wu, 1996). Therefore, media education serves to renovate society by strengthening students' cultural competence and future orientation and this is the role of critical pedagogy.

3.5 Teaching method and the role of teacher

As Considine and Haley (1999) describe the curriculum, media literacy represents an alignment of the classroom curriculum with that of the living room. It has to relate to daily life, and with a teaching method different from traditional teaching methods which are now being questioned by many scholars in education (Bazalgette, 1997; Brown, 1991, 1998; Buckingham, 1990; Kubey, 1998; Masterman, 1980, 1985, 1997; Sholle & Denski, 1994). Masterman (1997) argues there is a sense that the very act of studying media can help democratize the teacher-student relationship because the act of critique is one of "reflection and dialogue" (p.44). Many scholars emphasize that media literacy demands a different type of teaching that is democratic and non-hierarchical (Bazalgette, 1997; Masterman, 1980, 1985, 1997).

Buckingham argues those that teach media literacy can be both prescriptive and non-hierarchical when he writes that the aim to 'demystify' students while using a non-hierarchical pedagogy "clearly places the teacher in a contradictory position, on the

one hand, as the bearer of a 'truth' that is not available to the students, yet on the other hand as an equal partner in dialogue" (1993b: 287). "It is possible to teach about media in a traditional chalk-and-talk, teacher-centered classroom but the principles of media literacy imply a methodology that changes both students and teachers. If audiences are actively engaged in constructing meaning rather than passively accepting it, the relationship among students, teachers, and the curriculum must inevitably change" (Considine & Haley, 1999:9). Exposing people to a range of teaching tools and techniques opens their eyes, minds, and hearts to the need to teach and reach all students. By implication, it rejects the traditional chalk-and-talk, teacher-centric classroom where all students do the same thing in the same way (Considine & Haley, 1999:9).

The aim of teaching methods seeks to support the notion that the teacher's most important role is as classroom leader and manager of successful classroom interaction. Teachers in schools are seen as partners enhancing educational opportunities, as developers of their profession and as agents of educational reforms and changes (see for example Fullan & Hargreaves, 1996; Niemi, 1999a). The teachers' mission is to help children and teenagers question, investigate and question again. The questioning alone is more important than getting answers to those questions from an outside person (Reiser, Williamson, & Suzuki, 1988). The attitude must be as an active viewer who asks skeptical questions and constructs their own meaning (Potter, 2004). Scheffle also suggests we should "raise not only questions of effectiveness, but also questions of values, alternatives and side-effects-ends as well as means" (1991:82). In order to motivate students to construct valuable questions, the role of teacher must be skillfully changed. Giroux calls the teacher a transformative intellectual; he must

combine research, reflection and action to enhance learner's knowledge to warn of injustices in society (1988).

Teachers with this sense of media literacy consciousness can then bring this consciousness to students. To develop students with consciousness on how important media literacy is for them, requires they be led step by step to question the world and culture; not only knowledge of it but also with a habit of critical thinking -- using it as their guide, friend, and as the light in a dark sea to lead students to find their way and discover the world. It challenges the traditional role of teacher which is only to ask students to follow the teacher's direction; the difference here is the teacher allows students to find their way by themselves, and not only to give directions; this helps to allow students to think how to formulate their own views by themselves. In fact, by definition it should not be possible to teach media literacy without concurrently teaching critical thinking skills, which in turn serves to engage rather than alienate students (Considine & Haley, 1999:8). Critical thinking has a variety of definitions. Richard Riley (1995) has stated that students "need to stretch their minds and avoid being passive consumers" (cited in Considine & Haley, 1999:5). The teacher's task is to help everyone concerned make problematic what they think they know, and to develop the ability to question underlying assumptions (Masterman, 1985:28).

To summarize the above point, realizing media literacy's educational potential requires the questioning of traditional teaching techniques, and democratic and non-hierarchical ways are what drive students from dependence to self-direction. The relationship of teacher and students evolves in the classroom, and the teacher's role, in particular, the way of teaching, is changed. The aim of teaching becomes more

focused on critical thinking's 'point of view' with strong emphasis on the value of changing teaching methods as well as the teacher's role.

3.6 The need for critical thinking for media literacy

Ennis (1989) maintains that development of reflective thinking progresses as a basic critical thinking schemata. He mentions promotion of reflective thinking and critical thinking as crucial to media literacy. Also the education system must develop such critical autonomous thought in response to the increased exposure to centralized mass communication. Therefore, critical thinking is considered the central spirit of developing media literacy.

Critical thinking is the ability to make reliable judgments when identifying, analyzing, comparing, contrasting and evaluating arguments. This ability is more than the act of receiving things through thoughtless and passive means. If a person is not able to critically understand a message, this means that the individual lacks the ability to defy authority and makes the person submissive to power. Through critical thinking, the individual is enabled to think beyond what is given by those with power, and this makes people independent in their thoughts and views.

Critical thinking is not only a skill or ability but it can also be described as an attitude with the urge to pursue the truth (Ennis, 1996; Siegel, 1988). First of all, challenging unfair practices, oppression and so on, is not dependent on only the individual. The real power derives from the combined voice of a group of people. The power of critical thinking, as Freire emphasizes, is associated with critical consciousness and practice. Literacy is a key point connected to the critical consciousness. The lack of

television literacy, as well as the consciousness of being critical, directly affects the audience, making it difficult for them to identify injustices shown on television.

Apart from developing a sufficient body of knowledge required to make sound judgments, the most important factor in critical thinking is the spirit that gives people the courage to discover and address the phenomena of injustice. A critical spirit is the foundation and key for practising the principles of critical thinking. As Freire mentioned, the process of critical thinking involves not only theory but also action (Freire, 1970). Combining thought and action promotes an effective critical thinking sprit.

To acquire critical thinking literacy, the most important tool lies in education acquired both during childhood and also as an adult. Many researches have cited that critical thinking is generally conceptualized as an intellectual ability suitable for development by higher education practitioners (Young, 1980; Meyers, 1986; Stice, 1987). Empirical studies of the development of critical thinking capacities' focus on young adults (Kitchener, 1986; King, Kitchener & Wood, 1985) or college students (Perry, 1970, 1981). This suggests that adults play a significant role in educating the next generation regarding television program viewing habits. Thus, to educate youth as critical thinkers is a way of avoiding the tragedy of media manipulation.

Recently, educators in Taiwan have been aware of the risk of media manipulation and started to educate students in critical thinking but its practice on pedagogy still has a long way to go especially critical thinking of television for media. In 2002, the media policy released by the Taiwanese government emphasised the need for people to have television literacy so that they can access, evaluate, analyze, and assess television

when in a chaotic environment. Critical thinking plays a very important role in interpreting media messages.

To enhance media literacy and the ability to judge and interpret media messages, a white paper was published by the Taiwanese government in October 2002 stressing its importance. Although television literacy courses are not as advanced as in the UK, where they have been included in the National Curriculum since 1989, more educators recognize their importance in education.

3.7 The need for critical thinking in higher education

As Hobbs states, the large majority of media issues are also equally relevant in the higher education environment (Hobbs, 2005). The need for critical thinking is clear for all grades in the education system.

The traditional liberal academic view of critical thinking argues that education is intrinsically worthwhile and is about (1) expanding the outlook of students; (2) the development of the students' capacity and intellect for social and civic interaction through media; (3) pursuit of truth through critical investigation (Newman, 1996; Oakeshott, 1950). In more recent times and especially in Taiwan, the focus is on being oppressed by the media and the importance of making this known through sensible criticism, since silence is particularly prevalent in Chinese culture. Those oppressed by the media do not generally challenge the status quo, and it is therefore important, through the combination of education and media research as a critical pedagogy to educate undergraduate students. This will help them in gaining consciousness on how to optimally interact with society, media, and themselves, yet also help with their

independence and autonomy in critical skills (Giroux & Simon, 1989; Buckingham, 1996, 1998a, 1998b).

Political engagement can take the form of higher education citizenship education (e.g. Stanton, 1987) and through criticality, one can learn how to liberate oneself from social shackles, or by working with others, how to liberate an entire oppressed social group (Freire, 1972; Giroux, 1983). This is an essential element in being a citizen. As Barnett stated, the university's conception of critical abilities widens to include the self and the world but is held within limits that threaten to thwart attainment of the emancipating promise of critical being. Therefore, higher education understands itself as the inculcation of a critical spirit that is sensitive to all three domains of critical being: reason, self-reflection and action. Higher education has taken its dominant conception of critical thinking to be that of critic (Barnett, 1997:63-70).

3.8 Critical Pedagogy to resist reproduction

Considine and Haley (1999:1) address a form of critical pedagogy "that would be assimilated, modified, and incorporated within the emerging media literacy movement in the United States' and go on to suggest that "questions about ideology, power, social relations, and the way knowledge is constructed, carried, and conveyed by media representations necessitates a commitment to both critical thinking and a critical pedagogy" (ibid: 8).

"Silence is golden" is a tradition for the Chinese to respond to challenging events despite the technical information age. Taiwan's traditional value of silence however also attempts to suppress the problems between knowledge, power, and politics, and thus is a terrain of struggle (Giroux, 1994). One such example is in education, where a

student graduating from law school – which is shaped by people who have power – will then only serve the interests of a particular group. The correlation of class, gender and race of reproduction may continue in school (Giroux, 1997). These occurrences do not only happen in school but also in our society. The media are used hegemonically to probe into our daily life since they have controlling rights on media production, especially television with its visual aspects that can have a real impact. Bourdieu (1977) commented that television is a particular medium which can be used for political content and that this is a risk we have to face. Once a particular group becomes established, then power will immediately also be produced. The group can use television to achieve what they want, resulting in oppression. Television plays a very important role in the correlation of politics and conscience; knowledge of it must result in methods to avoid manipulation and to win back people's rights to speak out and describe the world not just passively but as they actually are experiencing it (Freire, 1970).

However, to be silent is to merely follow blindly; whereas to evoke internal consciousness to challenge unfairness and unrighteousness in the society, the most import element is critical ideology (Freire, 1989). Critical ideology focuses on the removal from oppression through self-reflection. A mere perception of reality not followed by critical intervention will not lead to a transformation of objective reality – precisely because it is not a true perception. This is the case of a purely subjectivist perception by someone who forsakes objective reality and creates a false substitute. To no longer be prey to its force, one must emerge from it and turn upon it. This can be done solely by means of praxis: reflection and action upon the world (Freire, 1989). To acquire critical ideology we need critical pedagogy through education.

Chapter 4 Critical Pedagogy

4.1 Introduction

The purpose of this chapter is to discuss further how critical pedagogy can be applied with revolutionary implications for education since it highlights education's problems. It will consider: what benefits it brings to education, how it changes the emphasis between teaching and learning, how it seeks to construct a liberating classroom, how critical thought can be built through posing questions and using interaction and dialogue in the classroom, how it is applied to the individual's life experience and praxis in daily life. It is also important to consider its advantage as a form of 'grand-narrative' for education but also critical views from different perspectives to further reflect its possible disadvantages when it is applied to different education environments. As regards Taiwan, it is important to consider how transferable critical pedagogy is to the Chinese traditions of education, whether it is contrary or in tune with Chinese traditions of education. The following sections not only discuss how critical pedagogy can be applied in teaching and learning but also provide a critical analysis of how critical pedagogy might be applied to education in Taiwan.

4.2 Teaching and learning in Critical Pedagogy

As Freire stated, teaching is not merely the transfer of knowledge but rather an endeavor which strives to create an environment conducive to the production or construction of knowledge (Freire, 1970). Critical pedagogy is an educational theory which strives for humanity to call out for reforms in school education; it enhances the

process of empowerment under a genuine humane concern to liberate those oppressed. Teachers assume the role of promoting intellect, knowledge and developing critical citizens in society; teachers do this by opening students' eyes to understand, reflect and transform injustices in the public arena in a way that also enhances educational empowerment. This is Giroux's (1988) view of transformative intellectuals.

Shor states that teachers should use problem posing -- geared according to students' social experience and relevant academic issues -- to both teach students and build interaction in a liberating classroom environment (Shor, 1993). In the preface of Freire's book *Pedagogy of the Heart*, (1998) he reshapes the meaning of education in its political impact and reforms the essence of struggle, since for Freire, education's essence is its potential to liberate in order to gain knowledge and critical thinking capacity.

To educate students in the spirit of critical pedagogy is not only to help them acquire critical thinking capacity, but is also about understanding the power of construction in society, and then taking action to further resist injustice and hegemony. It applies teacher and student to the tasks of problem-posing, interaction and dialogue; life experience, change and action all follow in the conceptual footsteps of critical pedagogy: It is not only a matter of discussing or exchanging critical thoughts in the classroom, but applying critical thinking to real life as an acquired life habit. How does one become a critical pedagogy teacher? The most important factor is to transform the intellectual teacher, as Giroux stated, to follow the critical pedagogical path. This is the most effective way of teaching the concepts of critical pedagogy, and ultimately, for constructing a liberating classroom.

4.2.1 Posing question

The first step to praxis of critical pedagogy must be to change the traditional 'top-down' authoritative teaching method (also called 'banking education') to problem posing education. For banking education, the teacher is only the filler who fills students – who are devoid of any critical mind capacity -- with facts: students' knowledge is not derived through critical thinking, but is merely receptive in nature. Students never question: they are merely receivers and not real learners. To be a real learner, one must always be thinking carefully and conscientiously of the knowledge one is receiving and constructing. When critical thinking capacities are developed, problem posing then guides students' thoughts carefully and critically from different angles to reach the discussion objective by means of the teacher's thoughtful questioning. Through such targeted questioning, students will expand their scope of creativity to achieve objectives while being open to different perspectives.

Problem posing is a foundation of creativity thanks to its ability to bring reflection and action to reality. Only through thinking and creativity can people then feel the essence of reality. That is the value of problem posing: problem posing education does not treat students as objects of assistance but seeks to enhance students' level of critical thinking by discovering reality's essential cognitive action. "In problem-posing education, people develop their power to perceive critically as the way they exist in the world with and in which they find themselves; they come to see the world not as a static reality, but as a reality in a process of transformation" (Freire, 2000:83).

This process of education for students and teachers resists and liberates from onerous oppression: through questioning of the status quo, more and more people gain their

consciousness which is the key step towards liberation by action. The concept of problem posing – to name, to reflect critically, and then take action – is followed by Paulo Freire (2000).

Giroux (1983) and other pedagogy scholars were critical of the analysis of fellow scholars Bowles and Gintis (1988) who follow Marxist theories of reproduction. Giroux and others believe education brings hope of resisting hegemony and developing democracy through a liberating structure of teacher and student learning environment. Giroux is particularly concerned that lack of critical attention that traditional Marxist discourse gave to the concept of culture hampers a clear understanding of how meaning is produced, mediated, legitimated, and challenge within schools and other education institutions (Giroux, 1988). Giroux (1998) states that the aim of enhancing students' critical ability is through knowledge, values and social relationships fostered by the school. It is a development of Freire's views, since Freire places emphasis on the notion of agency; in this case, it is important because it conjures up images both of critique and of possibility as Giroux stated.

In short, liberating education's key for sparking critical thought is based on posing questions from different angles. That is the critical first step on the road towards achieving liberating education's goals as Freire stated. By skillfully posing the right questions, students can more effectively develop and elaborate critical thoughts. Posing good questions widens and deepens the pool of knowledge students receive. Also, this process of problem-posing is a mutually beneficial two-way street with both teacher and students posing questions, and serves to reconstruct a liberated new relationship between teachers and students, since dialogue stimulates new creative elements in the classroom.

4.2.2 Interaction and dialogue

Reaching the goal of individual liberation is achieved through an interactive process and its resultant higher consciousness serves to transform the individual's state of critical consciousness. In a liberating classroom, knowledge is unveiled and dialogue represents a behaviour of democracy that transforms and liberates the hitherto intellectually oppressed individual from an isolated individuality to a more thorough connection with others. Once we are able to communicate smoothly with others, the ability to transform becomes a reality: liberation from oppression then becomes the new reality.

"Through dialogue, the teacher-student relationship undergoes a positive metamorphosis; no longer is it a relationship characterized by domination and submission. Rather, it becomes one of constructive dialogue between two more or less co-equal partners" (Freire, 1970:61). This relationship undergoes change as discussed in the above 'problem posing' section: iron-clad authority is replaced by a new and more equal power sharing arrangement between teacher and students. This is indeed a liberating experience where the process of interaction between teachers and students evolves into a relationship characterized by a non-authoritarian teaching style.

Freire's concept of non-authoritarianism does not mean indulgence without limits, but is really freedom with some level of carefully calibrated authority (Freire, 2000). In actual practice, this is manifested as an educator's dedication to bringing a degree of freedom to the classroom without relinquishing reasonable authority. In practice, this translates into avoiding outright rejection of students' views even if they are opposite to those of the teacher: Students are therefore no longer compelled to automatically

accept their teacher's views solely on face value. This is a crucial challenge for the non-authoritarian educator and necessitates their willingness to be "patiently impatient" and "humbly militant" while maintaining a tolerant and forgiving heart. Using such a non-authoritarian style leads students to explore and expand their identity construct frontiers, and the teacher, as a true leader, must help students to face facts and gain insights hitherto hidden by hegemony. Dialogue with others involves not only student-to-teacher discussions, but also dialogue among students themselves. Whether they are students or teachers, critical thinking must involve the process of interaction or dialogue infused with the spirit of critical pedagogy.

Kanpol also stated that dialogue will develop greater critical literacy abilities compared to an authority style teaching (Kanpol, 1997; 2005). People will then become more willing to voice meaningful dialogue – by articulating what is honestly on their minds – and this will serve to release sentiments of suppressed oppression in their lives. As stated by Kanpol, verbalization can take the form of a private discourse that combines the features of culture, story, narrative and practical society (Kanpol, 1997; 2005). To resist domination by people who control and produce the media, through interaction, we are able to gain greater identity, consciousness and perspective; learning through reflection produces this process of dialogue.

Freire believes that "every human being, no matter how "ignorant" or submerged in the "culture of silence" may be capable of interfacing critically with the world through dialogical encounters with others. When provided with the proper tools for such encounters, the individual can gradually perceive personal and social reality as well as the contradictions in it; they then become conscious of his or her own perception of that reality and how to deal critically with it. Through this process, the

old, paternalistic teacher-student relationship is overcome" (Shaull, 2000 cited in Freire, 2000:32).

The relationship between teacher and students undergoes change through interaction as mentioned above. Students are not only listeners but are also co-investigators partnered with teachers. In Freire's posing-question education, students are not self-taught; instead, teaching must be mutually applied from one to another. (Freire, 2000). In this way, not only the relationship between teacher and students undergoes change, but so also does the relationship between students to facilitate more effective learning. Such learning through interaction evokes a more common consciousness, more critical views, and translates into more power to resist injustices and oppression. There is a Chinese expression that says, "Truth always emanates from debates". Through the debating of differing viewpoints, goodness will disseminate from discovering universal truths of the world, society and people. Through debating, these truths will become clear. It is therefore a similar position to Freire when he says that; the truth will be developed through critical conscious.

Paul (1990) believes dialogical thinking is the core of critical thinking. Through interaction, critical views are exchanged and impact on each other to build up a common value which further promotes change. Education should play its part in relation to the citizen's role in civil society and the world. That is the value of critical pedagogy's critical thinking – it serves to further spur liberation. The correct method for revolutionary leadership leading to liberation is not to employ "libertarian propaganda." Nor can leadership merely "implant" in the oppressed a belief in freedom to win their trust. Rather, the key to discovering the correct method lies in dialogue.

4.2.3 Life experience

Educators' responsibility lies in not only knowing the principles of building an environment but also understanding what kind of environment enhances the experience of personal growth: educators should understand how to build up value experiences through existing materials and social environment (Dewey, 1947: 35). It is connected to Giroux's belief that resisting hegemony and developing democracy must be through the environment of teaching and learning. Following Dewey, real critical pedagogy uses popular culture as foundation material that leads people to understand their own life discourse. As Kanpol stated, the successful critical pedagogy scholar transforms theory into popular public discourse (Kanpol, 2005:152). Kanpol stated that to make students experts at directing their peers, experience becomes the source of knowledge for conceptualizing curriculum in the classroom. (Kanpol, 1997; 2005)

"There is significant linkage of meaning between life experiences and the theory of critical pedagogy; this is the way students resist, dispute and push themselves towards devoting their mindsets to the pursuit of knowledge and value for society"(Giroux, 1994:21). However Kanpol also points out that Giroux's views lack the emphasis that encourages students to express both their feelings of oppression and correlation between themselves and their popular culture. He thinks students should understand popular culture as a history of criticality that represents the media's manifestations of their own experiences (Kanpol, 1997; 2005). Linking students' life experiences is what makes learning most effective and enjoyable for both teacher and students. It is often such common life experiences that turn out to be what is most significant – and

therefore result in more effective learning and teaching for both sides, since students always find it easier to remember that which they have experienced in real life. Using life experience as an implement of learning, students will quickly grasp both the knowledge that applies to them and also how it directly links to their lives – and they will then gain mastery of combining their critical thoughts into their own lives.

Through curriculum, students not only use critical skills to reflect on their own life experiences but also use it to link to a larger social society, and this expands their understanding of world issues. Curriculum also provides a way for individuals to link and constantly reflect on these issues until they understand them as part of their world and the many difficult questions they inevitably raise (Greene, 1978). "This serves as a link to outside society – to avoid isolation from it -- and nurtures important social relationships and experiences, since teacher and students are the creators of value and reality rather than simply passive recipients." (Giroux, 1981:2).

Curiosity is an essential ingredient for knowledge, since students lacking curiosity will pose serious challenges to educators. As Freire noted, "students unable to transfer life experiences into knowledge -- and then use that knowledge to discover new intellectual frontiers -- are students who will never be able to join the process of interaction, especially dialogue pertaining to a process of learning and cognition with peers or with their teacher in the classroom" (Freire, 2003:14). Life experience takes as its subject for discussion real life examples, since such examples connect social reality to discussions about media and the ways media manipulates, oppresses and exerts hegemony over people. Using life experiences as material for real life application of what is learned in the classroom is what effective critical pedagogy strives to achieve.

4.2.4 Change and action

Lenin's famous statement: 'Without a revolutionary theory there can be no revolutionary movement' means that a revolution is achieved with neither verbalism nor activism', but rather with praxis directed at the structures to be transformed through reflection and then action (Freire, 2000: 125-126). For Freire, what are considered critical are praxis, reflection and action, as well as explanation and change. Critical ideology's consciousness manifests itself as not only striving to obtain knowledge, but must also combine praxis, action and reflection (Freire, 1970). Individual consciousness must be built up together with group action channeled to change the world (Su, 2006). Regarding the question of how to apply critical pedagogy, Gadotti (1996) stated "it should be to keep thinking about action" and follow Freire's principles and spirit of critical pedagogy. Critical pedagogy is not merely a method; it also is a life style (Jasso & Jasso, 1995).

Giroux elaborated that educators must use popular culture as a foundation of education praxis to help students understand and change the current status of culture. Finally, students must be able to question their identity in a context of social constructs (Giroux, 1994). Popular culture's power to manipulate people emanates from emotions constructed by hegemony (Grossberg, 1992).

Before taking any proactive actions, consciousness of reality is the first step on the road towards liberation and freedom from domination. Once people are conscious of oppression in their lives -- and critically understand their world and society – they have then taken the first step towards achieving effective individual consciousness.

This is the key implication of recognizing and assimilating power to promote change or action.

As noted above, problem posing leads to action and this empowers learners to find answers for extending their dialogue from classroom to the real world (Wink, 2000). Such action could be demonstrated by writing letters to newspaper editors or government officials; it could be implemented by interviewing people or holding action-oriented community meetings; or it could be expanded by organizing groups of environmentalists or socially, culturally or politically conscious individuals (Wink, 2000).

The process of change must entail rethinking the assumptions of actions that promote change. "Producing and acting upon one's own ideas – and not just consuming those of others – must constitute this process" (Freire, 2000:108). Only when people become not only critical of themselves but also capable of critically accessing the effects of their actions, can their existence become enriched with meaningful consciousness and comprehension of critical pedagogy's resistance to hegemony.

4.3 Criticisms of Critical Pedagogy

A number of challenges need to be considered when locating classroom practices in the terrain of critical pedagogy. Literatures related to political theories of education have rapidly expanded to include feminist, post structural and postmodern critiques of critical pedagogy. Dennis and Apple (1998:25) pointed out that there are two approaches to critical pedagogy, one is to follow Henry Giroux, Peter Mclaren and Paulo Freire's views, another one, more critical and linked to feminism, with the views of authors such as Elizabeth Ellsworth, Carmen Luke, Jennifer Gore and

Kathleen Weiler (cited in Cheng & Guo, 2005). Although the latter are more critical, they are rather offering an extension of the ideas of critical pedagogy than a fundamental challenge; there is no conflict between those, but rather an intersection of views.

4.3.1 Summary of criticisms of Critical Pedagogy

Giroux and McLaren (1995) stated that many current trends in critical pedagogy are embedded in the endemic weaknesses of theoretical projects, that they are overly concerned with developing a language of critique but not sufficiently focused on the practicalities of the classroom. Ellsworth (1992) takes the view that critical pedagogy places too much emphasis on logic but lacks sufficient attention to individual psychology and emotion. She stated that despite the fact that critical pedagogy helps people to gain their rights as citizens and is important in allowing them to find their voice, interact and be critical, when teachers practise this theory in the classroom, it seems to produce more ethnic, gender and class bias. As discussed earlier in this chapter, "banking education", becomes a matter of domination between teachers and students in the classroom. However, "she suggests the term 'critical' is a form of 'repressive myth' that perpetuates relations of 'domination' and hides 'the actual political agendas'...namely anti-racism, anti-sexism, anti-elitism, anti-heterosexism, anti-ableism, anti-classis, and anti-neo-conservatism"(Ellsworth,1992:93).

Similarly, Gore (1992:66) is critical about the possibility of genuinely giving 'empowerment' to students. She explains the meaning of "empowerment" as giving power and enabling; it is questioned for teachers who live in a patriarchal society, and questions whether it is possible to bring students to achieve the meaning of

'empowerment'. She is more concerned about realities for teachers and the inclination of some critical pedagogues to create abstracted theories that lack applicability. Johnston (1999:559) draws attention to the objections raised by Usher and Edwards (1994), that they "raise a number of similar objections to critical pedagogy, including its 'curious silence on concrete education practices. (p. 218) that is, its failure to make explicit connections between its abstract philosophical position and what does or should go on in actual classroom teaching." Bowers (1987:127) argues that critical pedagogy is based on Western assumptions about man, freedom, progress, and the authority of rational processes and is not easily applicable to other cultures. This issue will be discussed in more detail below in relation to Taiwan.

Johnston (1999:558-559) provides a useful summary of the arguments that have challenged critical pedagogy drawing on Ellsworth (1989), Gore (1992), Usher and Edwards (1994). Even though he feels positive towards critical pedagogy, he also argues that there are real limits to the possibilities for empowerment and teachers still retain authority in the classroom. Based on his experience, power is not shared like a commodity so much as negotiated as a process, "fundamentally teaching is about the moral relation between teacher and students; that is, the essence of teaching is moral, not political, in nature" (Jackson, Boostrom, & Hansen, 1993; Johnston, Juhasz, Marken, &Ruiz, 1998; Noblit & Dempsey, 1993; Nodding, 1984, cited in Johnston, 1999:561).

Another area of criticism has centered on the relationship between politics and education. Arnove and Torres posed the question whether

"There are a relative autonomy of education and a relative autonomy of politics in the context of the dialects of agency and structure; are these two independent domains

that intersect only at some point? Or, as Freire seems to indicate, do they overlap completely? As Illich's dictum on the atmosphere of 'monastic' studies seems to indicate, is there any autonomy of knowledge production independent of politics?" (Arnove & Torres, 2003:454).

Torres is critical of critical pedagogy from a postmodernism critical view that is different from the view that critical pedagogy is an inherently postmodern enterprise as Johnston stated (Johnston, 1999).

4.3.2 Criticisms of critical pedagogy from a critical theory and postmodernism perspective

Critical pedagogy shares some considerable historical and contextual territory with critical theory. The term critical theory, in the sociological or philosophical and non-literary sense, now loosely groups all sorts of work, e.g. that of the Frankfurt School, Michel Foucault, Pierre Bourdieu, and feminist theory, that has in common the critique of domination, emancipatory interest, and the fusion of social/cultural analysis, explanation, and interpretation with social/cultural critique[2]. "Critical theory concerns itself with issues related to the socialization of people for existence in society, usually a society defined by dominant discourses, and this is also the starting point for critical pedagogy" (Keesing-style, 2003:2).

Spiro identifies two strands of postmodern criticism of science that are also of some relevance to the criticisms of critical pedagogy.

"The postmodernist critique of science consists of two interrelated arguments, epistemological and ideological. Both are based on subjectivity. First, because of the

[2] Retrieved 8 Oct,2007 from http://en.wikjpedia.org/wikj/critical_theory_(Frankfurt_School)

subjectivity of the human object, anthropology, according to the epistemological argument cannot be a science; and in any event the subjectivity of the human subject precludes the possibility of science discovering objective truth. Second, since objectivity is an illusion, science according to the ideological argument, subverts oppressed groups, females, ethnics, third-world peoples" (Spiro, 1996 cited in Weiss &Wesley Retrieved from 8 Oct, 2007).

Baudrillard breaks down modernity and post modernity in an effort to explain the worlds as a set of models. He identifies early modernity as the period between the Renaissance and the Industrial Revolution, modernity as the period at the start of the Industrial Revolution, and post modernity as the period of mass media (cinema and photography). Baudrillard states that we live in a world of images but images that are only simulations. That is why media literacy education is significant in the modern day. According to Baudrillard (1984: 38-9), we must now come to terms with the second revolution, "that of the Twentieth Century, of post modernity, which is the immense process of the destruction of meaning equal to the earlier destruction of appearances. Whoever lives by meaning dies by meaning" (Ashley, 1990). For postmodernism, critical thinking is necessary in every aspect of our society and world, since postmodernism embraces pluralism, eclecticism and a heteroglossia. In a world of simulation in this information age it is easy to become lost and confused, so we need to emphasise subjectivity in society and criticise the phenomena we face today.

Parker(1997), writing from a deconstructionist perspective, maintains that many critical educational practices including critical pedagogy are located within modernist assumptions of teacher autonomy and leave much to be desired when viewed from a postmodern understanding of the nature of knowledge construction. Weiler(1991:450)

believes that critical pedagogy "does not directly analyze the contradictions between conflicting oppressed groups or the ways in which a single individual can experience oppression in one sphere while being privileged or oppressive in another." She challenges Freire's pedagogy and his premise that all people are subjects and knowers of the world, and further argues for 'a more situated theory of oppression and subjectivity, and for the need to consider the contradictions of such universal claims of truth or process'. In fact, although critical of some of his views, Weiler's is not entirely against Freire's pedagogy; she questions the universal claims of truth or process and argues in favor of a more situated theory.

By combining critical theory and postmodernism at the core of critical pedagogy, liberation education becomes the most important concept in the hybrid society and world in which we live. How can education play a role in this modern world? McLaren (2000) stated that the relevance for critical pedagogy to school education is in the process; liberating knowledge as a core. Habermas claimed that the aim of education is to build the world with experience which is people's life. Education needs to promote understanding between people's experience, once people's experience is understood then communication can happen (Habermas, 1989). The aim for critical theory education is to build up a world without domination that is fair and liberated.

4.4 Critical Pedagogy transformed and applied in Taiwan

This section will move forward to discuss how critical pedagogy is practised and transformed in the context of Taiwan Education. How have Taiwan educators reacted to it? What impact has critical pedagogy had on Taiwan educator views? What sort of problems does it address in curriculum, teaching and role of the teacher?

4.4.1 Critical Pedagogy in Taiwan education

In Taiwan society, critical pedagogy is at the centre of an education revolution amongst many scholars in recent years. It appears, to some, as a light in darkness for education but Taiwan needs to look back on its history and social background which will influence the way critical pedagogy can be applied.

As regards its history, Taiwan has changed dramatically in the economic and political spheres. In the economic sphere, people are now working in the service field more than in industry: the highest rating in the industry field was in 1986. In the political sphere, Taiwan has also experienced dramatic change; after many revolutions and protests, Taiwan relaxed its strict laws when the government released power to the people in 1987, and ten years later, cable TV was introduced by law. In such a period of chaos in Taiwan, postmodernism could be described as an inspiration to explain the process of transformation. From features of postmodernism such as anti-foundationalism, standpoints without footings and 'talking about nothing', many commentators think that Taiwan education can find a solution from critical pedagogy.

Critical pedagogy has pointed out problems in education and is a powerful discourse; it indicates that people can escape from control by hegemony and find once again their subjectivities. In Taiwan, many scholars are interested in this solution for education, but there is still a long way to go with regard to praxis in the real education environment. This is particularly the case in elementary, secondary and high schools since it is related to background factors of Taiwan culture, politics and history. For past centuries, the teacher has been the authority in the classroom. Traditionally, students listened to what principals and teachers provided for them, even in higher

education. Take as an example a typical teaching experience: many teachers usually give a brief introduction for students at the first class when the semester starts. Many teachers set up rules that if a student does not show up in the classroom for three or four times during a semester, students will fail the course. For many years, no students questioned the rule or gave a different view to challenge the rule made for them by the teacher. Obedience becomes almost an ideology or a mind set; also different levels of students apply critical thinking differently. Particularly in low ranking, more low status schools, students seems to be more passive to react to the rules made for them since they think they are insignificant. The stereotype of the teacher's image is instilled in the students' mind from a top-down situation; winning back their rights in the process of transformation seems a long way to go. The authority relationship of top-down between teacher and students in a patriarchal society makes students more passive in a form of "banking education" as Freire stated. Even though higher education will be a better context for training of critical thinking, it stills places a lot of obstacles derived from cultural ideology and social background.

To get to the point of interaction on the basis of more equality between teachers and students, is long way to go. Taiwanese scholar Lin (Lin, 2002) described problems related to how critical pedagogy can be applied in Taiwan. She stated that there is a conflict between theory and praxis. As I argued above, "banking education" is a typical way for teaching following Chinese traditional culture for educators in Taiwan, especially in elementary, secondary and high schools. Higher education in university or college is better, but there are also problems with praxis of critical pedagogy since students and teachers are educated in a traditional way in a patriarchy society. Theory and practice is the issue and the gap needs to be reduced. Taiwanese scholar Cheng stated that the reason there are problems in applying critical pedagogy

in Taiwan, is due to the fact that more emphasis is placed on subjectivities than on the construction of solutions, more on theories more than reality, more on general principles without really combining curriculum and student's experience (Cheng, 2002). Scholar Wang placed more emphasis on dialogue education and gave a new direction for an education revolution in Taiwan but praxis still needs to receive more effort and attention (Wang, 1988).

Cheng and Guo (2005:276-279) have a useful summary of different views of scholars in Taiwan who have applied critical pedagogy. Based on their summary, they argued that Taiwan educators when discussing teaching theory applied more Freire's philosophy and methods, but when discussing curriculum and the role of teacher applied more Giroux's view. With regard to problems of critical pedagogy applied in Taiwan, Sung (1995:3) took the view that the Taiwan education revolution was only successful on the level of technical education and did not reflect on the aims and subjects of education, or culture and politics in praxis. Cheng and Guo (2005:302) further commented that the crucial and essential practice of critical pedagogy applied in Taiwan must make the link from theory to praxis and not only in the field of curriculum and teaching. I agree but argue that praxis of critical pedagogy should be based primarily on curriculum and teaching, since the field of curriculum and teaching is essential for praxis on the theory of critical pedagogy.

Scholar Hwang (2004) expressed the view that critical pedagogy is a Western theory, and it needs to be considered whether it is suitable to be applied in Taiwan society or not. Cheng and Guo (2005:291) took a different point of view; they think that Taiwan's society is more like Western society, not too localized, and disagree that it is not suited to Taiwan society. I would argue that critical pedagogy can open our

outlook on the world of Education, expand our knowledge in politics and culture and what is happening in the world in which we are living. It is not necessary to take over critical pedagogy completely without doubt but it is valuable to use critical pedagogy to reflect on Taiwan educational practice.

4.4.2 Critique of praxis in curriculum

Critiques of critical pedagogy have focused on methodology, goals, and appearances since many educators use critical pedagogy to transform teaching methods. Wieder (2003) provides a useful summary of contrary views. She argues that teachers are often biased. As a teacher, it is easy to drop into a relationship as a role of dominator in the classroom, especially in a traditional society. When a teacher practises critical pedagogy, it still seems to reproduce class, race, and gender in equalities as banking education. This can happen unconsciously when the teacher adopts a role based on critical pedagogy. The teacher lives in the society and acquires the culture; even if he/she accepts the spirit of critical pedagogy, the habit of culture and ideology is acquired over a longer period of time and it is an obstacle when applying the sprit of critical pedagogy. It often happens in the classroom. In my class, more often students are critical on why they need to be critical. Students prefer to keep silence as usual. The role of teacher has been instilled by the image of banking education. The way of critical thought seems to bring students to questioning the critical element itself.

Secondly, Wieder argued critics will describe the authority-image as being elitist in a way which excludes the bulk of society, thus preventing progress. The authoritative approach overcomes any desire to instill creativity and exploration by encouraging detrimental disdain for tradition, hierarchy and self-isolation. Critical pedagogists

selectively pick icons to interrogate and subvert; many of them are not involve in critical pedagogy linked to a social movement.

Thirdly, critical pedagogy is more focused on culture, language, and abstractions about domination rather than criticizing the centrality of class, alienation, and exploitation.

Finally, she states rather than 'liberating' student thought, teachers replace a cultural bias with their own bias (Wieder, 2003). The role of teacher becomes important in praxis for critical pedagogy.

In Taiwan, Cheng and Guo (2005:276-279) provided a useful summary of praxis. In fact, as above the role of the teacher has not reached an intellect knowledge transformation as Giroux stated. Teachers in Taiwan still use a top-down approach for students, as dominator in the classroom. Student and teacher are not in a position of equality to interact. Power ideology still exists in the classroom, in school and even in higher education. Curriculum design by the teacher is another form of domination. Students are dominated by facilities provided by school. Reproduction is not only in school but also in their daily life. In the age of media chaos, they are even dominated by simulation by media rather than by reality.

How to deal with power is the question for education; the purpose of critical pedagogy is hoped to change education to become part of a culture revolution. Critical pedagogy places emphasis on subjectivities; the question needs to be considered what percentage of subjectivities is needed to make changes in a particular context. It is not a black and white issue, without considering the context of the culture and society. It should not overlook different variables and contextual factors when applying critical

pedagogy to Taiwan education. There is a profound crisis in the understanding of who is to be educated.

"What could be considered an endemic crisis of the educational systems is reflected in the real and symbolic dislocation between the discourses of the teachers and the students, which is reflected also in the dislocation, also marked, between the discourse of the new generation and adult generations?" (Arnove & Torres, 2003:456).

Education, power, politics and the culture of modernity, interacts with the environment in which we live. Critical pedagogy is a solution for education but what political and cultural context is appropriate? The dialectical relationship between 'praxis' and 'theory' and how the educated and the educator need to have common views needs to be considered How does it relate and how can it be applied to media literacy education?

In the process of linking 'theory' and 'praxis', teachers play an essential and significant role. As Taiwanese scholar Li (2003a, 2003b), analysing Freires's critical pedagogy, stated, in the context of Taiwan education, the teacher is the important role with regard to praxis towards an education revolution

To highlight the importance of media literacy for higher education, and combine the theory and praxis of critical pedagogy, the next chapter will address the methodology used in this thesis. It will provide details of the research design in order to investigate the effect on teaching and learning of an approach based on critical pedagogy. The chapter will also highlight the importance of practice of teaching and learning in media studies.

Chapter 5 Research Methodology

5.1 Introduction

Media has led to sensory overload, excessive competition, and hyper-aggressiveness – resulting in more people being negatively influenced by business competition in Taiwan – as the previous chapter elaborated. As conscientious citizens in society, we need to take responsibility by participating to enhance the importance of media literacy education and make students more aware of and ready to act on media influences as a basic societal responsibility.

As an educator, I strive to help students acquire 'awareness' and 'act' constructively on how to deal with media bias. In short, I aim to teach them how to avoid the effect of media 'viruses' on them. In order to achieve effective teaching, I changed traditional lecturing by combining media education together with critical pedagogy into my core higher education curriculum. Imbued with the spirit of critical pedagogy which endeavours to resist societal injustices through action research, I introduced this course as a way to enhance students' critical viewing habits. Regarding the purpose of my research question:

---*Can a course on television literacy based on critical pedagogy* ***change*** *students'*

knowledge, attitudes and behaviour?

It should be broken down into three questions as follows:

---*After taking a course on viewing television critically, do students have* ***knowledge***

and understanding *of the way television operates/functions in society?*

---What level of ***critical understanding*** *has been achieved by the students?*

---What specific ***change*** *has taken place in students' cognitive response, attitude, behaviour and action?*

Developing the above research question is related to the concern about media literacy education in Taiwan's higher education system, especially as it pertains to what approach to adopt to improve it based on critical pedagogy. From the previous chapters (1-4), the concepts I presented explain how and why I was motivated to ask the research question concerning:

a. the competitive media environment and the importance and rationale of media literacy education in Taiwan (defines the main problem);

b. the relationship between media, impact and youth (defines another problem related to the main problem);

c. the issue of 'smart' television viewing for media literacy education (the way to resolve the problems)

d. critical pedagogy as the way to execute media literacy education and approach the aim of TV literacy education and critical autonomy (combines critical pedagogy and media literacy education to educate autonomous citizens)

5.2 The rationale of qualitative research

Qualitative research is a category of a research design which elicits verbal, visual, tactile, olfactory and gustatory data in the form of descriptive narratives like field notes, recordings, or other transcriptions from audio-visuals and other written forms. It is designed to reveal a target group's range of behaviour and the perceptions that drive it to specific topics or issues. It uses systematic observations to reach understanding. It uses in-depth studies of (usually) small groups to guide and support the construction of hypothesis or theory. Quantitative research uses numbers to reach a state of knowledge; and controlled environments are often created to isolate one particular aspect of reality. "The questions are stated up front and only data related to the research question are observed and recorded. A cause-and-effect paradigm is used to make sense of the world" (Johnson, 2005/2002:7). Elements of mood and atmosphere are overlooked in such research. "For qualitative research, researchers take the world as they find it instead of trying to manipulate conditions to isolate variables. The questions are more open ended and less defined, with plenty of room to collect a variety of data through collateral observation" (Johnson, 2005/2002:7).

The results of qualitative research are more often descriptive rather than predictive. Qualitative methods in the field of research include in-depth interviews with individuals, group discussions (from two to ten participants is typical), diary and journal exercises and in-context observation. Regardless of venue or medium, qualitative research is usually based on open-ended queries; it uses in-depth probing to uncover the thoughts and feelings behind initial responses; and it applies insights and learning to the research process in real time.

However, of these two categories of research, "action research most often falls in the realm of qualitative research because action researchers study the world (their schools and classrooms) as they find them" (Johnson, 2005/2002:9). Because action research aims to capture the reality of the classroom rather than predict on the bases of correlative measurement (McKernam, 1991) qualitative methodology was thought to be more appropriate for this study.

5.3 Action research

The scholar Elliot thinks quantitative research has limits for practical implementation, since it easily overlooks culture's deep-seated social constructs and does not consider overall social ethnic factors (Elliot, 1992). In contrast, action inquiry is often undertaken to improve social settings, as is evident in Bogdan and Biklen's (1982:215) definition: "Action research is the systematic collection of information that is designed to bring about social change" (Carr & Kemmis, 1986:162). It is postulated as a definition rooted in critical-emancipatory terms: "Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practises are carried out" (McKernan, 1991/1996:4).

The scholar Ou (1999) stated that the praxis-oriented research paradigm reflects an individual's intention and action, and also analyzes outside factors limiting the individual's praxis. So it is the teacher as researcher who develops praxis as an element of the classroom. There are a number of available definitions cited in scholars in the literature (Rapoport, 1970; Elliot, 1981; Ebbutt, 1983). The most accepted

working definition is provided by Stephen Kemmis of Deakin University, together with Wilf Carr of the University College of North Wales:

"Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out? " (Carr & Kemmis, 1986 cited in Mcniff, 1988:2)

Action research is a dynamic process in which these three moments are to be understood not as static steps, complete in themselves, but rather as moments in the action research spiral of planning, action, observing and reflection. Improvements in understanding will appear at first as a better developed rationale for the practice (Kemmis & Mc Taggart, 1988).

5.3.1 Practice, teacher as a researcher and practice reflector in action research

Action research, as Burns stated, happens in a small-scale context as it is experienced by a solitary teacher who faces real life problems in a classroom, feels the need for some kind of change in teaching and learning, and is in a position to translate and put his/her ideas into actions in a classroom (Burns, 2000:455).

As Elliot stated, "teaching is conceived as a form of research aimed at understanding how to translate educational values into concrete forms of practice" (Elliot, 1991:54). Geertz stated that if you want to understand what a science is, you should look in the first instance not at its theories or its findings, and certainly not what its apologists say

about it; rather, you should look at what the practitioners of it actually do (Geertz, 1973:5). In short, action research is more reflection and sharing with others the teacher's actual experience rather than academic construction.

As Jacks stated, we academics have been guilty of sustaining an inappropriate way of thinking about education – a way of thinking which is deeply embedded in an educational theory divorced from practice (McNiff foreword by Whitehead, 1998). Action research encourages a teacher to be reflective of his/her practice in order to enhance the quality of education for the pupils (McNiff, 1998). More than the researcher, a teacher is more synonymous with action. The significance of teachers as researchers lies in the fact that teachers use their own experience to critique what happens in their classroom (Markee, 1997:67).

As Kemmis and Mc Taggart (1988) mentioned earlier, action research has several phases: plan, act, observe, reflect; and then plan for the next cycle. As part of the planning process, participants must collaborate in discussion to build a language by which they must analyse and improve their understandings and action in the situation. Action, in the sense intended, to be deliberate and controlled, entails a careful and thoughtful variation of practice and critical assessment. During the process of action, careful observation is necessary because action will always be limited by constraints and all of these constraints will never be clear in advance. Observation will always be guided by the intent to provide a sound basis for critical self-reflection. Reflection is usually aided by discussion among participants, and it has an evaluative aspect that asks action researchers to weigh their experience to judge whether effects were desirable, and suggest ways of proceeding (Kemmis & Mc Taggart, 1988:11-13).

5.4 Related to my project of action research

The reason I choose action research is because action research, with its characteristic and central spirit of problem-solving, brings change. Teachers, as researchers and reflective practitioners, combine theory, practice and knowledge suitably applied to media literacy education, since these elements constitute the action that researchers undertake for conducting independent research on aspects of social position, social environment, and effective action.

Action research is concerned equally with changing individuals, on the one hand, and on the other, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practices, and social relationships and organization which constitute the interactions of the group (Kemmis & McTaggart, 1992:16). As McNiff (1988) stated, the study of action research can be pitched at different levels of social and educational complexity (McNiff, 1988:4). It is important to be clear about the characteristics of all kinds of research to see what is special about action research (McNiff, Loma, Whitehead, 2003:9).

Media literacy education focuses on the interrelationships between media, individual and society. This education may be viewed as a total social concept which acts as a cultural framework for the individual, or it may be seen from a 'client-centre' perspective dealing with the development of individuals in society (McNiff, 1988:4). Carr and Kemmis (1986) have sketched a critical emancipatory mode of research which applies critical theory in philosophy and the social sciences and embraces aspects of Freire's 'liberation pedagogy' and Marxist concepts related to educational science and theory. The critical action research is a new interpretive sociology, with

the added dimension of action accompanying the sister concepts of interpretation and explanation of social reality (McKernan, 1991/1996). Combining the above theory as a base teaches students to understand the relationships with media, society and themselves, and not only improves their critical views, but also is the way to make sense of combining action research into media education practice.

Applying the spirit of critical pedagogy through question posing and interaction, students' consciousness is evoked motivating them to follow up with actions acquired not only to gain knowledge but also critical thinking skills. Through action research, many changes are wrought in the way of teaching to create change by reflection and evaluation. This not only seeks to sort out our problems, but also seeks out solutions for improvement. It fulfils the feature of action research, as Burns stated, in bringing about continual changes in practice and action research through evaluation and reflection (Burns, 2000:6). Through course design applied in the classroom and embraced with the spirit of critical pedagogy, I strive to continually improve and bring positive changes. And by combining theory and knowledge, I continually reflect upon myself as a practitioner and researcher applying personal experience to effectively conduct these research projects.

What is the best way to indicate critical pedagogy's effectiveness on teaching television for students in this class in Taiwan? This is a question that needs to be clarified when determining how to create an effective type of teaching in a closed environment, since "traditional courses, some will tell you, don't prepare (students) for the real world, and traditional teaching methods don't engage their interest. The world has changed, many say, and their universities haven't" (Rubinstein, 1994:483).

This makes practical the role of teacher as researcher as it reflects on teaching and learning. Observing students' response, attitude, and behaviour through video recording becomes a main data source to answer what degree of media literacy education has been approached through critical pedagogy. Through the process of learning, what is especially critical is how to have students apply, into their lives, changes in their thoughts and how it affects other people. My data evidence will focus more on results and reflections of students' learning pertaining to media/culture/society/world in order to answer my research question: it will identify the effectiveness of teaching as it applies to critical pedagogy in media education.

5.4.1 Criticisms of action research with respect to validity

On the other hand, there are many sceptics clamouring for solid proof that clearly shows the advantage of using those methods as described above. 'The disadvantages of action research have been the target of severe criticism from positivists, who typically view experimental and survey research as the only "valid" modes of scientific inquiry' (Nereu, Kock, McQueen & Scott retrieved on 25 Oct, 2007) As Finch stated, action research is "much more likely to offer findings and insights which will disturb the status quo, while at the same time the methods employed make it impossible to claim credibility on the grounds of objectivity" (Finch, 1986:197). So the status of action research is criticized on the grounds of bias and lack of objectivity.

For positivism, action research is often seen as being subjective regarding the conclusions drawn from its research. Lomax stated that in order to check interpretation without bias, researchers need to invite more people to prove it (Lomax, 1991:102-113). This means that to avoid criticism by from a positivist, one should

probe into its in-depth meaning from different angles with a critical attitude. However the response to this view is given in this kind of statement "Practitioners have presented action research as an alternative to overcome the limitations pose by positivism, often giving the impression that action research and positivism are contradictory research movements"(Reason, 1993; 1994 cited in Nereu, Kock, McQueen & Scott retrieved from 25 Oct, 2007).

Validity, as Hammersley stated, is interpreted as the extent to which an account accurately represents the social phenomena to which it refers (Hammersley, 1990:57). Traditional validation has been subject to something that is known, but does not fulfil the needs of action research, since action research is enhanced by an individual's interpretation and the importance of negotiation on effect (McNiff, Lomax, Whitehead, 2003). Validation is part of the continuous process of action research, and furthers the important process of critical self-reflection. Scholars Anderson (1994) Guba (1981) Maxwell (1992) and Wolcott (1994) have enhanced the standard for validating criticism to make sure the process is focused on the results of action research (cited in Mills, 2003).

Validity is the touchstone of all types of education research (Cohen, Manion & Morrison, 2000: 106). It should be as a matter rather than just as a state for research (Gronlund, 1981). For validity of qualitative research, it is not a matter of arguing from a positivist position, the most important is to reach common objective between peoples since there is no perfect research. To find a degree of validity been accepted by most people is something worth striving for (Howe & Eisenhart, 1990; Williams, 1986). I believe that is the way to convince people who take a positivist position. Miles and Hubermans (1994:277) stated that 'qualitative studies take place in the real

social world, and can have real consequences in people's lives; that there is a reasonable view of "what happened" in any particular situation' What is 'reasonable view' accepted by people? What is the meaning of 'understanding' to people? How to identify 'trustworthiness' and 'authenticity' as scholars stated? Many scholars discussed 'trustworthiness' 'authenticity' and 'validity', Guba and Lincoln from views of 'trustworthiness' 'authenticity' (Lincoln, 1990; Lincoln & Guba,1985), Smith and Hammersley from epistemological positions,(Smith, 1990; Hammersley, 1992) and Miles and Huberman based on 'critical realism' (Miles & Huberman, 1994:277) direct researchers to think about questions from their research or other people's research in more reasonable ways.

However, Kvale (1989b) suggested that validity is a process of checking, posing and theorizing, asking questions to reveal validity from different angles. The key question is 'truth value', 'Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we are looking at?' (Miles & Huberman, 1994:278). Not only for internal validity but also for external validity, is it reasonable to expand the applicability of this research? Are the findings able to be applied to other cases? (Lincoln & Guba, 1985).

5.4.1.1 Triangulation on validity and reliability

A standard account of triangulation is given by this view, and then contrasted with a more recent approach proposed by Elliot:

"Triangulation is used in several senses by sociologists and curriculum action research workers. Denzin (1970) conceived 'triangulation' as the advocation of combinations of research methodologies; for example, participant observation is seen

as combining direct observation with survey interviews, document analysis, etc. Compbell and Fiske (1959) and Webbet et al., (1996) argue that triangulation is the use of multiple methods in the study of the same object. Yet this interpretation differs slightly from that employed by contemporary action researchers (Elliot, 1978a) who favour a sense of triangulation which combines the perspectives of various actors within a research setting" (McKernam, 1996:184).

Elliot, then, gave triangulation a definition that was different in emphasis from some of the other writers. He stated that triangulation involves synthesizing a tripartite series of views from three separate perspectives of a particular teaching situation: context determines the method of elicitation, and gathering from three different accounts is epistemologically justifiable since each of the triangulations points occupies a unique sphere of knowledge with regard to accessing the relevant data in a particular teaching situation. The teacher's position provides the best access to gauge the students' intentions via introspections of the situation, while students are the ones best positioned to describe how their responses to a situation are influenced by a teacher's actions. As for collecting data pertaining to observable features of teacher/student interactions, it is the participant observer who is best poised to collect pertinent data. In this way, a person occupying one point on the triangle can compare their one account with the two others, and then further test and revise it after encountering more relevant data (Elliot, 1977:10).

Referring to my project, I used triangulation to strengthen my analysis by a variety of data sources such as diary, observation, writing assessment, semi-interview and focus group: these meet the criteria of triangulation by looking at something from more than one perspective. Triangulation ensures that researchers are seeing all sides of a

situation, and it also provides greater depth and dimension, thereby enhancing accuracy and credibility.

In action research, triangulation is achieved by collecting different types of data, using different data sources, collecting data at different times, and by having other people review your data to check for accuracy and adjusting it to findings. (Johnson 2005/2002:83) Denzin (1970:472) argues that data triangulation for some specific data needs to be used to establish their validity and then, using triangulation for further data is more convincing. Even if the consistency required for reliability is not completely fulfilled, triangulation reduces uncertainty and gives the researchers the basis for a reasonable interpretation and considering alternative perspectives (Jick, 1979; Mark & Shotland 1987; Rossman & Wilson, 1984). The aim is to make sense of the data and this is the reason why we need validity and reliability in the analysis, but what is crucial is building a logical chain of evidence and making conceptual theoretical coherence (Miles & Huberman, 1994:245-246).

In short, an enquiry is 'reliable' and 'valid' if it is based on data from different points in time and data of different kinds which means that my interpretation of data meets the requirements of validity and reliability. I built a reasonable interpretation from data of different times and types.

Furthermore, in order to enhance the validity and reliability, a colleague who is a research student in sociology did the coding for the analysis once and I did it twice.

5.5 The actual conducting of action research

5.5.1. The setting

Combining theory, practice and knowledge as the essential elements of action research, in my lesson project for teaching media literacy, I involved 13 students in small groups based on the spirit of critical pedagogy. As Markee stated: "teachers themselves act as inside change agents" (Markee, 1997:67). I had taught general education 'television literacy' every semester in the university, which received the number one general education assessment awarded by the Taiwanese government. 'General education' is comprised of a variety of courses aimed at helping students acquire literacy which is ultimately beneficial to society. I began teaching 'Television Literacy' as a new course starting from January 2005. Then in September 2005, I started to conduct action research in this course. While I taught 'TV literacy' in the general education program, I was also teaching TV production courses in the communications department at the same time. So it was very advantageous for me to teach this course, since I had already acquired knowledge about media production. Once I began the media literacy course, as part of the general education teaching curriculum, I was able to design the content and also get help from this university.

The period of action research was from September 2005 - January 2006 for one semester. I designed 17 lessons in one semester on Television literacy through media to lead students to better understand their society, culture and the world. The course focused on teaching students how to critically view and avoid being manipulated by television. The course was divided into three sections: a) The voice of society b) How capitalism uses media and c) The distortion of the world. Each section was taught

within 3-4 lessons, I taught in Chinese for the overall course. The syllabus was original designed in Chinese, English versions are translated. (Appendix: 1).

Table 5.1 Time table of research plan

Jan/05-Jun/05	Sep/05-Jan/06	Jun/06-Dec/06
Plan Work Pilot Course Plan	Work Field Work	Categorize and Data Analysis

5.5.2 The procedure of action research

In the pre-field work planning stages, I first focused on the higher education general education course for students in a Taiwanese university's general education program. I applied to teach this as a new general education course for students in south Taiwan.

5.5.2.1. The representativity of the case

The university is one of 162 universities and colleges in Taiwan, not focused in any one specialized area; it is an opportunity for a teacher as researcher like myself teaching in this university to look into his/her teaching in media literacy education. It aimed not only to help students acquire critical thinking and the ability to view media critically but also sought to contribute to the field for media researchers and teachers who teach media literacy in general education. As the curriculum is designed and adopted by the main media literacy centre in UK, USA and Taiwan as a core principle

curriculum for media literacy education, it is able to be applied to other general education courses in universities in Taiwan.

According to Taiwanese education policy, media literacy should be one of the essential subjects in general education in Taiwanese university that aims to cultivate social literacy acquisition. Not all universities in Taiwan conduct media literacy courses in their general education department. In the media department of a few universities, such as National Cheng Chi University and Tzu Chi University, people are aware of the importance of media literacy and include it in general education. Sometimes these courses do not use the course title of media literacy, but integrate media literacy as class content for discussion or lecture; it all depends on how much media literacy the teacher has acquired and is willing to include in their class.

In order to reinforce the importance of media literacy and offer it as a subject to educate students, more and more universities are starting to offer media literacy classes in general education. This is from one such university in Taiwan. From students selected in this university, there are hundreds of subjects in general education, and students from twenty undergraduate majors. Students choose what ever courses in general education they like in order to fulfil their graduate credit requirements.

The first lesson I taught in Sep 2005, when I conducted this research, started off with a course orientation. This provided a clear course description of what work they need to do in this course. Unfortunately, many students dropped this course, complaining of excessive homework, especially too much mandatory TV viewing. (Since this university is based in the country side, students stated it was not convenient to watch TV in their dorms.) Secondly, most students use computers as their primary leisure

device compared with TV. So an initial 35 registered students ultimately dwindled down to only 13 students.

For the students in the class, I did not select them, students chose the course from the general education department. They did so on the basis of how strong their interest in a particular subject matter was. From my survey data, the reason they chose this course was 1) out of interest, 2) recommended by previous students I have taught before conducting research 3) to fill up free time, and 4) to fulfil credit requirements.

There were a final total of 13 students who choose this "Television literacy" class. They were from different majors: three from Travel Management department; four from Economic Management department; two from Philosophy department; one from Media department; and three from Ethnic Music department. They were all year one to year three students.

5.5.2.2 Access and consent

As Hopkins and Winter stated, researchers must pay attention to the ethical principles that guide their work (Hopkins, 1993; Winter, 1996). This gives dignity and rights to either researcher or participants in the educational base (Burn, 2000; Cohen, Manion & Morrison, 2000). Of overriding importance is gaining informed consent from all participants before research is conducted. A sample of the informed consent form and the explanation I gave of the intended research goals during the course's first class meeting is given in Appendix: 1[3] Focusing on video recordings as observation

---

3 A consent form was also provided to Durham University before I conducted the research

material, all participants become volunteers to participate in these videos. The reason I used video recording is because I wanted to gather the reaction of their expressions pertaining to attitude, critical thinking, behaviour, and how they changed course by course. This helped me remember all details that happened in the classroom, and as an outside observer, to also look back on and review the video after class. The role of researcher is separate from that of teacher, and the video recordings provided an alternative viewing for further thinking on what happened in the classroom. This is the most important data for providing evidence of the degree of effective teaching/ learning.[4]

Prior to conducting this project, I first made it clear to all participants that they had the option to stop or refuse their involvement at any time (Cohen, Mansion & Morrison, 2000:71). In order to provide confidentiality for university and student samples, I did not display their identities in this thesis. To protect their privacy, I only used the data collected from them in my data analysis when writing the thesis. As Kemmis and McTaggart mentioned, action researchers should accept responsibility to maintain confidentiality (Kemmis & McTaggart, 1988:107). (Appendix: 2).

5.5.2.3. Curriculum design

This course was designed to help students acquire media literacy which is mentioned on ch3 and ch4, while evoking critical thinking and action. The content was focused on students' understanding of the relationship of culture, media and society. This research attempted to help students to understand how our lives have been

4 Students gave their consent to be videoed at the first class meeting of this course.

unconsciously affected by hegemony, and to learn methods to speak out against oppression and cultural domination. The curriculum design was developed from a variety of media literacy centers such as Center for Media Literacy in Taiwan, Center for Media Awareness in UK, Just Think foundation in USA and The Center for Media Education and The Media Education Foundation5. I planed the course in advance but made minor change as teaching course progress.

The aim for this course was for the students to acquire not only knowledge of those social issues but also an awareness and critical view to avoid manipulation as the way to counter hegemony. The most important point is for students to be aware of how to reflect and resist hegemony in their daily lives. Based on the theory of critical pedagogy, the intention was that students and teacher would both discuss and share their life experiences to critically evaluate the visual media, to point out unfairness and to take further action to counter hegemony. Material used in the class included various television programs I collected every week (television news, political debate shows, talk shows, commercials, home shopping channel, music TV, variety entertainment shows, soap opera and foreign series). Television has a specific role to implement the dominant culture and is the most used medium by youth. Each type of program genre was observed, discussed and tied in with the various approaches to criticism by questions proposed with critical pedagogy characteristics.

5.6 Methods and procedures of data collection

Data collected was focused on both formal and informal learning, teaching and critical activities in the classroom in order to capture the range of undergraduate

[5] Retrieved 10 Sep, 2005 from a) Center for Media Literacy in Taiwan, www.mediaed.nccu.edu.tw/teach/activity_s.htm b) Center for Media Awareness in UK, www.media-awareness.ca/english/resource/educational c) Just Think fountation, www.justhink.org d) The Center for Media Education, www.cme.org/cme e) The Media Education Foundation, www.igc.org/mef

experiences in dealing with TV critically. The aim for collecting multiple sources of data – including classroom observations, diary, group discussions and presentations, critical writing assignments, and interviews relevant to the teaching and learning of television criticality – was to increase the power of the conclusions. The focus was on the analysis of the level of criticality, both collaboratively in class/group settings, and individually through critical writing assignments of different television programme types.

The researcher employed a number of research methods to secure data: observations, questionnaires, interviews and documents. Thus, 'triangulation' (Denzin, 1970) is used to see the case from various vantage points and to correlate methods with perspectives (McKernan, 1996:75). In order to use a diversity of method to prove the results, these main data collection procedures were included:

5.6.1 Observation and recording of group teaching/learning interaction

I used a digital camera to record class open discussions and to observe students' reactions and opinions. Elliot (1981) stated that researchers will benefit most by reviewing the tape first, stopping at insightful events, and then transcribing the relevant episodes (Elliot, 1981). The aim was to understand what students were thinking about the context of television, and also to find individual interest cases to follow up for interview.

What is covered are the most common teaching/learning interactions, providing evidence of what was going on in the class. Despite not covering all the angles, it nevertheless reflected the spirit of action research. Its weakness is that a few students

found it to be very interesting but some felt a little "camera shy" and thought it affected their propensity to talk freely while on-camera.

I used video recording to record every lesson in the classroom. A total of 18 lessons were shot, while 3 lessons were not recorded: one was a public holiday (2 classes were missing from the recording because of technical problems) After recording, I made a copy from digital recording onto a VCD. Each lesson was 100 minutes long divided into two parts of 50 minutes each.

5.6.2 Questionnaire

5.6.2.1 Pre-class TV survey—

The questionnaire approach to gathering data is probably the most commonly used method of inquiry. It is a form of interview by proxy, with the interviewer removed from the face-to-face contact of the interview method (McKernan, 1991/1996:125). It is 'written questions requiring responses' (Kemmis & McTaggart, 1988).

The purpose of the questionnaires was to pre-set a list of questions for researching different angles to gather media literacy learning information such as sex, family background and age, as well as gain consent to participate in the research. Several questions probed the reaction of students' behaviours, interests in media and TV, both before and after class.

This issue was covered by a one page questionnaire completed during the first class' introductory briefing. (Appendix: 3)

5.6.2.2 After class learning survey for three sections and end of term

Four surveys on viewing results were conducted; one for each theme was carried out at the end of each section of the course, to reveal students' learning about the three themes. There was also a question about turning off the TV. This question was put at the end of lesson 13 to ask students' views one week before the end of the course. The survey conducted three times per term was based on a news programme, advertisement, foreign series and music video – i.e., a representative survey of the different genres of TV programmes which students watched following the lessons in this course.

The method use for the questionnaire was a Likert scale for three sections, and I listed 10, 12 and 15 questions for each section. The questions related to my research questions and the course I taught to find out how students cognitive, attitudes and behaviours changed after a series of sessions. The Likert scale was divided into strongly agree, agree, neutral, disagree and strongly disagree responses. This allowed students to easily indicate their thinking and how they were reflecting on it. The Likert scale had limitations because it prevented students responding accurately by completing open-ended questions to give complete views in the media learning survey. In theme 1 'the voice of society', the questions focused on how students acquire knowledge and a critical perspective on the role of news broadcast in our society (Appendix: 4). In theme 2 'how capitalism uses media', the questions focused on how students acquire knowledge of capitalism's logic, how to analyze advertisements and understand how they been manipulated by capitalism (Appendix: 5). In the theme 3 'the distortion of the world', the question focused on how our identity has been distorted in the media through, for example, stereotyping, and how

much understanding students acquired, and how much ideology students have been instilled with (Appendix: 6). Besides the three questionnaires during term time after three themes, the final set of questions was based on the overall medial literacy they acquired and how they reacted to it and applied it to life (Appendix: 7).

A comparison sheet, tracking different time periods was used to reveal improvements in the students' degree of critical thinking, it revealed whether students improved their media literacy or not. A hierarchy divided into unconscious, conscious, critical thought was developed the more detail description will be presented in a later chapter.

The strength of this approach is that it provided their overall impression of each lesson section and what level of media literacy they had acquired. By comparing three sections, it becomes clear which subject or section they were more concerned about and in which they showed steady improvement. This seemed to be a reflection of their post-class learning, especially what had changed after the class, based on the students' own views.

The weakness is that their answers were all oversimplified, making it difficult to show clear distinctions for each answer. When answers become oversimplified, important information can be overlooked since students only pick out a degree of their answer without clearly explaining their reasoning behind it. In short, while an inkling of their after class reflections are indicated, sufficient depth is still lacking but open questions provided back up.

For the final assessment questionnaire, I developed a few questions about the impressions of the lesson, how students felt about this class, and what they learned

from the class, designed to discover both their views and also what kind of pedagogy is more effective. It was also based on a 'Likert scale' for the overall course.

5.6.3 Interviews with students

For the interview five students were selected who, based on their TV surveys, were all heavy viewers and/or had strong opinions which made them good examples for gathering further data. A pre-interview was held before the mid-term and a post-interview after the mid-term, for those five students.

Interviews were divided up into four individual interviews, one pair interview and three for one-by-one, and one focus group discussions in the class at the end of course. The location was the researcher's office. Students, in this very pleasant environment, chatted freely and openly with the researcher, expressing not only their views about the media but also their frank feelings about this course. Although most students were very talkative, a few were shy and needed more probing questions to elicit information. However, Taiwan's Buddhist culture of respect for teachers and elders propelled them all to answer the questions to the best of their ability.

The interview concepts flowed from the thesis objectives using semi-structured interviews with questions similar to those posed in the pre-interview and post-interview. Further questions were designed to follow interviewees' thinking and answers, and to probe into obtaining more information aimed to achieve my project's objective. It is important that these were not artificially asked at the end of a pre-set list of questions, but were allowed to flow and occur naturally throughout the course of the interview. In addition to the 'fixed choice' type of question, the interviewer may

wish to ask 'open-ended' questions (Mckernan, 1991/1996). The reason I used both a pre-interview and post-interview was to compare changes in student attitudes and behaviours – as they pertain to media in our society – during the course. This not only provided such a comparison, but it also presented evidence for how to improve teaching. The interviews served to obtain an abundance of good information and seemed to be an effective way to collect data on gauging reflections of student thinking.

Table 5.2 Interviewees and interview timeline

Interviews period / **Interviewee**	**Pre- interview** (Middle term-late Sep,2005-end of Oct,2005)	**Post- interview** (Final term-late Dec,2005-middle of Jan,2006)
Pair students-Susan and Jeff	*	*
Student-Ian	*	*
Student-Ben	*	*
Student-Linda	*	*

The interview length was 40 minutes to one hour and used MP3 recording. It was administered twice -- before the mid-term and after the final (Appendix: 8).

5.6.4 Diary—for students and for teachers

This is a personal document, a narrative technique and record of events – in short, an amalgamation of thoughts and feelings that have importance for the keeper. As a record, it is a compendium of data which can alert the teacher to developing thoughts,

changes in values, progression and regression for learners. The notice here is one of evaluation of teaching actions, intentions, outcomes and unanticipated side effects or objectives achieved (McKernan, 1996:84-85).

5.6.4.1 For students—

The TV diary for students entailed them having to file a report based on weekly web-based discussions, reviews of what was their favourite programme, why they liked it, and what were their critical views. My methodology was to open a discussion website and every student in the class had to submit one critical view of one television programme which they chose by themselves; students could corresponded with each other to get different views, and they also had to hand in their critical views as a diary about every two weeks in one semester. This enhanced and developed their critical thinking capacity and was also a means of analysing their criticality.

Although intended to provide students' view point of media, in fact, only a few students contributed their views sufficiently to judge their degree of critical viewing in a meaningful way; most students wrote just a few sentences with no deep critical thought. Most students wrote very simple words in their diary, not probing into any depth. The reason for this is because students get stressed out with their studies, and therefore lack the necessary time and focus to provide any level of depth to opinions expressed in this type of homework (Appendix: 9).

5.6.4.2 For teacher—

The diary for the teacher can serve as an observation tool to record classroom practice. As Nunan (1992) stated, it provides an important introspective tool. The

teacher diary is a very valuable tool for self and course evaluation and can provide a running ethnography of life in the classroom and thus become a rich source of data (McKernan, 1996:88). Although it only stems from a teacher's standpoint, it nonetheless records what is viewed, valued and reflected on from his/her teaching perspective. The benefit is to see that which is deeply reflected on from the teacher's viewpoint and their interactions experienced in the classroom. It provides the means for a teacher to conduct research and then reflect on his/her own viewpoints; and this may ultimately produce gains in his/her level of study/learning productivity.

I wrote the diary for 14 lessons only, since few classes I did not write, week 12 were public holiday, week 18 were focus group discussion and week 15-17 were students' presentations. (I only wrote one diary instead of three) I combined these lessons into one diary entry. So in total I wrote 14 diaries, also two lessons were not recorded due to technical problems. Usually I wrote the diary straight after the lesson but sometimes I made more entries after viewing the video. Once I read it and recalled a lot of memories in this diary, I discovered what the teaching/learning problems were, and this pointed the way for making the next lesson's changes/revisions. This exercise produced more internal thinking about what I overlooked before and during class. It also provided a panorama of possible directions for change, since it is through the passage of time that thinking sometimes progresses to provide different perspectives garnered by greater reflections. This was a valuable way for strengthening the role of teacher as researcher, since much reflection and data was gained during the action research process. The only weakness, as always, is the limitation of the teacher's own perspective, but I do not think this poses a big problem for action research if teachers reflect with a critical view on the role of data in the research process; also data is

based on interacting to combine a diversity of data, rather than only based on one data set. So this will not present a crucial problem for my research.

I usually wrote a dairy immediately after class since this was an efficient way to gain first-hand thinking about what was reflected on in the class; it included thoughts on what I thought of students' views and how I sought to solve problems on the process of learning, especially in reflecting upon my own teaching (Appendix: 10).

5.6.5 Group writing assignment and group presentation

These revealed the degree of critical understanding, attitude and perception on world and social issues based on critical television viewing. They also encouraged writing to motivate students' potential on critical viewing ability, especially when their reaction to teaching/learning was also included.

Students formed groups to make visible their views about the lessons learned during the term. A total of 13 students formed 3-4 groups, and each group had 2-4 students; and these groups each made a report expressing whatever they thought about this course or lesson. They all had to submit their reports after every 2-3 lessons during the term. The reason I used this method is because it was intended that their reflections, through group discussions, would provide common consensus on their thinking about this course. Through writing, they could think calmly and carefully to more accurately enunciate their assessment of the course. (Appendix: 11)

At the term's end, students selected their partners, divided into several groups (at the beginning of class), and then presented their viewing of different TV programmes through group discussions. This enhanced their exchange of different ideas in a

cooperative way, and thereby showed students' attitudes, perceptions and level of critical understanding.

5.6.6 Focus group discussion

This was conducted at the end of the course. Students reflected on their learning throughout this course while seated at round tables, and tape recording was used during the duration of discussions. There were 13 students, all together, who attended, and the process took 40-50 minutes. Teacher was outside of the group to avoid inhibiting students' discussion.

Table 5.3 Research method with its strength and weakness-To summarize the methods and their strength and weakness as experienced in the research process

Method	Strength	Weakness
1) Observation	Lively, easy to recall, avoids influence of researcher	Time-consuming, for transcription, technical problems
2) Interviews	Possible to probe into questions in depth	The role of researcher and teacher dominant; responses may say what is expected rather than the truth
3) Questionnaire	Quick, saves time	Not able to see reaction, and limited answers
4) Diary	Provides perspective on events and feelings	Students do not take seriously, few critical thought on this finding

5) Group presentation and assignment	No bias, more interaction	Easy to become unbalanced.
6) Focus group	Interaction with more critical thought, more findings	Quiet students, not eager to express their views

5.7 Data analysis

The data analysis was conducted qualitatively using content analysis techniques. This included interviews or focus groups (Bogdan & Biklen, 1992) in combination with microanalysis (of talking and open-discussion) during the process of action research.

There are many different analyses of experience of action research, for instance, 1) qualitatively using content analysis techniques 2) comments and questions. I adopted McKernan's model (1991): (1) editing data, coding and sampling: conceptual and theoretical, as evidence to build up a convincing theory, (2) mapping the data by noting the frequency of recurrence of issues, themes and units, in measuring the student's understanding of a social issue, (3) interpretation of data/model-building; in order to discover additional factors affecting the student's attitude, perception and critical understanding of television, (4) presentation of research results based on the research questions. The analysis also considered the degree of credibility, trustworthiness and triangulation of the findings, providing enough data from different source to make analysis credible for the reader (Miles & Huberman, 1984; Lincoln & Guba, 1994).

Analysis of teaching/learning interactions- What kind of inputs relate to criticality? What are the underlying implications for criticality of these inputs? What reactions

can be observed in the students in response to the teaching input? How do student understandings and reactions develop over time? What do these reactions mean? How far can they be attributed to specific interactions on the course and how far are they a result of social context portrayed through TV? The above questions proved an indication of the way the analysis was focused.

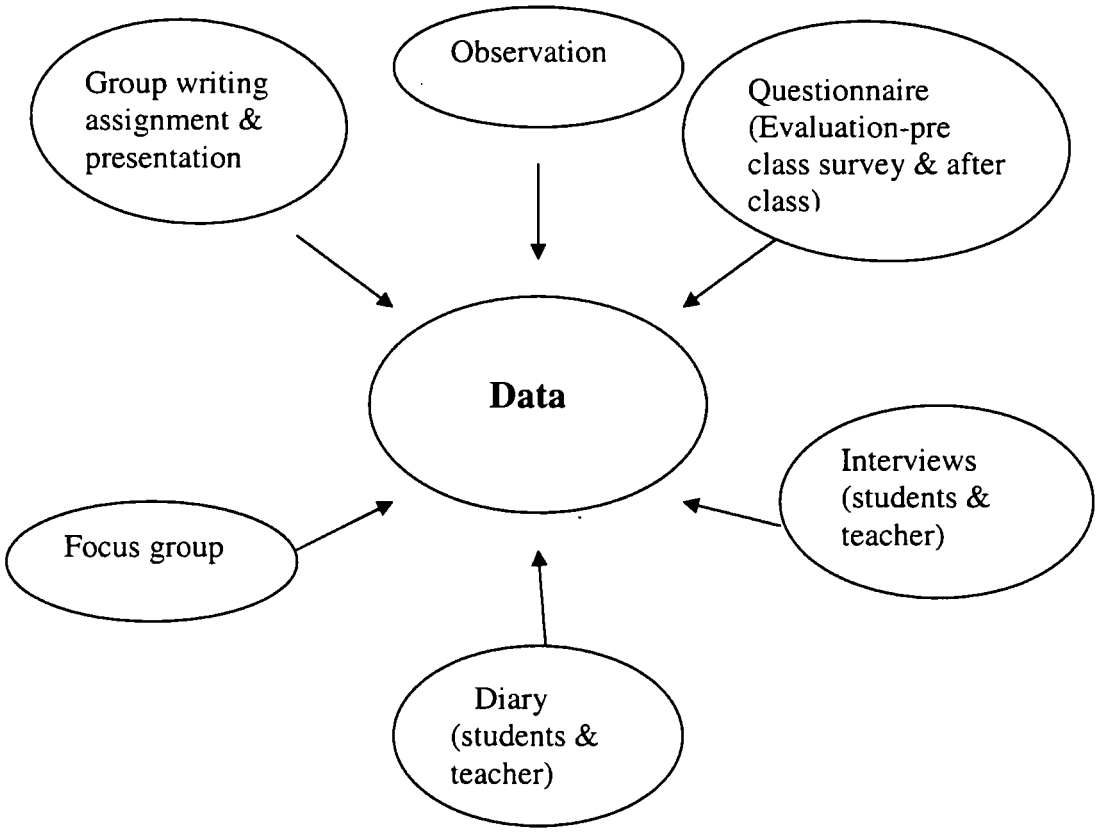
Analysis of teaching was supplemented by analysis of the interviews about attitude, perception and critical thinking as explained above.

TV survey, Term-survey, Diary, Written assignment, Group presentation and Final group presentation-What kind of individual and team work assignments did students create? What modes of working/thinking did students adopt? What are the underlying implications of this process and product for criticality and understanding? What are the implications of these modes of working and thinking for the development of criticality? How much social context and television context did students understand? How much improvement did students make with critical consciousness, compared to their previous understanding? Research in this are a largely depended on issues raised in students' assignments.

Interview and focus group with students- What did students think they had learnt in class as regards criticality? What evidence did they provide for these claims? (What does the course teacher think she taught in the course as regards criticality? What is my own perception of what they aimed to teach? How does this relate to assessment on the course?) What do the students feel they learned? How much was the curriculum modified during the class? What were the reason for these adaptations and modifications?

Each of the above questions corresponds to the specific objectives of the lesson or lessons. Additional questions focused upon the impact on students' learning. This may be learning of specific content, on their opinions in general, on their general knowledge of the issues, and on their interest in taking action (or even on their actually taking action). This corresponds to my overall purpose of finding good teaching methods and then studying the effect on the students' lives outside the constraints of the classroom.

Table 5.4 Research method to collect data



5.7.1. Treatment

From the beginning to the end of the analysis, an array of around 200-500 factors were described, categorised, and grouped into four main classes. This level of

classificatory reduction is quite typical, but it is important for the analyst to have a clear conceptual structure within which it occurs. It will also be noted that certain categories could have been differently classified under a different conception of the final classification (Ritchie & Lewis, 2005).

After completing each recording I transcribed the content from the visual VCD including descriptions of any expressions observed. I noted what I thought these meant in relation to my research questions. This included every word, the manner in which it was spoken and the grammatical structure. It is important to analyse the meanings of words in order to avoid misunderstanding. I read and categorized into different concepts in Chinese language, and translated the Chinese to English version. There were additional sounds in the classroom which were noted. I also identified the speaker during the dialogue. Inevitably, when different participants spoke about a subject they did so from the perspectives of their own values and experiences. This meant that they might highlight different features even though they are discussing a common issue (Ritchie & Lewis, 2005).

Twelve lessons in all were transcribed. Two lessons were subject to technical problems, as indicated earlier, one lesson was a public holiday, leaving almost 30 hours of transcription. I spend almost 6-8 hours for each two hours lesson transcribing, and additionally found interesting data or key words by continually re-reading. The reason I read it more than once was to take an objective stance. Strauss and Corbin (1998: 47) stated that it is important to 'compare what one thinks one sees, to what one sees at proper or aspect level, because this enables the analyst to use experience without putting the experience itself into the data. It is not the researcher's

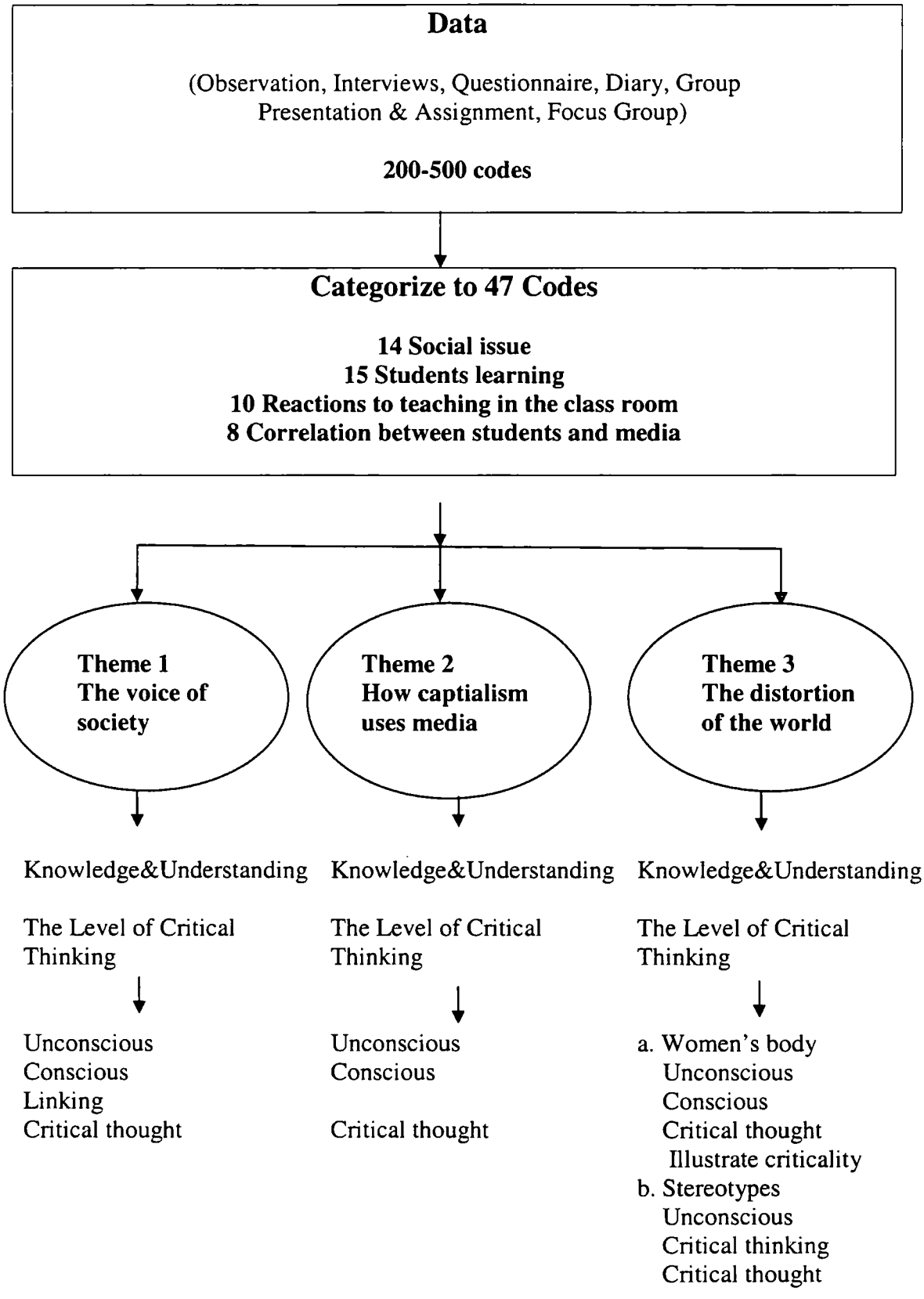
perception or perspective that matters, but rather how research participants sees events or happenings.'

The method I used was adopted from McKerman's (1991) approach to qualitative analysis. Looking back to my research question, I tried to figure out using key words the degree of students' critical thinking. I divided these into unconscious, conscious, link and further critical thinking. Particularly, I used 'perception' 'attitude' 'behaviour' 'change and action' and 'degree of critical thinking' to categorize further, and ignored other issues which were not related to my research question.

When looking over all transcripts, I translated data as concepts, and then combined similar concepts into set categories. Firstly, I categorized 47 codes from 200-500 codes into: a) 14 codes on social issue, b) 15 on students learning, c) 10 on reactions to teaching in the classroom, d) 8 on correlation between media and students. This was based on course section 1) The voice of society, 2) How capitalism uses media, 3) The distortion of the world. (The original Chinese version has been translated into English) (Appendix: 12)

47 codes of codes were developed from the data as mentioned above such as observation, questionnaire, interview, TV diary, group writing assignment, group presentation, focus group discussion etc. Secondly, I divided critical thinking into unconscious, conscious, linking critical, and critical thought. This was developed from 4 categories. This especially helped me to understand how much students understood about the issue I taught, and how much critical understanding they achieved. In analysing teacher's notes I mainly focussed upon the teacher's diary. This was completed every week in order to measure how far I achieved the goal of my teaching, and also any problems experienced.

Table 5.5 Summary of Coding



5.7.2 Analysis

Following the third categorizing, I developed analysis and follow up aspect. To understand aspect and material is what is the essence of grounded theory analysis (Strauss & Corbin, 1998) 'The context in which the concept is used should indicate meaning' (Strauss & Corbin 1998:93) In order to work effectively I considered the transcript sentence by sentence and key words by key words. I underlined the words or sentences related to the aim of research. "Coding involves the discovery and naming of categories" (Strauss, 1987:27). The process of coding in data analysis has been enhanced by many scholars (Glesne, 1992, Richards, 2005, Boyatzis, 1998). This has significant meaning for data analysis. As Miles and Huberman stated codes are mark and meaning, it should point to data for description or further thinking, it included words, phases, sentences or paragraphs (Miles & Huberman, 1994; 2005:122-123).

I used MaxQDA software, which is the well-known software package winmax and Maxqda2. It helps me perform qualitative data analysis and helps me systematically evaluate and interpret the texts. The clearly-structured main screen of MaxQDA reflects in its 4 main windows the essential management work areas in the process of qualitative data analysis.[6] It quoted the sentence by segment of software and then prints out into paper to read it and analyse keywords. The software helps data to be analysed more systematically and organized for further interpretation.

[6] Retrieved from 10 Feb, 2006 http://www. Maxqda.com/index.php/maxqda

5.8 Advantages and limitations of the research methodology

The advantages of using a lot of methods to collect data are that it gives a common result viewing from different source. In action research, collecting data is for reflecting, examining and improving real practice in order to bring about change in practice. So various ways of collection of data can be regarded as a method which is linked with the concept 'triangulation' as explained above. In reference to my project, I used classroom videos, dairy, student's interviews, semi-interview, questionnaires, focus groups and individual writing assessments, also teacher's diary and notes was used as one of the sources of data. It enriched data from different sources and gives more traceability on the result of findings since each method of collecting data has different strengths' or weaknesses as described above.

The disadvantage of this research is that students may answer according to what they think it is proper to say, what is socially acceptable. They may just answer the researcher as a teacher, not truly to say what they learned in the classroom and applied in their daily life. The fact that the research is led by the teacher may affect the result of finding; it may have 'elite bias' (Miles & Hurberman, 1994) since it reflects the results from students who give more talk than students who always keep quiet in the class, and less talk does not mean less critical thought. However, in any research the presence of the researcher will affect findings, and on the other hand, it is of value for a researcher, as a teacher, to pose questions in the classroom or in the process of semi-interview, since it stimulates critical thinking in students. Through stimulation, they think about more problems or questions on the issue in the discussion which benefits their critical thinking.

Another weakness is that research is not able to follow students for 24 hours a day, so the data exclude observation of their daily life, and it is not possible to see if they changed their attitude or behaviour or in what way and in what thinking as a result of classroom learning or as a result of other influences from outside the classroom. Neither does it include follow up or further research on whether students change consistently or just temporarily which ideally would be essential for the evaluation of the effects of teaching and learning in long or short term.

Part II

Part II presents the analysis of the data. It is divided into four chapters. The first three chapters of this part analyse the data according to the following themes

One-The voice of society (Chapter 6),

Two-How capitalism uses media (Chapter 7),

Three-The distortion of the world (Chapter 8).

The following Chapter 9 provides an analysis based on the question how have the students changed as a consequence of the teaching undertaken as part of the action research project.

Introduction

The purpose of part II is to describe what emerged from the data, in terms of how participants responded to critical pedagogy applied to perceptions, attitudes and behaviours in media study at a university in Taiwan. The data includes class description, teacher's notes and responses from students, including reflections on success and failure and on the overall impact of the lesson. The data is presented according to the way the teaching was structured using the themes: 1) The voice of society 2) How capitalism uses media 3) The distortion of the world. The data analysis draws upon students' TV diaries, letters written to the media, interviews, focus groups, and evaluation forms and class transcriptions as the main textual materials.

As explained in Ch 5, I used key words to approach and answer the research questions using the McKernam (1991) model of data analysis. The presentation of data in each section will include: the aim of this section, the learning objectives, the content, the teaching material used, teacher's notes for the lesson and students' response. The data will indicate the degree of a student's understanding, critical thinking and their behaviour change. As explained in methodology chapter the data was collected in Chinese. When translating I tried to capture the meaning and intention of the original language as far as possible. (Appendix: 13)

Chapter 6 Findings from Analysis-The Voice of Society

6.1 Introduction

In this Chapter, the role of media as the voice of society is examined in three parts 1) How television news is constructed 2) How to detect bias in the news 3) Deconstruct language and facts.

1) How television news is constructed: The aim was make students understand how a TV newscast is constructed; identify and discuss the use of entertainment in TV news; identify, discuss and compare the values and ideologies presented in a variety of Taiwan TV news cast.

2) How to detect bias in the news: The aim of this lesson was to present the concept of bias in television newscasts, to explore how the news affected audience's perceptions and stereotype images of people who are powerless.

3) Deconstructing language and facts: The aim of this lesson was to learn to critically distinguish language used for facts vs. opinion and analyze explicit and implicit message in television news.

6.1.1 The learning objective

1) How television news is constructed:

Learn how television news is shaped and manipulated and how they, as audience members may be affected by this. Students will analyse the relationship between television newscasts and their audiences, identify the characteristics of a television news broadcast, analyse how the language and visuals used in television news influences the interpretation of message, compare their own and other's responses to television news

2) How to detect bias in the news (homosexual, children, elderly, teenager...)

Learn how to recognize how a single event could generate more than one news story, identify a point of view or bias, based on the language used, experience and understand the role of subjectivity and perception in the media, understand the role of the gatekeeper, critically analyse or deconstruct two newscasts for potential bias through comparison, focusing on language, story selection and story order. These newscasts will be analyzed based on language usage, story selection and story order.

3) Deconstructing language and facts

Learn critically by analysing explicit and implicit messages in the television news. How TV news can be faked by not ensuring evidence and by not providing credibility using the investigation research method

6.1.2 The contents

How television news is constructed: how television news is constructed by falsification; discuss the current general introduction of TV newscast in Taiwan and where their resources come from; how to tell whether news might not be true from the evidence provided; investigate numbers and define fake events placed in the news.

How to detect bias in the news; how description effects the perception of bias; how news portrays stereotypes of particular groups; the role of 'gate keeper.'

Deconstructing language and facts: define facts and opinions in the news, discuss wording used for facts vs. opinions; how television news is constructed by language; examine the language and visual elements used in newscasts and these contribute to sensationalism.

6.1.3 The teaching material used

The teaching material used was mainly video clips of news copied from the TV news, also news articles from website for group discussion, and video type 'Different perspectives towards TV' made by Public Television Service on introducing newscast (PTS, 2005). Here is an example of a lesson plan.

Topic	How to detect bias in the news –(homosexual, children, elderly, teenager, native, foreign bride...)(Lesson 4)
Overview	This lesson introduces students to the concept of bias in television newscasts. How the news affect audience's perception and stereotype image of people who are powerless? These newscasts will be analyzed based on language usage, story selection and story order.
Learning outcomes	Recognize how a single event could generate more than one news story Identify a point of view or bias based on the language used; experience and understand the role of subjectivity and perception in the media Understand the role of the gatekeeper; critically analyze or deconstruct two newscasts for potential bias through comparison, focusing on language, story selection and story order.
Preparation and Materials	Selected news video clip with biased descriptive language and visuals Selected news video clip with bias towards homosexuals, children, elderly, teenagers, foreign brides... Related journal for hand out- "How to detect bias in the news?" Two newscast headlines

Procedure	**Discuss TV diary (10minutes)---the topic will be based on students diary assigned by instructor** Students express their bias-related life experiences (10 minutes) **How description effects the perception of Bias?(30 minutes)** Screen selected news video clip with biased descriptive language and clip from "different perspectives towards TV-adult media literacy-foreign bride" Student write down biased descriptive language and visuals and discuss with each other(pair discussion) Students present their views and write them on the white broad Posing-question: How do you think those words and visuals impact the audience's perception? Subjective? Objective? Show clip on commentary by foreign organization " Different perspectives towards TV-adult media literacy" **How news portrays stereotypes of particular groups? (20 minutes)** Screening selected news video clip with potential bias Group discussion on "where is the bias in this news?" Group expresses their thoughts **Who plays the role of the "gatekeeper" ? (30 minutes)** Ask students to take a comparison of the same news, focusing on language story selection, story order, and then answer questions on: Why are they different? Which one do you like most? Why? How to be an editor : For newscasts, compare news headlines and order; Students divide into four groups and list headlines in order (Each group has 6-8 non-ordered news headlines) Groups share the order of their preferences and why?
Student attendance	11 students
Home work	Write TV diary

6.2 Presenting teacher notes for the lesson

For teaching 'the voice of society', the teacher used video clips copied from television especially, the weekly headline news as a way of relating to students' life experience and in order to make interaction easy in the classroom. The problem was that students did not seem to be familiar with the news. This made the teacher feel frustration since

it was necessary to explain all the current issues. That made for more lecturing and less interaction.

> *Teacher: I posed a question about what news has been released this week, but they seem to have* ***no idea****. I was surprised that* ***most of them didn't mention headline*** *news 'NCC' (National Communications Commission)*[7] *this week. (Lesson5-Deconstructing 'language and facts')*

[Note: in this and in all subsequent data extracts I will highlight in bold the keywords in the analysis.]

This is a good example of evidence that students have 'no idea' about a news headline, and evidence that students do not seem to care about the headline news, It is a very low level of social attending, so it made further discussion related to headline news difficult.

> *Teacher: Most of students seem to* ***not understand this issue*** *even though it was a major news headline this week. The students only mentioned about the* ***scandalous*** *affairs of a TV correspondent. (Lesson3-Deconstructing the facts)*

In this quotation, the teacher reflects that students do not care seriously about the news. They only care about scandal which is attractive and entertaining to them. Some students may be partially to blame themselves in their viewing habits but the media gives them little choice by paying more attention to scandals while neglecting serious policy issues. The teacher noticed this from the students' response in the classroom.

[7] Taiwan is in the middle of setting up a new Nation Communication Commission (NCC)-which will take over as a media watchdog from the government information office

Teacher: ***Students realized the news is mainly geared for gaining high ratings.*** *Paul said that it is for gaining good ratings, which explains why the same story is continuously repeated for 24 hours on the news channel. 'I get very tired of it,' Hoffman said, saying that he doesn't understand why audiences like it with such high ratings. Some other students sympathized with the TV presenter; they think the TV presenter is stuck in a trap. Jeff said the TV presenter should become a good example in our society. (Lesson4- how to detect bias in the news)*

In this quotation from the journal, the teacher refers to getting more students to talk about the views they have; getting different perspectives is the key to more critical thinking. Regarding high ratings, the habit of students' viewing seems a big problem.

Teacher: business value and attraction is the environment they live by: They are able to define right and wrong, and the level of quality news reporting, but they still follow the values our society always places on business results, ratings, and materialism as the top priorities, rather than morality or righteousness. That seems to be ***a big problem as far as I am concerned.*** *(Lesson 5-Deconstructing language and fact)*

In order to focus students' more on morality or righteousness, the following quotation is evidence of the teacher's thinking on the importance of knowledge and its relevance to critical thinking; after knowledge is applied, students are able to think further.

Teacher: ***After a short lecture*** *on the establishment of NCC,* ***students seemed to understand*** *the function of NCC. They were* ***thinking that the freedom and right*** *of the media's free speech could be impacted by NCC's establishment. (Lesson3-Deconstructing the facts)*

The quotation is evidence that the teacher has to do some lecturing to provide key concepts otherwise the discussion could not continue. If the teacher did provide further knowledge about the issue, students would not be able to think further since 'freedom' and 'right' are based on the knowledge of understanding the establishment of NCC.

> *Teacher: How can they further develop critical thinking about the news when they don't even know about it? It is a really* ***serious problem*** *for our youth. (Lesson5-Deconstructing 'language and facts')*

The words 'serious problem' shows the teacher thinks it is a problem in the process of teaching but the problem may need the application of teaching methods to provide a solution. How can students be made aware of the importance of understanding the issue of news? The teacher gives further lecturing and explains the issue but still thinks students should acquire daily news actively as a habit in their daily life, and not rely on lecturing by teacher since lack of knowledge is an obstacle to a higher degree of thinking. Besides lack of knowledge on the issue of TV, the following quotation is related to another problem on how to lead students to an unfamiliar issue by posing critical questions.

> *Teacher: In this part of my teaching, I should* ***probe into this question deeper and pose more critical questions****-even if students are not familiar with this issue-rather than just lecturing to give students the answer. (Lesson3-Deconstructing the facts)*

This is a quotation which reflects on too much lecturing rather than posing-questions, giving students the answer rather than evoking students' thinking. It is considered as less effective teaching for developing students' thoughts. The teacher uses 'probe into' and 'pose more critical questions' towards her teaching as the way to get students talking more. The teacher has realised that the key for developing students' critical thought is to relate her own experience to students and it is effective teaching to influence students to talk more about their life experience. Here is an example of the teacher reflecting on giving her view in the class.

> *Teacher: I then **expressed my opinion** to not sympathize with the TV presenter. I asked why he didn't behave himself; since he is well know in the society. Also, it wastes society's media resources covering him. We are not able to cover other news which may be more important with the media chasing him and feeding us this kind of unimportant news. **Why must we accept it?** (Lesson4-How to detect bias in the news)*

Once the teacher gave her own view, students were influenced by the teacher's thinking, and were more open minded to speak out, and then were not only influenced by the teacher's thinking but also by each other. The teacher noticed this, and spent more time evoking students' talking rather than following the original lesson schedule. Here is a quotation, with evidence of the teacher changing her teaching schedule.

> *Teacher: Especially, as a real example that happened in their life. In this part of the discussion, we spent almost 30 minutes which seemed too long based on my original plan... In this part of the discussion, **students seemed more open minded to speak out.** (Lesson3-Deconstructing the facts)*

'More open minded to speak out' is a result of more effective interactive teaching. The following quotation from the teacher's journal shows the aim to get students to share different perspectives on the issue they discuss in the classroom.

> *Teacher: I **didn't give any comments** since it is the right way to build their own consciousness of critical thinking. My mission is **to pose questions and build up a critical environment** for students in this class. (Lesson1- Introduction media)*

Teacher saw her role as leader, not lecturer. Here is an example how interactive teaching and learning is effective to develop critical thinking in the class room.

> *Teacher: They not only relate to their life experiences, but also **challenged each other's views.** The Sept15th news story is about a Taiwan school teacher's student whose parents wrote 200 times about why they delayed paying the high school's tuition. The student's parent felt insulted by school. Different news versions presented different issues of concern to the media. One of students Jeff mentioned that he had 6 bad write-ups by his high school teacher, due to his drawing comic pictures in the class. He said that it is an unfair judgement by one teacher without any equal regulation. It is an example that reflects on the education system's severe sternness in our society. It should be discussed further either in the news or in the life. Further discussion is also necessary on how the news portrays stereotypes of the teacher's faults. Students **seem aware** of the impacts of this news **story's different angles,** but the fact that one of the **students refuted** it further reflects on our education system. He said that its objective is simply to report the news. He disagreed that it brings further meaning of either good or bad to the audience. It should be judged by audience themselves. There were questions on the process of debating. (Lesson1- Introduction media)*

The quotation includes the words 'challenge' 'aware' 'different angles' which relate to critical thinking. It refers to students with conscious awareness, and evaluative and critical viewing shown through interaction in the classroom through the benefits of interactive teaching. Here is a quotation related to the teacher's teaching style with regard to giving student's a critical perspective.

> *Teacher: Education is not a short cut, and I should appreciate their progress; at least they are* ***able to define*** *how language is used in the media, but I am thinking how to educate my students on finding the balance between profit and morality in our society: excessive business competition can ruin our mental health in some ways. What is the best media environment we can have? I shall pose more such questions to them in this class. (Lesson4-How to detect bias in the news)*

> *Teacher: They seemed* ***not to understand why they should be clearly defined.*** *The concept of media public ownership seems to still not be instilled in their minds. (Lesson3-Deconstructing the facts)*

In the above quotations, the teacher recognises that students seem to be able to define language use (on fact and opinion, bias on portray minority people, deconstructing fact and truth...etc in the news).

> *Teacher: News always presents conflicts and sensationalism for us, but I asked, "Why don't we get angry about it?" The students' reply was as I had expected. Students said* ***turn off the TV****; or* ***change to another channel****; or* ***ignore it****. That is the passive thing to do, I reflected to myself, and I would probably do the same thing as them. Why should I have further expectations about them taking any concrete actions towards the media? Knowledge is not perfected in only one day or in only one class. A key issue for me is how to*

evoke their consciousness; this truly is a difficult issue for me. (Lesson5-Deconstructing 'language and facts')

In this quotation, students use 'turn off the TV' 'change to another channel' 'ignore it' to do with reacting to the media, but this is more than doing nothing. This action may impact about ratings if most people do the same. It should not be judged as evidence of powerlessness. This is powerful action; the teacher seems to expect too much.

To sum up the teacher's notes: although they showed a lack of knowledge, students almost achieved critical understanding of deconstructing in the news but the problem is how to empower them to take effective action to affect the media; there is still some distance to go. The teacher seems aware of this. The following quotation from students' response will provide evidence of the effect of the teaching and learning.

6.3 Students' response from data

After taking a course on viewing television critically, do college students have knowledge and understanding of the way television operates/functions in society?

6.3.1 Knowledge and understanding of the way television operates/functions

6.3.1.1 Understanding-civil rights

EXT: Class Transcript. Lesson 3, txt (41/45)

CODE: 01 Social, Politic, Media

James: I think broadcasting will be fairer if political parties are not involved in media industry management; this will prevent the media industry from being overly cautious when selecting news topics. If the news coverage is overly negative to one particular political party, then doubts will arise in the public's mind regarding ***issues of media objectivity and fairness****. So political*

*parties **should avoid controlling** the media industry, and this will allow the media to provide fair and objective news coverage and thus serve the public responsibly.*

In this quotation, James used 'objective' and 'fair' to express concern which might arise about the role of media. The voice of our society is too often manipulated, almost like a doll, by self-serving politicians. Therefore, a fair, open, honest and objective media – one that is not controlled by politicians -- is the best way to serve the public's interests. James seems to understand the relationship between media and politics.

6.3.1.2 Understanding how to deconstruct truth and fiction

TEXT: Meddle term assignment, Vivian, News, txt (29/31)

CODE: 04 Students and media, Commentary, Proof

*Vivian: News can sometimes be very good at **spreading miss-information**, such as the recent news report about the Tsunami in south Asia; actually this Tsunami wave originated from the massive Qiantang river tidal wave in China. When the media fails to report such key facts, how can they then **expect us to accept as "the truth"** what they report? **It is false**.*

This quotation indicates Vivian understands on how media makes fake visual pictures. News reporting does not always catch news as it happens live; rather, many broadcasts just use previously recorded news for much of their programming content. As some media students were about to begin internships with news broadcast stations, they were very excited about this opportunity, but they seemed to be mistakenly equating the job of a TV news broadcaster as essentially being the same as that of a movie actor! Here, Vivian gives her views on 'spreading miss-information' and 'the

truth' of news; also she gives an example to reinforce her observation that is evidence she understand how news has been constructed.

Vivian understands that news is not supposed to be purposely portrayed as drama, but it sometimes is dramatic since news is sometimes sensationalized as a way to garner high ratings. To use visual scenes that are dramatic is not a big deal, but such scenes should be accurate and moral standards must be followed by news broadcasters so that the scenes are not purposely misleading. Vivian did not mention this; the quotation is only evidence of her understanding but not with further critical views.

> *TEXT: Interview transcript, (After) Jeff and Susan, txt (85/92)*
> *CODE: 02 Student's Learning, Question, Authentic*
> *Jeff: The visual data may be is false. That is a showing a hot summer but the interviewee is wearing long sleeves.* ***It is a contradiction and strange*** *when I watch TV news.*

Jeff and Vivian use 'fake' and 'false' to refer to what they watched, highlighting the unreal picture given by the news. Also, Vivian asked how it can be accepted as a truth. Vivian and Jeff are aware that the fake news is an issue for our life. Of course, the 'fake' content in the media, could be by mistake. Susan gives further views on the possibility of mistake.

> *TEXT: Class transcript, Lesson 3, txt (178/190)*
> *Code: 04 Student and media, Commentary*
> *Susan: From my point of view, I think when words are spoken by a human it is* ***easy to make a mistake****, take an example, a community of my house is promoting a new product, then a radio station came for interview, my father is*

one of the members, and gets on stage to introduce this new product. As a result of presenting on TV, my father becomes a person who is inventor.

TEXT: Diary, Susan, TV diary, txt (35/41)
CODE: 04 Students and media, Commentary, Authentic
Susan: Another very interesting story is about two news reporters reporting that a house has had nasty words painted by a criminal. They reported the surname of the house owner is different, one newscast reported that is Lin, another one is Chen, and it is very strange, what is exactly their surname? ***The reporter is so careless.*** *(Susan is shaking her head)*

Susan uses 'careless' and 'mistake' to question the role of media in our society based on her life experience. She finds this a 'mistake' and 'careless' not only just because it happened to her real life but also through a comparison between two newscasts.

6.3.1.3 Understanding-sensationalistic language applied on TV

The following evidence illustrates that students question (and understand) not only flagrant falsehoods, but also sensationalism in the news. Here is a good example.

TEXT: Middle term assignment, May, txt (37/40)
CODE: 04 Students and media, After viewing TV, news
May: The ***language, words and slogans*** *used in news programs seem to be much targeted and consistently concise in order to attract people's interest and attention; but in fact, the slogans often differ in a major way from the news programs' actual contents: The media seem to often* ***use this technique specifically to obtain ever higher viewer and rating numbers.***

In this quotation, May noticed that language, words and slogans are manipulated by the media. May uses 'higher viewer' and 'rating numbers' to point out why media uses these technical means to manipulate the language. The following quotation

provides more evidence that students understand that technical means have been used in the TV news.

> *Text: Class transcript, Lesson 3, txt (136/144)*
> *Code: 04 Students and media, Commentary, Authentic*
> *Linda: There is an example, it is so* ***exaggerated****, and a reporter pretended the flood is up to her mouth when reporting the Typhoon.*
> *Teacher: How do you know?*
> *Linda: Two reporters were in the same position but the height of the water was different, it is very strange.*

At this stage, Linda seems to be aware the visual image has been changed to get high ratings. She used 'exaggerate' to express her anger towards this unacceptable news. It is evidence that students are able to deconstruct the truth and falsity in the news but also identify the drive by the media towards sensation.

6.3.1.4 Understanding- facts and opinions

The following quotation is taken from a debate between two students comparing news reporting from two different newscasts.

> *TEXT: Class transcript, Lesson 1, txt (423/439)*
> *CODE: 04 Students and media, Commentary, Authentic*
> *Rob: I want to pose a question to you: What is the definition of news? News is presented as something that* ***"just happens" without explaining the implications or context behind it?*** *Should you just let audiences guess the meaning of this news? (Shaking his head) Everyone will have a* ***different understanding*** *of it.*

James: I don't think the media should have the right to judge anything – their responsibility is to just inform us, and then leave the judgements to us. Take an example of introducing yourself: You will be more inclined to enhance your strengths rather than weaknesses. (And everyone knows the key to convincing people is the merits of the evidence you provide to back up that what you say is, in fact, true.) So I don't think media presenters should include their personal views on a subject. I am not saying this means the news will always present the facts perfectly, but at least it will, ***generally speaking, be free of personal views.***

The reason I quote this above, is because it shows two points of view on fact and opinion, providing evidence that students are able to evaluate the question, and know how to refute it. Fact and opinion are different and their presentation by the news media depends on the issues (and features) the story itself is trying to bring to light. In this quotation, comparing news reporting from two different newscasts indicated the understanding of differences between fact and opinion as applied in the news media.

6.3.1.5 Understanding newscast representation

TEXT: Class transcript, Lesson 3, txt (178/190)

Code: 04 Students and media, Commentary

Rob: The news' visuals are gathered by the reporter and camera man, and then the reporter interpret this news; and as the Chinese slang expression says. ***"Three people turn into a tiger,"*** *meaning it not only then becomes second-hand information, but* ***also third-hand information.*** *With this interpretation now perpetrated upon the news – by the reporter and anchor – the truth of the news has now, in fact, already been altered and possibly distorted.*

That is the meaning of representation; Rob is always very critical and aware of it. He uses 'third-hand' information to highlight that the news has been distorted by

newscast. He also uses Chinese slang 'three people turn into a tiger' to present how the news is distorted. Rob understands representation in the media.

6.3.2 The level of critical understanding on the voice of society

What level of critical understanding has been achieved by the students?

6.3.2.1 Unconscious—lack of knowledge

The following is based on teacher observations in the classroom.

> *Teacher: What is NCC? Anyone can give outline of NCC? (Overall student keep silent.). (Lesson5-Deconstructing 'language and facts')*
> *John:* ***Why don't you just explain it for us****?*

In this quotation, John requires an answer; he didn't think anything was wrong when he posed this question to a teacher. NCC was headline news for the week, but none can talk about it any more. The students only mentioned about the scandalous affairs of a TV correspondent. This quotation shows that students do not care seriously about news, and only focus their attention on scandals.

6.3.2.2 Conscious

Apart from NCC, when discussing the statement ''The news media always tell the truth", most students disagreed, citing many examples from their life experiences, and overall, it seemed to be a very interesting topic for them. Students' degree of understanding seemed to be higher than expected, and they were able to point out the issues in a news screening of false information. That is the first step in critical thinking -- providing evidence and then talking more about it as it relates to their life

experiences. The following quotation is evidence that Jeff is aware of falsity in the media. .

TEXT: Interview transcript, (After) Jeff and Susan, txt (85/92)
CODE: 02 Student's learning, truth, Question
Jeff: The visual data may be is false. That is a hot summer but the interviewee is wearing long sleeves. ***It is a contradiction and strange*** *when I watch TV news.*

TEXT: Assignment, Vivian, News, txt (29/31)
CODE: 04 Learning and Media, Commentary, Authentic
Vivian: News with a very impressive ***level of falsity*** *reported the Sunami in south Asia but the scene of the wave is originally from Qiantang River tidal wave in China. How can it become a* ***truth*** *for us?*

Jeff and Vivian both use 'fake'. Vivian is aware that fake news is an issue in our life. Jeff just points out the contradiction but he does not give any further evaluation fake can also happen by mistake.

TEXT: Class transcript, Lesson 3, txt (178/190)
CODE: 04 Students and media, Commentary
Susan: From my point of view, I think spoken by human is ***easy to make mistake,*** *take an example, a community of my house is promoting a new product, then a radio station came for interview, my father is one of member, and get on stage to introduce this new product. As a result of presenting on TV, my father becomes a person who is inventor.*

TEXT: Assignment, Susan, TV diary, txt (35/41)
CODE: 04 Students and media, Commentary, Authentic
Susan: Further a very interesting story is about two news reporting about a house has been painted nasty words by a criminal. They reported the surname

of house owner is different, one newscast reported that is Lin, another one is Chen, and it is very strange, what is exactly their surname? ***The reporter is so careless. (Susan is shaking her head)***

The comparison is similar to Sean and Ian their observation as these following quotations.

TEXT: Class transcript, Lesson 3, txt (119/120)
CODE: 04 Students and media, Commentary, Authentic
Sean: Take an example on natural disaster, one news broadcasting reporting three thousand people died, another news broadcasting reporting three thousand fifty people died, that is ***a distinction between two news***

TEXT: Interview transcript, (Before) Ian, txt (389/391)
CODE: 04 Students and media, After viewing, News
Ian: I just watched news about a reporter interviewing a city vice- Mayor but the title given is department of environment head. It is wrong, and another example the city vice-Mayor said that there is no possibility of measurement but the subtitle shows the words is he is fulfilling the standard. The meaning is far away from what is normal or acceptable. I really get mad, ***how come it is so different?***

Mistakes often happen in the news, most students seem aware of this. News requires not only speed but also accuracy. That is the basic principle for news to be the voice of society. The mistake sometimes is not based on carelessness but is done on purpose for sensationalism, for high ratings. Here is an example showing students are aware of manipulation by the newscast for Sensationalism.

Text: Class transcript, Lesson 3, txt (136/144)
CODE: 04 Students and media, Commentary, Authentic

Linda: There is an example, it is ***so exaggerated****, and reporter* ***pretended*** *the flood is up to her mouth in reporting Typhoon.*
Teacher: How to you know?
Linda: She is in the same position with two reporters but the height of water is different, it is very strange.

Linda uses 'exaggerate' and 'pretended' to express her anger to this unacceptable news. That shows students are able to deconstruct truth and falsity, based on evidence -this is fundamental to being a critical thinker.

6.3.2.3 Linking

The following example is about news of a foreign bride selling sex in the park. The video clip source is from a programme of "Different perspectives towards TV-adult media literacy" of PTS (Public Television Service) (PTS, 2005). The story makes students not only aware but also links to critical thinking on whether evidence is provided or not.

TEXT: Class transcript, Lesson 4, txt (481/484)
CODE: 04 Students and media, Commentary, Fairness.
John: The anchor said the park is becoming a business place for sex, how can she prove it? She ***didn't provide evidence*** *to prove it.*

TEXT: Class transcript, Lesson 4, txt (438/446)
CODE: 04 Students and media, Commentary, Fairness
John: It ***seems like hypnosis****, just a picture without certainty whether the person is a foreign bride or not. It just makes the audience feel the foreign bride is trying to sell sex in the park, there is* ***no data to prove it,*** *just reporting again and again.*

TEXT: Class transcript, Lesson 4, txt (449/453)
CODE: 04 Students and media, Commentary, Authentic
Ian: It ***looks like a peep show*** *with music on and just makes people feel something is happening,* ***without any evidence*** *through the whole story.*

TEXT: Class transcript, Lesson 4, txt (529/536)
CODE: 04 Students and media, Commentary, Authentic
Sean: ***They didn't provide evidence****, just a question mark on the news screen, making it look as if it truly happened: there is no filming just a chart and the scene is darker* ***on purpose****. It really makes me feel the foreign bride will sell sex.*

TEXT: Class transcript, Lesson 4, txt (547/548)
CODE: 04 Students and media, Commentary, Authentic
Ian: Yes, the way ***the anchor speaks makes it look as if it really happened****, in fact without enough evidence, this is* ***so terrible.***

The phrases used 'hypnosis' 'peep show' 'without any evidence' 'on purpose' and 'look alike' provide further evidence of basic critical thinking. Also the understands that sensationalism is used for high ratings since there is no real evidence provided.

TEXT: Class transcript, Lesson 3, txt (115/116)
CODE: 04 Students and media, Commentary, Authentic
John: If I am a reporter, I know I shall use words to convey facts, but if I am the audience, I will use words to express the opinions and sensations I feel from watching the news since ***audience is looking more for entertainment.***
Sean added his opinion: ...not only provide more entertainment and get higher ratings, but also bring in more discussion from different viewpoints: ***People can judge them with different viewpoints.***

Sean said there is nothing wrong with opinionated words used in the news. He said that 'different viewpoints' are necessary.

Critical thinking must seek evidence; students are aware of this and provide questions for seeking evidence. They are also aware news may be manipulated intentionally. Higher ratings are not just sought by sensationalising but there is an issue of subtle product advertisement in the news, as in the following example.

> *TEXT: Class transcript, Lesson 3, txt (353/357)*
> *CODE: 04 Students and media, Commentary, Business*
> *Rob: Set TV (Sanlih E-Television) it often makes replacement news, once they run out of information for news they edit travel programme to fill the time. In fact, it seems like travel news but with the feature of advertisement.* ***It is not good*** *to present it as news.*
>
> *Linda: In fact, it is related to our life, the person who wants to have* ***this kind of information*** *then they can get it here.*

Some of them are not concerned about subtle product advertisements in the news, and, as Linda said, it provides information for them, while others think it should not appear in the news: rather, commercials and news should be clearly defined. Rob used the phrase 'not good' but Linda said it is 'kind of information'. There was a debate however; in this part of the discussion, they seemed not to understand why media did not define the programmes clearly. The concept of media public ownership seems still not to be instilled in their minds but at least they are focusing more on critical evaluation.

6.3.2.4 Critical thought has been developed

As critical thought developed it is not just focused on deconstructing falsity or truth but also about thinking further about the function of the newscast for the audience. There is an example of Rob giving the meaning of representation for newscast.

> *TEXT: Class transcript, Lesson 3, txt (178/190)*
> *Code: 04 Students and media, Commentary*
> *Rob: The visual images are gathered by the reporter and camera man, and the reporter interprets this news, according to the Chinese saying 'Three people become a tiger'. It is not only second-hand information but* ***also third-hand****, the interpreting through reporter and anchor, means that the truth of the news has been already distorted.*

This is the meaning of representation; Rob is always very critical and aware of it. What is the reality? How do media select it for us? How we have been manipulated? These are key questions to challenge the role of 'man's voice' in our society.

The Sept 15th 2005 news story is about a Taiwan school teacher's student whose parents wrote 200 times about why they delayed paying the high school's tuition. (This story was mentioned in the section on the teacher's diary). Students seem aware of the impact of this news story's different angles, but one of the students had a different view.

> *TEXT: Class transcript, Lesson 1, txt (409/415)*
> *CODE: 04 Students and media, Commentary, Fairness*
> *James: Although the first news is not perfect, the second gives too much of their own comments.* ***I don't think it is good*** *media should do that.* ***Take an example*** *of my friend who works in police school to identify finger prints. They only identify the finger mark, they do not judge who has done wrong.*

He said that its objective is simply to report the news. He disagreed that there should be any further positive or negative interpretation imposed on the audience. The audience should make their own judgement. While debating, two versions of the news questions were raised. He not only expressed his comments but also gave an example.

TEXT: Class transcript, Lesson 1, txt (350/369)
CODE: 04 Students and media, Commentary, Fairness
Rob: .....The first reflects reality but it seems too driven by sensation. It seems to focus on the teacher, school and parents. It seems to highlight the fault of the teacher and gave a negative impression of this teacher. After that the teacher went to apologize to the student's parents. She was crying. ***It makes us stereotype the teacher*** *trying to get audience sympathetic.... Contrast this with the second news, the story takes just few seconds to describe but has more of an interview on human education organization. They focus on education issues, not like first news which only focused on conflict between the school and parents. PTS which presented the second news is more focused on education authority; it is more interesting for me since I had 6 bad write-ups by my high school teacher.*

TEXT: Class transcript, Lesson 1, txt (389/396)
CODE: 04 Students and media, Commentary, Authentic
James: They should ***present the reality to the audience****, not with their own judgement. The judgement should be left to the audience; the second news seems to have their own judgement....it makes people confused about what happened.*

TEXT: Class transcript, Lesson 1, txt (423/439)
CODE: 04 Students and media, Commentary, Authentic
Rob: I want to give you a question, what is the definition of news? Is it something happened but you don't explain what the implication is behind this news? ***Do you just let the audience guess the meaning of this news?*** *(Shaking his head) Everyone will have a different understanding,*

James: I don't think media should have the right to judge anything; it is their responsibility is showing it to us and leaves us to judge. Take an example of introducing yourself; you may enhance your own merits rather than weaknesses. Everyone knows you not by your introduction, but by evidence to convince people. So I don't think media should add their subjective views. I do not mean the first news is perfect ***but at least it does not have views in it.***

There is no exact right answer but Rob thinks that PTS (second news) brings more positive questions as a follow-up to the story. He thinks that the news should bring different opinions to the audience – this became a debate in the class. Not all of the audience has enough knowledge and criticality to know how to judge and criticise by their self. The audience needs views which are positive and reasonable,

To sum up, in this case of debating in class, the teacher did not give any comments since this was the right way to build their own consciousness of critical thinking. The teacher not only posed questions but also built up a critical environment for students in this class.

Chapter 7 Findings from Analysis-How Capitalism uses Media

7.1 Introduction

The aim of this chapter is to report findings on how capitalism uses media. It is divided into three parts: (1) deconstruct commercial persuasion and hype (2) why are tobacco, alcohol and soft drinks commercials effective? (3) Popular music, music video and the function of music. The aim was to help students not only understand how capitalism uses media but also to learn not to be manipulated by capitalism.

7.1.1 The learning objective

1) Deconstruct commercial persuasion and hype

Learn the skill of analysing how persuasion and hype are used on credit card, political or other commercials; deconstruct the message and the implication of the commercial; understand how hype affects our relationship with, and interpretation of the media; understand the commercial implications of media hype; learn how it can affect people's lives; learn how to be a wiser consumer

2) Why are alcohol, tobacco and soft drink commercials effective?

Learn how to analyse an alcohol or soft drink advertisement to see how it was designed to persuade and to see what is missing from a message designed to make drinking look like harmless fun. Read about four techniques that have been proven effective in helping to make commercials about tobacco effective in shaping people's attitude. Produce an anti-drug campaign to contrast with tobacco advertising. Design a storyboard for an anti-drug advertisement for television; write critical comments and

send to Public Service Announcement to promote healthy lifestyle decisions among children, teens and adults.

3) Popular music, music video and the function of music

An understanding of the importance of rock videos to music industry; an understanding of rock music's contribution to popular culture, developing an awareness of the functions of music in the community and beyond; understand how music can transcend its genre and become a symbol of an historical time, an historical event, and aspect of popular culture or a group of people; understand how music both reflects and affects societies.

At the end of this session, bring up global perspectives to understand how Hollywood industry invades the world; understand the meaning of hegemony.

7.1.2 The contents

How do tobacco and alcohol commercials persuade you? Introduce disadvantages of consuming tobacco and alcohol, taking anti-tobacco and anti-alcohol positions.

Outline relationship between music and youth, screening music video and analyze it; the introduction of music industry.

Share experience on manipulation by advertising's persuasion and hype, discuss hype used in the media, why should we not 'believe their hype'?

7.1.3 The teaching material used

The following theme were selected print tobacco and alcohol Ads for groups, colour pen, white paper, selected tobacco and alcohol TV commercial video clip; video clip 'Deadly Persuasion' the advertising of alcohol & tobacco, featuring Jean Kilbourne made by media education foundation (MEF, 2003a). These and other resource provide examples of hype and persuasion such as credit card, political, and other forms of advertising, popular music video which portrays stereotypes. Here is an example of lesson plan.

Topic	Deconstructing advertising persuasion and hype (Lesson 7)
Overview	Learn the concepts of persuasion and hype used in cash card commercials, political or other types of advertising; deconstruct the messages used to exploit and motivate in commercials; understand how hype affects our relationship with and interpretation of the media; understand the market-driven implications of media hype.
Learning outcomes	How advertising affects your life Become a wiser consumer by avoiding the traps set by advertisers
Preparation and Materials	Selected video clips showing examples of hype and persuasion such as cash card, political, and other forms of advertising. Video clip 'Beer" Paper for survey Fill in observation sheet Related journal "how to analyze an ad's semantics?" Related journal
Procedure	**Discuss TV diary (10minutes)---the topic will be based on students' diary chosen by the instructor** **Survey on commercials of capitalism (20 minutes)** Show selected video clip of a commercial which is related to a specific topic and ask students to write down their opinions on a piece of paper, such as language, sound, subtext, relationship, color and design. Colour: How is colour used to attract your attention? What kinds of technologies were used to construct this message? Relationships: What inferences can you make about the people pictured in this ad? What kind of relationship do they have? Who might want to be like them? Language: Read all the words used together with the visuals and sounds. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture?

	Subtext: The ad suggests a meaning but doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad? **Manipulation by advertising's persuasion and hype (20 minutes)** Student share their Ad collections and experiences of being manipulated by advertising Posed questions: Have you or your family or friends ever been impacted as consumers by commercials? What kind of commercials affect you're buying decisions? Student share their experiences Show 4-5 selected cash card commercials (20minutes) Posed questions: Which commercials impress you the most? Why? Deconstruct it by your critical viewing. Show selected political show or commercial(20minutes) Ask students to write those words which show instances of hype and persuasion Share each other's opinions Posed questions: What are some examples of hype used in the media? What are some techniques or methods advertisers use to hype their products? (List responses on the board) Why should we not "believe their hype" ?
Student attendance	12 students
Home work	Write TV diary

7.2 Presenting teacher notes for the lesson

In the topic 'how capitalism uses media, the teacher used many video clips from TV commercials to lead students towards understanding of persuasion and hype on TV. In the discussion, the teacher thought the students seemed not to blame capitalism's use of the media since they only focused on the entertainment value of TV commercials more than persuasion and hype, unless these related to students' own lives. Otherwise, they did not care. That is why the teacher focused on the importance of effective

teaching to make students conscious of the importance of the issue in relation to their life experience.

> *Teacher: Regarding today's lesson, there was a new section on the logic of capitalism. We* ***discussed life experiences*** *related to being deceived by commercials/advertising. It is very interesting that most students had experienced being* ***cheated*** *by commercials/advertising and were* ***aware*** *of their hype. . (Lesson 8-Why are tobacco, alcohol and soft drinks commercials effective?)*

The reason for quoting this is to highlight the mention of 'life experience' in advance, especially, the fact that the teacher used her experience to encourage other students to draw on their life experience. The use of the word 'cheated' shows the teacher's concern to narrow the focus.

The teacher discovered students are aware of hype when drawing on their own experience.

> *Teacher: This is one of the many serious dilemmas and shortcomings of education-i.e. some things can only truly be learned by constructing one's own knowledge* ***through actual life experience****, and not just by passively listening to classroom lectures. This is especially true for* ***changing such things as attitudes and behaviours****; These, I submit, can only be changed based on one's own experience. This is even truer for adults whose* ***mind set is more fixed.*** *(Lesson8-Why are tobacco, alcohol and soft drinks commercials effective?)*

The teacher emphasises the importance of life experience applied to knowledge construction, especially to have an impact on attitudes and behaviours.

Teacher: From my observation, this class will not only help to develop their critical thinking capacity, but will also, and more importantly, help them make ***better decisions and apply better judgment*** *in their day to day lives,* ***without just relying on one class or the 'educational system'.*** *(Lesson 7-Deconstructing advertising persuasion and hype)*

To apply better 'decisions' and 'better judgement' in their day to day lives, the teacher hopes the students will apply conscious thinking to influence their attitude and behaviour. The teacher thinks it is not difficult to get the students thinking consciously but it is difficult to change their attitude, behaviours, life style or consumer style.

Teacher: I initially showed a video tape and lectured on the disadvantages of smoking, but unfortunately, ***these did not have a noticeable impact*** *on the students. From their viewpoint, they know death is inevitable, but it does not merit their worry, since it probably won't happen immediately.* ***I don't honestly expect*** *this class to have a significant lasting effect on their thinking, as this is evidenced by many students* ***insisting on continuing their smoking habit*** *despite the incontestable factual evidence of smoking's many dangers I presented to them in this class.(Lesson 8-Why are tobacco, alcohol and soft drinks commercials effective?)*

In this quotation, the teacher was able to tell that there is no noticeable impact on the students. The teacher seems not to expect students to change their habit in only one class. The aim of her teaching is for the students to acquire more conscious awareness.

Teacher: I shouldn't complain about it too much; the most important thing is how to acquaint students with ***responsibility and the importance of learning***

for themselves. *This is always a* ***difficult task*** *for me. (Lesson 7-Deconstructing advertising persuasion and hype)*

The use of 'difficult task' highlights the challenge of having only two hours in one week in the class with them; most of the time students are influenced by our society and their family. Students not only do not blame capitalism's use of the media but also think it is normal, and that there is nothing worth discussing further.

Teacher: Last week, I mentioned that TV diary is 30% of their total grade so this means TV diary assignments are very important to get a good grade, but this ***did not seem to register for them****. The value they place on it is disappointing, and they just seem to* ***want to get something easy with less effort business drives our society and effects student's values as they reflect on education****. (Lesson 7-Deconstructing advertising persuasion and hype)*

In the above quotation, the teacher seems disappointed with the student's learning attitudes; she use 'business drives' to highlight that the values of society have been distorted. From her point of view, she thinks education can do more but mainly society should take most of the responsibility for students. However, when she mentioned the percentage of grading on the TV diary, she herself used the notion of 'business drive' to motivate them. She did not realise that might be not a good method to persuade students to get good grades. One individual not only submitted her TV diary every week but also included critical comment. The following quotation is evidence of how the teacher used this case to encourage other students to have better TV diaries.

Teacher: Regarding the TV diary, most students describe their feelings without critical comment, but Susan's work is more critical than others. I do

not intend to limit students' writing style; they need more critical comments in their TV diaries. So I copied her work for every student in the class to be used as a reference for writing TV diaries next week. I think this ***will be helpful*** *to them to have as a reference, since I had also previously used such a reference in my public writing and reporting class.(Lesson 8-Why are tobacco, alcohol and soft drinks commercials effective?)*

To sum up teacher's perspective on teaching 'how capitalism uses media': the students are only attracted to the entertainment value of the commercials and do not see anything wrong with capitalism's use of the media. The teacher thinks it is the value of business motivation more than consciousness of the role of media that drives them. So in this part of the teaching, teacher seems to be a little disappointed by the impact on our society.

7.3 Students' response from data

After taking a course on viewing television critically, do students have knowledge and understanding of the way television operates/function in society?

7.3.1 Knowledge and understanding of the way television operates/function

7.3.1.1 Understanding hype and persuade

TEXT: Assignment, Susan, TV Diary, txt (30/35)

CODE: 04 Students and media, After viewing, Commercial

Susan: There is a commercial in which parents are doing a sum with numbers; their son suddenly speaks out the correct answer, it is really incredible. The commercial tries to express the idea that milk can help children's mental development, but ***it shouldn't use this exaggerated way to present it. It is easy to mislead people to believe it.***

This quotation is evidence that Susan understands how commercials use hype, using the word 'exaggerate'. Also, she uses 'misleading' to show she did understand how commercials effects people understand. It has a big affect on people's life as Susan pointed out. The following quotation is by Susan again; it not only shows clear understanding of hype since she use the idea of 'exaggeration' again but also provides more evidence of how exaggeration is used in commercials.

> *TEXT: Assignment, Susan, Commercial technical, txt (9/19)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Susan : Further, there is a technique for* ***exaggeration****, we can see in commercials such as those for 'instant noodle' 'cola' and 'shampoo' which use exaggeration to* ***make customers impressed*** *with the image, in order to reach their goal for sales or promote their product.* ***They use language and acting to enhance the dramatic effect*** *and relate this to our lives. That is the way* ***they make people familiar with the product and they imitate things*** *are presented in the commercial.....The effect is* ***really astonishing****.*

This is a good example; Susan not only uses 'exaggeration' but also uses many examples to make her statement. She further use 'impressed' that is more focused on the reason for using hype in the commercial. In this part of the discussion, most students used 'exaggerate' to describe the technical methods.

> *TEXT: Class transcript, Lesson 16, txt (30/36)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Vivian: You are always left with a slogan at the end of commercial such as '7-11 is fantastic' then you will have strong* ***impression****, that is the way techniques are applied in commercials. Another is* ***using life style and warm feelings****; you have that impression with the national electronic company. You*

want to ***go to 7-11*** *to buy something that is an* ***example*** *of life style and you will feel 7-11* ***is closing our life style, it makes it work.***

This quotation provides evidence that Vivian did understand the techniques used in the commercial. She also uses an example of a commercial she watched herself on TV; she not only understands the techniques but also is aware of the affect of the methods as she used 'life style' and 'warm feeling'. Further she points out 'go to 7-11 to buy' showing evidence of the impact on audience consumer identity.

Students seem aware of techniques used to attract the audience's attention. So students seem to understand hype and persuasion, but still seem far way from seeing further connections between capitalism and the media. The following quotations show that other students have a similar degree of understanding to Vivian.

TEXT: Class transcript, Lesson 11, txt (545/547)
CODE: 04 Students and media, After viewing, Commercial
Sean: Contrast is often used in commercials, a fat female is under the dark shadow but once she loses weight becomes shiny, and I think ***media build up this image on purpose.***

Sean, as other students, understands how media intentionally creates an atmosphere. As with Vivian, Sean did not show further understanding of how capitalism applied hidden powers for media to have a big impact on our life and society. Students seem to be only attracted by it and able to analyse it to a point but do not care about the way the whole media environment is used by media, and do not recognise how capitalism uses media. Here is a good quotation that provides evidence that students seem to tolerate the business drive in the media.

TEX: Class transcript, Lesson 17, txt (485/487)
CODE: 01 Social issue, Capitalism
*Ben: **I think it is all right**, it is for making money, the businessman wants to make money...as Chinese slang said that **'if there is no cunning how can you be a businessman.'***

From this quotation, Ben seems not to understand the impact of capitalism on us, and ignores the function of media that might be of public concern. He uses 'it is all right' to express his acceptance. This reveals a problem in our society that people do not take serious the impact of capitalism. He understands how business tries to attract an audience, but does not make further connections.

7.3.1.2 Understanding consumer identity

The following quotation shows understanding of how consumer identity has been used in the media.

TEXT: Interview transcript, (After) Linda, txt (719/730)
CODE: 04 Students and media, After viewing, Commercial
*Linda: Actress is presenting on the commercial for the benefit of business, it **makes you think I want to be like the actress** on the TV. Does the actress use the product everyday? How can she get better skin by taking Yoga, we should **go by our own judgement**...the commercial company uses it **intentionally**. **The public chase it blindly** so that is why it has been covered by commercial.*

This quotation focuses on understanding of identity as used by the commercial. Linda seems to understand that an idol is used as a tool to affect people's identity in the commercial since she use 'actress' to express her understanding. Linda further uses

'make' to emphasise her strength of feeling. Further she mentioned 'public chase it blindly' to show her understanding. Linda seems to show more understanding of the connection between capitalism and media than the author of the other quotation.

> *TEXT: Interview transcript, (Before) Ian, txt (54/61)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Ian: The actress is very sexy on the commercial but has nothing to do with product; maybe they want to* ***cheat*** *the fans to spend money on this product.*

Ian seems to understand that the role of famous people in the commercial is related to their consumer identity. Ian use 'cheat' to point this out in a negative way. Ian understands that business instils youth with ideas about their idol which are related to the product.

> *TEXT: Class transcript, Lesson 15, txt (347/358)*
> *CODE: 01 Social issue, Symbolism*
> *Jeff: My understanding of commercial, is that they give you the meaning of this product, yes, capitalism give the meaning of this product, then you will feel the product is valuable, then you will take action to buy it. So you* ***have been controlled*** *(other students are nodding their heads)* ***to spend money.***

This is a good quotation to show evidence of Jeff's further understanding of how capitalism makes use of the media. He is clear in his use of the word 'controlled', referring to the fact that capitalism uses the media to impact on the audience. In this part of the discussion, most students agree with him.

7.3.1.3 Understanding the youth becoming target

The following quotation shows the students' understanding that youth becomes a specific target.

> *TEXT: Class transcript, Lesson 16, txt (175/178)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Vivian: The commercial for mobile phones, it is targeted at youth, you can see the* ***actor or actress is a similar age as us****, very young. Young people always* ***have parents pay the bill.***

In this quotation, Vivian seems to understand the use of an idol, specially targeted at the youth, since she found the idol's age is similar. She understands how youth is a target but only gives a single reason, and does not expand on why capitalism targets mainly the youth in the commercial. Although she does point out that parents pay the bill. The following quotation shows more explicit understanding of how capitalism targets the youth.

> *TEXT: Final group presentation, Ian, txt (9/25)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Ian: The video shows audience can use a credit card once they want to fulfil their dream. In fact, it is a hidden trap without giving any hint to audience. For example, it doesn't mention how to account interest after using credit card. Firstly, there is no limit on age. If there is a teen that is under eighteen without a job, how can he/she pay back money? Secondly, it mentioned that if you use a credit card, you will get cash back up to NT100, 000 but it didn't say must spend over NT100, 000. They do not make this message obvious and only present it on TV briefly.* ***If you don't watch it carefully, you won't notice.*** *It is* ***cheating*** *and you do* ***not notice the risk*** *to have credit card. That is why teens are not able to pay back and are in a vicious circle to borrow money again and again.*

Both Ian and Vivian understand that businessmen target youth, since they are potential customers. Here Ian gives a further clue of how capitalism targets youth. In this part of the discussion, students seem to complain about the adverts, but there is little evidence that they understand further what serious impact this commercial might have in our society. In order to probe their understanding of the functions of commercial and further impact in the society, the following data provides more evidence.

7.3.1.4 Understanding the functions of commercial and further impact

TEXT: Final group presentation, Commercial, txt (147/151)
CODE: 04 Students and media, After viewing, Commercial
John: A commercial is more than just a business message, and impacts on ***values, morals, principles and lifestyle*** *in our culture. People watching TV commercial will have a* ***change*** *in their* ***mental, emotional, attitude*** *that is something everyone knows.*

John seems to understand that the message is not only business driven but also has impact on people's values, morals, principles and lifestyle in our culture. Also, students use 'change' to evidence the power of the impact. The quotation is from a final presentation, so that may be the reason why students show further understanding of this issue, since it is after most of the class teaching.

TEXT: Final group presentation, Commercial, txt (153/159)
CODE: 04 Students and media, After viewing, Commercial
Ian: Commercial is built up using sexuality ***followed by strong ideology.*** *It presents women in a lower position and dependent on men; that is to help male's pride; it has* ***impact and misleads*** *youth's values a lot.*

Students seem to have better understanding of the impact on youth in the final presentation at the end of the semester.

7.3.1.5 Understanding subtle product advertisement

TEXT: Class transcript, Lesson 3, txt (353/357)

CODE: 04 Students and media, Commentary, Business

Rob: Set TV often makes replacement news; once they run out of information for the news they edit the travel programme to fill the time. In fact, it seems to be like ***travel news but with the feature of advertisement****. It is not good to present it as news.*

Linda: In fact, it is related to our life, the person who wants to ***have this kind of information*** *then they can get it here.*

Rob and Linda make different comments about subtle product advertisement in the news. They refer to a video clip which introduced a fish store in the news with the name of the store and the address on it. Rob seems to understand it is not related properly to the news. He thinks it is not right for a newscast. Linda seems not to understand the function of the newscast since she is more concerned that the public may need this information.

Some of students such as Linda are not concerned about subtle product advertisements in the news, as they said it provides information for them, while others think it should not appear in the news: rather, commercials and news should be clearly defined. The issue of subtle product advertisements is relevant not only to the news but also to other programmes.

TEXT: Assignment, John, TV Diary, txt (21/22)
CODE: 04 Students and media, Commentary, Commercial placement
John: I don't really understand why this programme introduces a newly released book right at the end – I suspect that are ***promoting books for the publishing company?***

TEXT: Assignment, Jean, TV diary, txt (19/25)
CODE: 04 Students and media, Commentary, Commercial placement
Jean: There is a series which is just a comedy but they have a routine singer perform, and they get an opportunity to use their album or music, and enhance the name of their group, I think they are there to ***promote their song....***

John and Jean observe that any programme could have a business concern, involved with promoting products. They seem able to tell the intentional use of advertising. In some ways, they seem not to further understand the issue of the business involvement in media, its impact on audience's rights and why clearly defining in which programmes commercials are presented is important The concept of media public ownership seems to still not be instilled in their minds. Another issue is related to interrupting the broadcast by advertisements made by the local TV station. Students seem to understand their public rights are challenged. The following quotation is evidence.

TEXT: Interview transcript, (Before) Ian, txt (62/69)
CODE: 04 Students and media, Commentary, Commercial placement
Ian: They are for making profit, the local TV is just for making profit so they interrupt the programme and just focus on presenting their commercial.
Teacher: How does the main broadcasting normally sort out this problem?
Ian: They are not able to do anything!
Teacher: Why?

Ian: Yes...only HBO channel is without any interruption; the other channels, once it goes to the commercial, ***it always cuts off and changes to their local production commercial.***

The quotation by Ian provides evidence of his understanding of where the local TV commercial comes from, and how it interrupts the main TV broadcast. Although Ian understands the fact that the local cable TV company interrupts the main TV commercial, he does not go on to explain that their right as an audience has been invaded. He only shows understanding that the role of the media is for business but expresses no further concern, for example about citizen's rights.

TEXT: Interview transcript, (Before) Ben, txt (209/212)
CODE: 04 Students and media, Commentary, Commercial placement
Ben: About media, in the past from my cognition, I understand media is the fourth power in our society, but now I have different comments with the media; that is media is already commericalized, just for ***bring profit and higher ratings is the media's aim.***

The above quotation by Ben is evidence that he understands the role of the media has been distorted by business but he does not go on to explain what is unfair for them. The following quotation shows a student with an alternative view of capitalism which is really different from others.

TEXT: Interview transcript, (Before) Ben, txt (736/753)
CODE: 03 Learning and Teaching, Productive, Issue
Ben: Here the teacher teaches me how to be a good audience, but I also learn how to catch the audience's intention. The means is learn how to make audience think. I almost die without financial support, ***why do I have to think further?***

Ben said he learns the way businesses do, which is make profit. He does not criticise capitalism's manipulation of the media. On the contrary, he follows the concept of capitalism, saying that profit is the main priority. He said 'why do I have to think further?' meaning why he has to be critical.

To sum up this discussion, I would say that their learning is more focused on technical commercial use, not the meaning of capitalism for them. Also, their conscious understanding of the correlation of capitalism, media and society and further consciousness with regard to action seems not very advanced.

7.3.2 The level of critical understanding of capitalism uses media

7.3.2.1 Unconscious

TEXT: Interview transcript, (Before) Linda, txt (702/712)
CODE: 04 Students and media, After viewing, Commercial
Linda: Ya! The golden sweet is very romantic, looks very tasty, Ya, I have the ***desire to own*** *it and eat it, and like McDonald, once they have a new flavour presented on TV commercial, I really* ***want to buy it****, and* ***really go to try it.***

TEXT: Interview transcript, (Before) Linda, txt (724/730)
CODE: 04 Students and media, After viewing, Commercial
Linda: I will have a try, it looks very lovely, like the actress on the commercial, looks tasty, ***so I will go to buy it****.*

'Desire' 'want' 'go to buy it': Linda is an example of someone without conscious awareness of how her consumer behaviour is affected by commercials on TV. She judges the advertisement by just following her feeling not by thinking. Linda

expresses her feeling honestly as do other students. She seems to be unaware that manipulation is somewhere in the background.

> *TEXT: Class transcript, Lesson 15, txt (581/588)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Jeff: Take an example of ice cream, a slogan on the commercial 'Tea, coffee or Me' it is a girl presenting. So* ***it makes it easy for the audience to remember*** *it.*

This is another quotation which shows that students such as Jeff are not thinking further on how the commercial presents the woman in a stereotype image but he understands it is a very impressive commercial, using words or visual images. It shows evidence that students judge the commercials mainly by visual language and visual image since they are already influenced by it unconsciously. They seem to be unaware that further meaning is implicated in the commercial.

7.3.2.2 Conscious

Here are more examples that show that the students' response has more conscious awareness of how students understand capitalism uses the media.

> *TEXT: Class transcript, Lesson 16, txt (92/102)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Vivian: A slogan such as 'my family is your family' that is very impressive, and another one is 'to have 7-11 is great!' That is* ***use of language to hype*** *the audience; others use a warm life style to portray life* ***to fulfil your dream.***

> *TEXT: Class transcript, Lesson 16, txt (255/261)*
> *CODE: 04 Students and media, After viewing, Commercial*

Vivian: Don't you remember there is a girl who sings 'Sunday, Monday...' In the credit card commercial, ***it makes many people spend their money*** *by credit card.*

Vivian mentioned that the song is used to persuade the audience to consume unconsciously. She seems to understand the use of persuasion and hype in the commercial on TV. She does not just express the feeling she has. Vivian is able to see the intention in the commercial. It is the first step towards being a critical thinker. She is not only enjoying the commercial but also able to define the hype used in the commercial. The following quotation addresses the local broadcast system interrupting reception to the main broadcasting.

TEXT: Class transcript, Lesson 17, txt (621/625)
CODE: 04 Students and media, After viewing, Commercial
Linda: I don't like this kind of commercial which is made by local broadcasting system. The colour sometimes is ***changed.*** *It is really* ***unbelievable****, making my eyes worse.*

Linda does not give any comments about this behaviour but only is concerned with the personal impact. From the result of this discussion, complaining is common about this interruption during audience viewing. Students seem not able to point out the serious problem that the public's rights are not being respected but focus on the fact that what happens is not good for them as an audience. Here is a further example.

TEXT: Interview transcript, (Before) Ian, txt (54/61)
CODE: 04 Students and media, After viewing, Commercial
Ian: This often happens, a commercial is going on but suddenly it changes to another commercial such as 'borrow money for your car' 'lend you money

without interest' this kind of slogan in a commercial interrupts the programming ***without any notice****. Teacher, do you know my meaning? That is cable system by local broadcasting, they interrupt,* ***and you can't believe it just becomes their commercial channel.***

Ian used 'without any notice' to show the intention that he has noticed. It is evidence that he is conscious that his right to watch the TV programme has been interrupted. He seems unhappy with it. Further he uses 'you can't believe it just becomes their commercial channel' emphasising it is not a right thing to do, and he thinks the behaviour is worse for being a local station. The following quotation gives another view on this issue but is more conscious of the way the commercial is presented.

7.3.2.3 Critical thought has been developed

In this part of the discussion, students seem to focus not only on the commercial itself but further on what is the impact of the commercial on the audience which is evidence that students' critical thought has been developed.

The following quotation shows evidence of how students understand the relationship between the consumer and themselves.

TEXT: Class transcript, Lesson 17, txt (546/553)
CODE: 04 Students and media, After viewing, Commercial
William: When you watch a commercial with a beautiful woman to introduce a product, the most important aspect is not the relationship between woman and product, the most important is why the woman portrays this image. The image seems to be accepted by us, ***the image is what we consume.***

William understands the further impact of the commercial on the audience. He gives his understanding of the impact of commercial related to the use of ideology.

> *TEXT: Final group presentation, Commercial technical, txt (21/26)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *John: The TV commercial* ***always uses strong ideology*** *to build up the meaning of sexuality and the model. It cultivates the audience reaction. Although, it has been changed in the late years, TV commercials* ***still promote*** *an image of woman as always dependent on man.* ***It has influenced youth a lot.***

John uses 'strong ideology' to state how the audience is affected by the meaning of the commercial. He gives examples of what media does as using 'sexuality' or woman's 'image'. In this quotation he is more concerned about 'impact' since he states it 'influences youth a lot' and seems to think this is problematic. Despite that, John does not express concern about the relationship between the media industry and the commercial, in fact. He does not show understanding of the impact of commercials on our society, especially for youth. The following quotation gives more explicit evaluation and criticism.

> *TEXT: Final group presentation, Commercial technical, txt (21/26)*
> *CODE: 04 Students and media, After viewing, Commercial*
> *Jeff:* ***Consumerism*** *uses woman's image to invade the economic war; woman becomes a weapon for use by business. For television to* ***have an educational impact it should identify woman's independent character and not just use it as a tool in the media.***

This is a good quotation that shows more critical thought has developed focusing not just on the commercial itself but also on the whole environment. Jeff used

'consumerism' to evidence his understanding of capitalism's intention. Further Jeff uses 'impact' and 'education' to evidence that he thinks it is wrong to manipulate the audience to fulfil their business drive. The last sentence, 'It should identify woman's independent character and not just use it as a tool in the media.' gives a very explicit evaluation and criticism on how Jeff views the way capitalism uses the media by manipulating the audience's value or identity. Here is a view which not only highlights the negative side of capitalism but also give further views.

> *TEXT: Questionaire in semester, Theme 2, Questionnaire on open question, txt (175/178)*
> *CODE: 03 Learning and teaching, Productive, Question*
> *Rob: Firstly, all commercials are for making profit, so they must exist in the capitalist society. The commercials do exaggerate,* ***it is worth being critical of them,*** *but you cannot always say that commercials are all negative, as the Chinese words say 'a bamboo make a boat turn over', there is may be a few* ***exceptions.***

Rob's critical view is different from the others. He sees commercials or media in a positive way, not all negative. He seems to understand that criticism should be based on different angles and different sides and not be too over generalized. He use 'worth being critical' but also uses 'exceptions' to highlight the importance of different views which is a very high degree of critical thinking.

To sum up in this part of the discussion: initially, students seems to only focus on the idea of presenting in the media, but more and more their views revealed their understanding, evaluation and criticism on how capitalism uses media. There is evidence that their critical thinking is developing. Most important is to evoke different angles to look at how capitalism uses media. Although most students seem to only

focus on the surface and facts, Rob and William view things differently this is also a source of learning for others.

Chapter 8 Finding from Analysis –The Distortion of the World

8.1 Introduction

This Chapter focus on how media distorts the world with the aim of helping students to become more conscious of this. It divides into two themes, the first one is 'myth of body image woman and gender', and the second one is 'learning about stereotypes'.

(1) Myth of body image woman and gender

The aim is to understand how commercials, popular TV talk shows, news, portray the image of woman, and how this is 'killing us softly'.

(2) Learning about stereotypes

The aim is helps students become more aware of the stereotypes associated with portrayals of racial groups on television.

8.1.1 The learning objective

The learning objective is based on developing awareness of the implications and hidden messages about the female body; understand gender stereotypes; understand the myth of diet and identifying the effects of female body images. Also: recognize that media constructs reality; examine how teachers and students are portrayed in television programs and explain the biases and beliefs revealed in the conveyed messages; analyze representations of social, political and cultural issues in the media. Student will also examine their own stereotypical perceptions.

8.1.2 The contents

The contents included how images have been portrayed in public, the myth of beauty as measured by slimness and the effect a woman's body image can have on violence, self-esteem, eating disorders, sexuality and the stereotype of gender. Especially, how television portrays gender stereotypes and how television portrays class-based stereotypes.

8.1.3 The teaching material used

The teaching material was mainly video clips from TV commercials. Also the video 'Killing us softly-advertising's image of women' presented by Jean Kilbourne and made by the media education foundation (MEF, 2003b) was used as material to stimulate discussion. Another video on gender stereotyping from a Japan series and another video clip 'Mickey mouse monopoly-Disney, childhood and corporate power' made by the media education foundation presents (MEF, 2003c) was also used. Here is an example of a lesson plan; all the other lesson plans for this section are to be found in Appendix : 10

Topic	Body images (Lesson11)
Overview	Commercials of a woman's body are not only for consumer products but also present society's values and attitudes about love and relationships, as well as the subjective tastes of men in that society. This helps us to better understand perceptions of a woman's body and its effect on youth. This lesson will discuss these and such other related issues including: perception and artificiality; objectification, fragmentation, femininity, Appearance and Slimness; Humiliation of girls; sexuality; infantilization and pornography; the trivialization of sexual violence; polarizing femininity and masculinity; and progress and activism related to these issues.

Learning outcomes	Gain awareness of the implications and hidden messages about the female body Understand gender stereotypes Understand the myth of diet Identify effects of female body images
Preparation and Materials	Selected images of women from diet, beauty, underwear, etc., commercials which represent typical female stereotypes Video clips on "killing us softly" Related journal for hand out
Procedure	Discuss TV diary: the topic as chosen by instructor (10 minutes) Students to show their pictures of body images collected from ads or magazines, and discuss how woman and men have been portrayed in public. **How images have been portrayed in public (20 minutes)** Posed questions: Do the pictures you collected portray images of woman or men? What are the similarities of those pictures? Do you agree or disagree? Why? **The myth of beauty as measured by slimness (30 minutes)** Students share their own (or a friend's) diet experiences Show 3-5 selected TV commercials related to a woman's image as influenced by diet, youth, and beauty. Which commercial impressed you most? Why? Write it down in your notepad Posed questions: Why are woman always dissatisfied with their body? Why is slim-type/size the standard for a women's desirable figure? Who constructed the myth that a woman's body is perennially in need of dieting? Discuss objective vs. subjective woman's body type as defined as desirable by men. How does computer technology play a role in promoting the myth of woman's body? **The effect a woman's body images can have on violence, self-esteem, eating disorders, sexuality, and the stereotype of gender (20 minutes)** Show selected video clip "killing us softly"(20 minutes) Posed questions: What will be the effect on your own life after today's lesson? Will you change your attitude on issues of body image in your own llife? In which way? Share an example with others.
Student attendance	12 Students
Home work	Interview some one who portray image distort by the media

8.2 Presenting teacher's notes for the lesson

For this part of the course, the teacher interacted with the students in a non-authoritarian teaching style. The benefit was to make students talk without fear about the issue based on their experience.

> *Teacher: students were very talkative about this subject since it relates to their* ***own life experience****. (Lesson11-Body image)*

> *Teacher: I am very surprised that students shared lots of* ***life experiences****.....All students related to their own experiences and* ***realized*** *that the portrayal of stereotypes is common in society. (Lesson13-Foreign series on your identity)*

In these extracts it is noticeable, the teacher focused on 'life experience' as an important factor since students are more interested and talkative. She seems to think therefore that it is the life experience factor that the students are interested in and talkative about. The reason she attributed the students' interest and their motivation to talk about this factor, is because it related to their experience; it is easier to draw on examples and share with others.

She seems to value the fact that the students were talkative, which suggests that she sees this as an indicator of their interest and motivation. Although this does not apply to everyone, at least it builds up an atmosphere and learning environment.

> *Teacher: I believed my job is not necessarily to change someone's values (which I would not try to do), but rather my job is* ***to encourage*** *Sean and the other students to develop more objective viewpoints by sharpening their*

critical thinking skills. This is clearly very different from trying ***to change*** *them by force. (Lesson10--Images of learning: gender stereotypes)*

The method of her teaching and key principle is to let students express their thinking, and here the teacher makes a clear distinction between 'change' and 'encourage' which presumably means 'encourage change'. She believes that there is a causal connection between sharpening critical thinking and encouraging (change). So her mind map is "the teacher should not 'change' but encourage (change)" by sharpening critical thinking.'

Teacher: I didn't judge them, and ***just let them express their thinking.*** *Whatever it is, I believe this is the process of learning. (Lesson11-Body image)*

Teacher: I don't want to use the force of authority since I try to teach in an educationally progressive manner. I think I ***should try some other approach and this will be a big challenge for me.*** *(Lesson11-Body image)*

The teacher also realized that using non-authoritarian ways to teach also challenges the result of students' learning. Her intention is to use a non-authoritarian approach and in this way help with sharpening critical thinking.

Teacher: During our discussion of teacher stereotypes, Jeff shared his experiences and impressions of his high school teacher, and these were quite interesting. He said his high school teacher was very strict. His teacher would not accept his excuses for arriving late to school. His teacher told Jeff that he didn't have any acceptable excuse for being late, and this is a typical authoritarian stereotype of the teacher in Chinese society. ***This makes me reflect upon myself*** *as to what kind of attitude I should bring to my students as their teacher (Lesson10--Images of learning: gender stereotypes)*

Teacher: Perhaps it would be best if, rather than see this issue of ***authoritarian vs. non-authoritarian teaching styles****... (Lesson10--Images of leaning: gender stereotypes)*

In the first extract the teacher seems to be affected by students' life experience. She uses 'this makes me reflect upon myself' to describe the impact of the students' experience. She seems to benefit from the student as a teacher in the process of teaching. In the second extract, the teacher highlights authoritarian vs. non-authoritarian teaching style, since both sides have different benefits. The point is first that the teacher thinks that are two styles; then she thinks that this way of looking at the teaching situation is a way of deciding how to relate to students.

She seems to think positively about her interaction with non authoritarian methods; how to be non authoritarian with positive results for students' learning is a big challenge for being a teacher since students may be very passive if teacher uses non-authoritarian teaching.

Teacher: Today, we discussed recent news, but I still observed many puzzled faces in my class. Eventually Susan suggested that I had better explain the entire news story before beginning the discussions. This made me think, ***'Why are students so passive about learning?'*** *I only have time to cover a limited amount of material in class, so they cannot just sit back in my class and expect to be fully informed about all current events happening in the world today. (Lesson10--Images of learning: gender stereotypes)*

The teacher is surprised that every time she poses questions regarding the day's headline news, the students are completely unfamiliar with them. She thinks that is a teaching-related problem. It is not only passive learning and lack of overall

knowledge of students but also in the processing of teaching, the teacher poses a question about values.

> *Teacher: In many ways, Sean holds similar values as do I, and sometimes a voice in my heart asks the question,'* ***Since we are so similar in our thinking and outlook, am I really qualified to teach students?*** *(Lesson10--Images of learning: gender stereotypes)*

This quotation shows the teacher reflecting on her teaching when they discussed woman in Chinese society. It also points out the problems she discover about the same values being held in the society. It seems to be an obstacle and doubt for her teaching.

> *Teacher: I assumed the aim of this is* ***reached more than I thought****, since the scope of discussion is* ***more than expected****. (Lesson11-Body image)*

To sum up at the end of this section about teaching's teaching, she uses words such as 'authoritarian' and 'non-authoritarian', 'change' and 'encourage' to describe her teaching style. Her believe is to use 'non-authoritarian' methods and 'encourage' students. She thinks it is difficult to use 'non-authoritarian' methods since students can be 'passive' learning. That is because 'non-authoritarian' teaching should be based on motivating students' interest. Sharing life experience could be a good way to adopt a 'non-authoritarian' approach but how to motivate a proper leaning attitude to students is a key.

8.3 Students' response from data

Do students understand that the media uses one standard to present an image of the women's body?

8.3.1 Knowledge and understanding of the distortion the world

8.3.1.1 Understanding woman image

TEXT: Questionnaire in semester, Woman image, txt (6/10)
CODE: 01 Social issue, Cut down size
May: More and more woman care about their outfit and understand how to dress. Entertainers ***want to diet and that has an impact.*** *Everyone thinks if they are slimmer they will be more beautiful.*

May points out that woman derive their image of beauty from TV. She uses 'impact' to show her understanding of how entertainers' image has been a model to women. A further key word is 'diet', she only just analyses and understands this but does not give further evaluation or criticism.

TEXT: Class transcript, Lesson 11, txt (532/543)
CODE: 01 Social issue, Symbolism, Body symbolism
Susan: In this video clip, there is 'don't call me Mrs.' 'can't get married' that is ***a fear*** *for a woman, whatever the age, they all require* ***same standard****, such as BMI 19... It makes women want to be beautiful* ***as the actress in the diet company.*** *The commercial gives the message that the woman is very happy with a smile and nice figure.*

Susan uses the phrase 'same standard' to show her understanding that there is one standard image of a woman's body on TV commercials. She is also conscious that it is based on the diet company's commercial ideology. She understands the diet company exploits women's fears. Additionally, she uses 'to be beautiful as the actress' showing she understands that the company uses the actress to make the

audience compare their appearance. Susan seems to understand who is sending this message, how it has been sent and what content is in this message.

> *TEXT: Assignment, John, Group learning, txt (17/19)*
> *CODE: 01 Social issue, Symbolism, Body Symbolism, Definition*
> *John: It is frightening the power of effectiveness, since you are children, it seems to make you feel that nobody likes you if you are not skinny and not beautiful enough. So women always want to diet....**it makes the fat girl feel fatter and they are frightened and without confidence. It is the feeling TV 'gave'.***

John understands how TV uses images that affect the audience's life. He further gives the example of programmes that promote the idea that woman has to be slim and beautiful but he did not make this explicit. He does not say this is a bad thing or gives any further comments. This is evidence that shows students in some way, do understand how TV commercials manipulate woman's image in a very negative way.

8.3.1.2 Understanding stereotype

> *TEXT: Assignment, Jeff, React to media, txt (15/19)*
> *CODE: 01 Scoial issue, Stereotype*
> *Jeff: Once I watched the news, I think it was in October, the slogan was "**young people are always over credit**" It means young people always use credit card[8] and interest rises bit by bit so they are always over credit. Can you imagine how they interview young people on the street but wear short sleeves'?*

Jeff is challenging the way the image of youth has been distorted. There is no explicit evaluation on this news, only just analysis and understanding of the effect. The image

[8] Credit and other form of cash withdrawal cards to purchase and borrow money run by bank

has been distorted by the media; Susan has another interpretation of the words used by the media.

> *TEXT: Interview transcript, (Before) James and Susan, txt (632/636)*
> *CODE: 01 Social issue, Stereotype*
> *Susan: yes, I think when media uses 'not good youth' everybody will think they are not good, I think this really* ***impacts on our thinking*** *, although I am not a child, once we see it we won't think further on whether it is wrong or right.* ***We won't doubt it.***

The evidence shows that Susan seems to understand that our thinking is easily influenced by media. She said 'we won't doubt it' emphasising the serious impact of TV. Susan has very strong feelings about that. Once it is instilled in our mind it is difficult to take it out. So she really thinks media should not portray bad images of youth. Rob gave a different view on stereotypes.

> *TEXT: Class transcript, Lesson 15, txt (672/676)*
> *CODE: 01 Social issue, Stereotype*
> *Rob: stereotype, I don't have any comment for that, it is like the example of the dog, once you ring, and then it will notice. Once you ring, it will know that it is time to do something. It is based on its experience and habit. The same with stereotype,* ***it is nothing.***

Rob sees stereotype as a habit; he understands what is stereotype, but he does not pay more serious attention to it. Perhaps he is not aware of its impact, so that is why he uses the phrase 'it is nothing'. Jeff and Vivian give further comments on how they think it is serious. .

TEXT: Class transcript, Lesson 10, txt (358/364)

CODE: 01 Social issue, Stereotype

Jeff: I think children's values will be influenced deeply by watching TV day by day. The value will be instilled in their mind and make them biased towards people. If they are influenced then they are instilled with negative values. ***That is not good for being a child, it is not good.***

TEXT: Class transcript, Lesson 10, txt (366/375)

CODE: 01 Social issue, Stereotype

Vivian: It could be a positive for stereotype if we watch TV. We will feel able to understand the role easily since we have the ideology of stereotype instilled inside. The bad side is that we may be being misled by TV and think you should be a girl, and then we ***will limit our character.***

'Not good for children' 'limit our character' that is stereotype could be a problem in our life since impact is very serious as a 'soft killer' but the audience would never notice it. Jeff and Vivian seem to understand more about the impact of stereotype in the life or society.

To sum up, understanding of media uses one standard to portray either woman's image or racial stereotypes; students seem to be able to make this explicit and evaluate statements, even they use a lot words which are more based on feelings.

8.3.2 The level of critical understanding of the distortion the world

Do students have critical understanding of how media uses one standard to present stereotype images of women's body?

8.3.2.1 The level of critical understanding on presenting images of women's body

8.3.2.1.1 Ideology by society unconsciously

Here is an example which represents what everybody said: that they still internalise the values even if they understand that media uses one standard to present a stereotyped image of women's body.

> *TEXT: Questionnaire in semester, Lesson 13, txt (71/72)*
> *CODE: 01 Social issue, Symbolism, Body symbolism*
> *Jean:* ***I wish I looked like the actress, slim and beautiful.*** *Who doesn't want their own figure to be like that of an actress which is presented as being so pretty in commercials?*

Here she thinks there is nothing wrong with female students voicing their desire for a slim, actress-like figure one sees on the screen, and also encouraging one's girl friends to strive for a figure that is as slim as possible. Jean said we are living in a society which clearly defines the standard image of beauty for a woman's body. And nobody sees anything wrong or unusual about this. From this quotation, there is no evidence to show she sees the influence of ideology unconsciously.

Most male students also agreed that a woman is not just an object for men. Sean said that his sister is only 10 years old, but she still only cares about her beauty and body. He said that he doesn't think his sister's overriding mission should be to attract males. Taking the example of Sean's sister, her father still instils traditional values into her life.

TEXT: Class transcript, Lesson 10, txt (680/685)

CODE: 01 Social issue, Symbolism, Body symbolism

Sean: Oh, about my father...Even now he doesn't want my sister to have a hair cut, and insists it must remain as long as possible

Teacher: Why?

Sean: My father request this, since ***he believes it makes her appear more feminine.***

The quotation reflects how family values impact on students thinking and Sean only describes the example which happened in his life and family but he did not give further comments. Clearly the family life partially affects student values, and that is the process of their primary to secondary socialization. Their values have not only been affected by the media.

Regarding body and image stereotypes, when we discussed the different roles of woman, teacher, and man, it soon became clear that students' cognitive perceptions have been heavily influenced by their families. Sean provided an example of his father still insisting that his sister should maintain long hair as a part of traditional values. As a result, Sean said that he also prefers long rather than short hair for girls. That is a typical example of the influence wielded by one's parents. According to Chinese culture, children must respect their parents' values. In this part of the discussion Sean did not give any reasoning or make explicit evaluation or critical comment on the relationship between media, society and the individual.

8.3.2.1.2 Conscious

TEXT: Questionnaire in semester, Lesson 8, Woman image, txt (56/60)

CODE: 01 Social issue, Cut down size

Jean: Take the example of my cousin, she is just a little girl still growing, but her parents limit the amount of her food everyday. Her parents think if she is over weight, she may not able to find a good husband. That reasoning sets a strange standard. ***I think beauty should not be set into one standard.***

Although not everyone's situation is as difficult as Jean's cousin, it shows how important are images of beauty based on one's weight in our society. In this quotation, Jean mentioned she thinks beauty should not be set in one standard; that means she is aware the standard is not right, but she did not give further reasoning. The following quotation represents a common view that most women are affected by one standard myth.

TEXT: Class transcript, Lesson 11, txt (297/300)
CODE: 01 Social issue, Symbolism, Body symbolism
Sean: All women mentioned diets and whether she is already too thin, as well as ***always being unsatisfied with their own bodies.***

Both male and female students in the classroom are aware that the body image does play a significant role for woman, especially the perceived ideal body image portrayed by the media. In this quotation, Sean did not provide any clue or further comments, so it is only an indication of his awareness of stereotype.

8.3.2.1.3 Critical thought has been developed

Here is a good example because Rob uses 'definition' and 'value' to further discuss not only just the surface feelings but also to express doubts about the definition of beauty in different ages.

TEXT: Class transcript, Lesson 11, txt (490/509)

CODE: 01 Social issue, Symbolism, Body symbolism, Definition

Rob: ...A question in my mind is ***who gives beauty its definition? Who gives it a value?*** *There seems to be a hidden power hinting at the answer somewhere: In the olden days in China, the emperor liked their mistresses to be as fat as possible, so at that time, woman tried to fatten themselves up to please their emperor or man.*

Rob is very critical in his approach to discussing the key issues (Who? Why? How?) raised by the teacher: there is no single answer, since the teacher did not provide any such clear cut answer that satisfied all students. The truth is there is no single answer, and this is what motivates further thinking.

The aim of teaching is not only to gain awareness of the implications and hidden messages about female body types, but to also understand the myth of diet and identity effects of female body images that are manipulated and created by capitalism. From the class feedback, although most students start from a fairly unsophisticated stage, the questions posed by Rob opened this lesson's door to further thinking.

8.3.2.1.4 Further thinking illustrate criticality

TEXT: Questionnaire in semester, Lesson 8, Woman image, txt (43/48)

CODE: 01 Social issue, Cut down size

Rob: After viewing these commercials, I only can see the result of patriarchy applied in the definition of beauty, that is to be as slim as possible, they just instil the beauty concept to woman's mind, it looks like the end of the world once woman lose their youth and become fat, we can see the ***hidden power has been developed.*** *I think we need to recognise different stages with different definitions of beauty, why do we need to just follow it blindly?*

This is a good quotation to illustrate further critical thinking, because Rob points out the manipulation by the media, and the need to respect one's own taste rather than just follow the trend and be manipulated by media. It is evidence to show he did not follow the media blindly and gives further evaluation and criticism on the implied message. Also, he thinks there is a 'hidden power' in the commercial. Although he did not point out clearly what the hidden power is, but clearly he criticises the commercial. Sean gives a contrasting view.

> *TEXT: Class transcript, Lesson 11, txt (323/328)*
> *CODE: 01 Social issue, Symbolism, Body symbolism*
> *Sean:* ***Man is also easy to affect by the kind of value****, what man like is affected by woman's attitude and behaviour, Woman will try to present as what men like.*

Sean and Rob not only focus on discussing values, they provide different angles from a male's point of view. Rob even sees the role ideology plays in society, showing critical thought has been developed.

8.3.2.2 The level of critical understanding on stereotypes portrayed in television

8.3.2.2.1 Unconsciously held stereotypes

Here is good quotation showing the student hold stereotype views.

> *TEXT: Class transcript, Lesson 10, txt (318/324)*
> *CODE: 01 Social issue, Gender*
> *Ian: If you are male, you have to study hard.*
> *Teacher: why?*

Ian: They can study – just not too hard (everyone laughing).Yes, studying hard for a man is important (to have a good career), but ***a woman just needs to get married.***

The ideas are expressed without any critical thought, and just follow the values which are instilled in the mind. Ian represents the realities of how our modern society has now actually changed. We can assume that his thinking has been affected both by his background and upbringing and also by the typical Chinese societal values passed down from generation to generation. He may be not aware of it, but that is the reality of why stereotypes continue to be perpetuated in our society.

Another quotation is from Sean who refers to the comment of his friend to show how strong ideology is instilled into people' s minds, and shows Sean making further critical comment on male and female roles.

TEXT: Class transcript, Lesson 13, txt (133/144)
CODE: 01 Social issue, Gender
Sean: He said (while laughing) that I should not buy him any dolls. This response shows that clear gender stereotypes still linger in the minds of this generation – i.e., that each gender ***should exhibit certain kinds of acceptable "male" or "female" behavioural traits.***

It is very interesting to observe that society still strongly instils stereotypes in people's minds regarding expected and accepted gender roles. This became clear for Sean through a home work assignment interviewing a friend about role portrayals in the media.

This quotation showed that Sean has become more critical in his thinking.

8.3.2.2.2 Conscious

The following quotation provides good indication of how their consciousness is really based on their experience.

> *TEXT: Class transcript, Lesson 13, txt (103/108)*
> *CODE: 01 Social, Stereotype*
> *Ian: Every time TV presents Hakka people as always acting very stingy but* ***actually they are not*** *if they need to spend money. They just think carefully in a detailed way, not stingy as a characteristic that is disliked by people. (Shaking his head)*

> *TEXT: Class transcript, Lesson 10, txt (903/913)*
> *CODE: 01 Social issue, Stereotype*
> *Jeff: In my high school, I always arrived late to school. And whenever we discussed something in class, I always voiced my views: But the teacher insisted I didn't have a right to do this since I always arrived late to school. I think teachers are sometimes* ***too authoritarian*** *and too often* ***overly promote*** *their own viewpoints. That is the image of a teacher stereotype in my mind.*
> *Susan: I think that is a kind of stereotype we have for teachers – i.e., that they are the ones who* ***always do the talking, while we are only just listening.***

These examples not only describe stereotypes, but Jeff and Susan also importantly discuss further the roles of teacher and students. They use the words 'authoritarian' 'over promote' 'always talking' to describe the image of teachers. The value of critical thinking is not just limited to looking at the broad parameters of this issue: the greater value is, perhaps, to also to evoke others to further thought. So Jeff's comments inspire Susan to have further thoughts and comments. This is effective interaction applied in the classroom. Also this is very important for generating free

thinking. The following quotations illustrate student observations on how stereotypes are presented in the media.

8.3.2.2.3 Critical linking on distorted images in the media

TEXT: Final group presentation, Commercial technical, txt (97/115)
CODE: 01 Social issue, Stereotype, Gender
Group presentation-Vivian: In commercials, I'm used to seeing typical female roles – i.e., roles showing the woman either cooking in the kitchen or cleaning in the bathroom. These commercials seem to always show a beautiful housewife advertising products such as detergent or cooking oil – and ***these commercials promulgate the stereotype of women*** *as an entity whose main mission is to domestically serve the family.*

TEXT: Final group presentation, Commercial technical, txt (118/126)
CODE: 01 Social issue, Stereotype, Gender
Group presentation-Ben: I remember a commercial for Father's Day that showed three shoes standing side by side: The commercial's slogan stated, "The father who makes money can't afford to fall down -- Happy Father's Day!" This is a typical commercial whose message clearly ***conveys a woman's deep-seated dependence on her man.***

In this part of the discussion, we noted that a woman's typical role, as portrayed in the media, not only promotes images of physical (body) beauty, but also her stereotypical role as a housewife. Students seem to be aware that the stereotypical roles of female images as presented in the media are very limited – indeed, many other important internal characteristics of women are completely ignored. In the group presentation, it states 'these commercials promulgate the stereotype of woman' that has made an explicit statement to this effect, and another group presented the dependence

relationship implicit in the commercial since it stated 'conveys a woman's deep-seated dependence on her man'.

The quotation is evidence to show how students see the implied message in the commercial and how the commercial portrays these stereotypes of woman. These stereotypes not only serve to further promulgate stereotypes of women – in a kind of vicious, never ending cycle -- but also surreptitiously serve to sexually manipulate a woman's body. The following example is evidence to show the student's comments on it.

> *TEXT: Assignment, Vivian, TV diary, txt (18/23)*
> *CODE: 01 Social issue, Gender, Distort*
> *Vivian: Recent news stories on F4, a group of female singers, have occupied a considerable amount of space on entertainment news segments, highlighting on TV F4's provocative clothes that accentuate their sexually-attractive large breasts; this serves to emphasize F4's physical features while slighting their vocal talents. I guess* ***it is mainly these sexy costumes that maintain the attention span of male audiences, and maybe they will quickly get bored if F4 does not continue dressing in this sexually provocative manner?***

It seems that TV images of women are mainly portrayed as only one of two extremes: as tantalizing sexual objects or as mundane, servile housewives; between these two portrayals; one unfortunately sees little else in terms of realistic and objective characterizations of women as they truly are in real life. Students seem to understand that these extreme portrayals of women are somewhat corrupting and unrealistic and can, therefore, negatively influence audiences by applying negative stereotypes in a similar manner, not only to woman, but also to other groups. Here is good quotation

showing how the image of teenagers has been distorted by media, and Susan gives a further comments on it.

> *TEXT: Interview transcript, (Before) Jeff and Susan, txt (632/636)*
> *CODE: 01 Social issue, Stereotype*
> *Susan: Yes, it is over generalized and biased when media always give a title such as 'Gangster of teens' on TV news. The news story is only just half way through but we all think and agree that Teens are not good. It has* ***a big impact on my thinking*** *on the image of teens. Although we are not children; it* ***impacts on our serious thinking*** *whether is right or false. In some way, we still easily agree to it unconsciously.'*

This is a good example of a quotation on showing the effect of media, Susan uses 'big impact on my thinking' and 'serious thinking' to point out the effect of the media. It shows how seriously TV impacts on our thinking. The aim was teach to students to know how TV manipulates our minds in unconscious ways. It is discovered though their own thinking, not just through the teacher's influence. In order to apply students' understanding of stereotype into their life, I assigned a home work to conduct an interview with friends or family to make students understand how media twists the image not only of woman's body but also other racial groups.

All students related to their own experiences and realized that the portrayal of stereotypes is common in society. How can we resist the depiction of stereotypes being constantly portrayed in the media? There is no answer: most students kept silent. Students seem to be able to clearly define stereotype images on TV but they seem paralyzed to take action. They think they are too small and insignificant to take positive action so they just ignore that which is not right.

8.3.2.2..4 Critical thought has been developed

TEXT: Class transcript, Lesson 10, txt (946/956)

CODE: 01 Social issue, Stereotype

Jeff: The older generation always say the snooker room is a place provided for 'bad boys'. When I get older I know the snooker room is not a bad place, just an environment that has built up this stereotype. In fact, it is very good exercise. So ***we shouldn't see things only from just one side, or just one angle.***

Not looking at things in only one way is important for developing critical thinking.

TEXT: Assignment, Susan, Commercial technical, txt (50/56)

CODE: 01 Social issue, Gender

Susan: I read literature that there is a culturist mentioned: Claude Levi-Strauss 9: There are three exchange processes that include message, woman and product. Especially, the woman's image is the most important way to pursue advertising. So it makes commercial production ***easy to present women's body in sexual way.***

Although Susan quoted literature for her TV diary, she just realized the meaning of the idea that the role of woman is presented in a very negative way. It shows considerable progress on how they use knowledge to support their claim as an element of critical thinking. William applied critical thought deeply and broadly on the theory of symbolism in his final presentation. He chooses an MTV clip with a lot of faces on it to evoke a definition of symbolism to explain the one standard of image in the media.

---

9 Claude Lévi-Strauss (pronounced [klod levi stʁos]; born November 28, 1908) is a French anthropologist who developed structuralism as a method of understanding human society and culture. Outside anthropology, his works have had a large influence on contemporary thought, in particular on the practice of structuralism.

TEXT: Class transcript, Lesson 15, txt (190/201)

CODE: 01 Social issue, Stereotype

William: Many different faces are shown but he puts his face on the top of the different faces to make every face seem as one. In some meaning, the signifier is single as one. The ***signifier is copied in a different system****, the difference is A face—B face—C face and continue, that becomes a system with its difference. If the difference has been cancelled, then we can see only one face is shown. Only one faces shows that are meaningless since it is copied over itself.*

When William applied this theory in his presentation, he is being very critical. Like Rob his major is philosophy. Their thinking is different from other students. Most students may show awareness in a low or middle degree of critical thinking but William and Rob seems outstanding. Students were very interested on how theory can be applied to the media; open discussion is a key to developing students' thinking.

TEXT: Class transcript, Lesson 15, txt (217/226)

CODE: 01 Social issue, Stereotype

Rob: It is like... (Stop to think) If we say Lin (the supermodel in Taiwan) is very beautiful, every female would define beauty as she looks. In this case there is ***one standard of woman's beauty****. Does Lin then count as being beautiful? I think that is what William means. When you think something is meaningful that means to you. If the meaning is the same as others, the meaning won't exist.* ***The individual gives meaning****. Does it make sense?*

TEXT: Final group presentation, Visual image, txt (34/36)

CODE: 01 Social issue, Stereotype, Gender

William: such as MTV; Especially the image of woman, means either beautiful or sexy, I think it is ***an object*** *of desire for man. Who* ***copies*** *this meaning to others? Who* ***creates*** *this meaning? Why* ***send*** *it to you?*

Through the discussion, William and Rob who display a higher degree of critical thought have led everyone to deeper views.

Chapter 9 Discussion on What Changes Occur in Students

9.1 Introduction

What specific changes have occurred in students' cognitions, attitudes, behaviours and actions? This chapter will examine what changes occurred in students in order to understand how students developed from the course overall.

The aim of teaching was to evoke student's ideological thinking and to encourage them to react to injustice in society. So it is necessary to determine change from student's cognitions, attitudes and behaviours.

The content included is related to particular lessons 6 and 14 but also three themes of teaching mentioned earlier to describe how students changed. It is divided into the following categorise a) trust and blindly follow b) never thought to question c) becoming critical d) behaviour is changed c) taking action or not d) apart from action.

9.1.1 The learning objective

1) Understand how to gain access to the media

2) Understand the relationship between civil rights, media and the individual

3) Learn how to write a letter to protest against the media or unfair events

9.1.2 The contents included

Responding to the media, write a letter to media, not watching TV for one week, and evaluation of how daily life has changed through the impact of TV.

9.1.3 The teaching material used

In this section, the teaching material included: video clip of introduction in 'Different perspectives towards TV-adult media literacy' made by PTS in Taiwan (PTS, 2005), related journal, a sample of critical comments on news papers, and a hand-out on tips for writing a letter to the editor including the list of media contact addresses and key persons for sending letters to the media.

9.2 Presenting teacher notes for the lesson

In this part of the course, the teacher seems to not to be satisfied with the students' attitude to submitting their TV diary every week.

> *Teacher: Many students didn't write the TV diary, and just started to* ***participate*** *in the class; this shows that students take this general education class as just a* ***supplementary*** *class. (Lesson 6-Providing feedback to the media)*

In this quotation the teacher seems to be concerned about students' attitude to learning, in that students do not take the course seriously enough. The following quotation is evidence of how she is not satisfied with students' passive learning attitude.

> *Teacher: Only a small number of students attended class since it is just before the Christmas holiday. Is this* ***an acceptable excuse*** *for missing class? Probably not, I shouldn't make excuses for students, since learning is primarily their* ***responsibility****; but human nature being what it is, unfortunately,* ***serves to sometimes inhibit the fulfilment of one's responsibilities.*** *(Lesson 14-Understanding your civil rights)*

In this quotation, she use 'acceptable excuse' to complain about students' attendance' in her view, to be 'responsible' is very important for being a student. Motivating students' desire to learn in a positive and proactive way is still the main mission.

> *Teacher: I can't really expect students to study hard and follow all the teacher's* ***indications****. Most of the students are very passive about their studies. It is not useful to just* ***remind*** *students to do on-line discussions and submit TV diaries every week, some students just ignore these assignments and never submit their drafts in the class. There are only a few students who do on-line discussions and submit their TV diaries. (Lesson 6-Providing feedback to the media)*

The word 'indications' expresses her teaching style which is not to give rules to control students. Her style is more to motivate students to do their work by themselves. The word 'remind' highlights the fact that her teaching style is based less on authority. University students should take independent responsibility for their learning.

> *Teacher: This week, I mentioned that everyone must submit their TV diary next week, as it counts towards their grades. I'm* ***still concerned*** *that the attitudes of many students will still* ***not change****.* ***The challenge*** *is to how best* ***to energize*** *the students' passion towards writing a TV diary? This seems to be part of* ***my teaching mission*** *for this class. I don't really want to use grading to coerce students' learning; this is still* ***a major challenge of my job****. (Lesson 6-Providing feedback to the media)*

The teacher show her anxiety about student's learning attitude, she seems to see it is a problem. Her use of 'energize' stresses that she wants to use natural ways to motivate

students not just for grading. At the end of the quotation, she uses 'teaching mission' and 'major challenge' to highlight how she sees the job of being a teacher.

> *Teacher: For building up their critical thinking skills about the news, I don't think students will still have completely passive viewpoints after they complete this class; rather, they seem to have developed more* ***diverse viewpoints*** *to a stronger degree than I had expected.* ***For example****, we discussed issues of justice in our society. Referring to this past week's news for example, there was a story about a man who had been sentenced to go to prison for seven and half years since he used a bomb to protest our policy to join WTO* (World Trade Organization). *He said that farmers represent a group of people who benefit from the food imports of other countries. Alan said he should express his dissent with WTO by protesting on the streets, but he should not use violent means, like bombs, since this might hurt someone else. Most students will have* ***open discussions*** *about such issues since they have their* ***own critical views,*** *but they still* ***lack sufficient knowledge*** *to form truly informed opinions, especially about the topics in this week's lesson. (Lesson 6-Providing feedback to the media)*

In this quotation, the teacher expressed her finding through discussion in the class that students have more 'diverse viewpoints' than she expected. She uses 'open discussion' to build up students 'own critical views'. She thinks students' 'lack sufficient knowledge' and this is a problem for building a high degree of critical thinking; if students understand the background of an issue; they can express their opinions better.

> *Teacher: This week, we discussed President Cheng's recent interview by Set TV. This is a very good topic for discussing the relationship between the media and politics. When I posed the question on what was your impression of our President's interview on Set TV, there was* ***silence*** *in the class for a*

moment. Then, Jeff said he ***knew nothing about it****; Bob said he knew about it, but* ***not in great detail****. He said that he changed to a different TV channel, since he was* ***not interested*** *in what President Chang was saying, and was more interested in other entertainment programs. I* ***had expected*** *other students would have watched it and would have some critical comments. Unfortunately, all students were still silent. I was really* ***frustrated*** *that students ignored such important news which impacts on our lives. On the other hand, without any knowledge, how can they have critical views? Knowledge is power, and students know nothing about President Cheng so how can they critically judge this presidential interview? (Lesson 6-Providing feedback to the media)*

She thinks the teacher is the leader for learning, but some initiative should be taken by the students themselves otherwise, the benefits of learning will be limited.

Teacher: I further posed questions on whether the President was correct in the viewpoints he expressed in his broadcast interview. About eighty percent of the students said they agreed with the President. Only James disagreed, saying that our president might have released national secrets. Most students simply said, "It doesn't matter." There weren't any students who thought the ***President used his powers to manipulate the media on the issues discussed in class****. (Lesson 6-Providing feedback to the media)*

Most of the students lack a serious understanding of how the media was manipulated by President Cheng in his political interview. She believes that lack of knowledge is indeed the key obstacle to furthering student understanding of important political issues.

Apart from the above issues, teacher and students also discussed the news story about the Japanese prime minister's controversial visit to the "Yasukuni" a shrine for dead

Japanese war criminals from the Second World War; this visit was strongly protested by China and South Korea. Here is a quotation providing evidence that the teacher is concerned about their consciousness of youth national identity.

> *Teacher: I am surprised that most of students do not care about this issue. Only James said it sets a bad example for educating the next generation, and asserted that the Japanese prime minister shouldn't have done it. Bob had a very strong comment saying war criminals shouldn't be treated in such a respectful way; however, he also said "history is history" and it will not change even with the passage of time over hundreds of years. Apart from that, other students didn't have any comments about it. Jeff said that dead people are always treated with respect in Chinese proverbs, so he didn't think see anything wrong in accepting "history is history" and just leaving things alone. This makes me think* ***about the national identity of our youth****. (Lesson 6-Providing feedback to the media)*

The teacher mentioned students' views about this news; the open discussion in the classroom was successful. Drawing on news in daily life may benefit learning in the class. At the end of class, she mentioned 'the national identity of our youth' that became an interesting topic to discuss further. She seems to lead students to see their nation identity through this discussion. She thinks students seem to be more realistic about issues directly related to their daily lives rather than issues of righteousness or national identity.

> *Teacher: I also think how can the teacher then* ***evoke*** *their sense of righteousness and nation identity? This seems to be* ***a big responsibility for our society and education system, and cannot be blamed only on the shortcomings of our mass media.*** *(Lesson 6-Providing feedback to the media)*

The teacher thinks she should take responsibility to evoke student's sense of righteousness and national identity but she further think this responsibility should be taken by society as well. In her view, the mass media should be blamed in some way, but the main impact on students' value is our society and culture. Education and society interrelate in the process of learning for students.

In order to learn about the relationship between media, themselves and society, the teacher assigned a homework of 'not watching TV for one week'; the learning outcome seemed to more effective than just lecturing or discussion.

> *Teacher: Students **talked a lot** about the relationship between television and themselves, and this reflected their understanding of civil rights. After one week of not watching television, they **realized** that television is not a vital part of their lives: they were able to do things they would not ordinarily have done thanks to the free time they now had as a result of switching off the TV. Most students are not addicted to TV except for Susan. Only Susan felt unable to control herself, and could resist not watching TV for a mere two days. Students also mentioned the influence that habit and environment has on deciding whether or not to watch TV. If there is no TV in their dormitory or if they are busy, then TV is less important in their lives. And they also recognize the importance that peer interactions play both in socializing and for gaining information. Otherwise, isolation could adversely affect their lives. During class discussion, Ben provided an example of his brother-in-law who never watched TV in his life but still got along well with friends and always received good grades when he was in school. (Lesson 14-Understanding your civil rights)*

The teacher believes the environment in our society always plays a very important role in influencing TV viewing habits. She did not judge comments made by students or their viewing habits.

Teacher: I shouldn't be overly judgmental on one's particular TV viewing habits, since to a certain degree, judging the quality and social benefits of a TV program in our media environment as being either ***"good or bad" is somewhat subjective.*** *(Lesson 14-Understanding your civil rights)*

Respecting the individual needs of viewers is a very important media literacy concept too. She believes students understand, more than we give them credit for about the actual relationship between themselves and television. Her schema for this class is not anti-television, but rather strives to better understand the interrelationships between a person's life, their culture, media and society. After understanding has developed then taking action to challenge unfair practices is the next step.

9.3 Students' response from data

Most students change their view from 'trust' to 'not trust' the media. The meaning of trust is as Linda described it 'blindly' following what the media says without questioning it.

9.3.1 The level of student's change

9.3.1.1 Trust and blindly

TEXT: Interview transcript, (Before) Linda, txt (263/270)
CODE: 02 Student's learning, Reflection, Different perspective
Linda: I am ***not set in my mind anymore****...But in the past, I* ***totally trusted*** *what was reported on TV in the news, I thought it was the truth. I followed it* ***blindly*** *before but now I realize more why I didn't challenge those views and why I was so blind before.*

TEXT: Class transcript, Lesson 14, txt (1127/1131)
CODE: 02 Student's learning, Question

*Jim: Before this class, I **trusted** the news on TV about 95 percent. After this class, currently, I watch TV, always with question towards it, and I am able to point out it is wrong or right **by my own judgement.***

Apart from words like 'trust' and 'blindly', further on the words they use most are 'never thought' as in the examples from Jeff, John and Susan. They just realised this in the classroom.

9.3.1.2 Never thought to thought

TEXT: Class transcript, (Before) Ian, txt (793/796)
CODE: 02 Student's learning, After conscious, Without change
*Ian: I **won't take any action** if it is not related to me in any way.*

TEXT: Interview transcript, (Before) Jeff and Susan, txt (101/105)
CODE: 02 Student's learning, Question, Authentic
*Jeff: Yes, I remember the last time when the teacher presented a video clip about seafood store, the teacher asked a question about whether it was a commercial or news? I **never thought** about this question. Further discussion was on whether it is proper or not in the news. I found myself more critical since everything **could be questioned** after taking this class.*

TEXT: Class transcript, Lesson 14, txt (968/979)
CODE: 02 Student's learning, Change
*Susan: Due to this class, I have changed a little bit, I used to watch TV **without any question**, never thought about anything, now my views are more **objective** and I do **not believe it all.***

TEXT: Assignment, John, Group, txt (18/27)
CODE: 03 Teaching and learning, Productive
*John: In the past while I watched TV, we all just received any message from TV unconsciously, we **never thought** about whether it is correct or not. I **think***

***more** about whether information is **reliable or not**. We never thought every message through anchor already has bias in it. We didn't even know how media manipulates us. They identified a 'bad boy', why bad? Or that is only based on our judgement? What is the principle to follow?*

Once they are conscious of the way TV represents events and they realise they have been manipulated, their attitude becomes more suspicious and they question it as Linda mentioned.

9.3.1.3 Being coming critical attitude

TEXT: Interview transcript, (Before) Linda, txt (32/38)
CODE: 02 Student's learning, Question
*Linda: I have found myself not seeing things only just on the surface, **but at a deeper level.** That means I won't just follow what the media says. I can say that my attitude becomes more suspicious....I am more **confident to judge** it and **make a comparison** between TV presentation and the reality.*

In this quotation, Linda use 'deeper', 'judge' and 'comparison' showing that her attitude is becoming more critical. It is evidence that Linda is able to evaluate and criticise further than before. The following is good example because it shows evidence that students start brainstorming and posing further questions which is essential to being a critical thinker.

TEXT: Assignment, John, Group, txt (30/34)
CODE: 03 Teaching and learning, Productive, Identified
*John: In the past, I always think it is real. Currently, I always start **brainstorming** on 'does it show evidence?' 'Does it present the facts correctly?' I won't just be muddleheaded and follow what it says.*

TEXT: Interview transcript, (After) Ben, txt (460/465)
CODE: 03 Teaching and learning, Productive, Identify
Ben: When we discussed about the standard of beauty in our society, in the beginning of this class, I thought I had a very clear picture of what is standard of beauty but by the end of the class, I ***have doubts*** *about 'is it right?' Teacher, do you know the feeling? Whether it is wrong or correct actually is not easy to define.*

John and Ben do not have any certainty but they start to think more. Being suspicious rather than unaware, being confused is the first step to critical thinking since students are brainstorming. That reflected the impact of the teaching. Their views are not set.

TEXT: Interview transcript, (After) Jeff and Susan, txt (308/313)
CODE: 03 Teaching and learning, Productive, Different perspectives
Susan: I think I see things with ***an objective view*** *that means the third angle, I won't agree with the same point as the TV.*

TEXT: Interview transcript, (After) Jeff and Susan, txt (535/539)
CODE: 03 Teaching and learning, Productive, Different perspective
Susan: My attitude ***moves more to the middle****, I won't think it is right. And as regards thinking, I think they have bias since I gained more knowledge.*

The evidence shows that Susan changed her attitude in watching TV; her views take a more objective perspective, and do not just follow what the TV presented. She seems to take a position which is less subjective and see things overall not from a biased perspective.

TEXT: Assignment, Susan, TV diary, txt (42/44)
CODE: 03 Teaching and learning, Productive, Identify

Susan: I have paid attention to this kind of thing, but after class, ***I found it obvious*** *that the media have their private commercials not in the commercial time but in the news itself. The case seems to happen more and more...*

This quotation provides evidence of how Susan has changed in the way she defines advertising in the news. She found more and more examples.

TEXT: Interview transcript, (After) Linda, txt (618/634)
CODE: 01 Social issue, Symbolism, Body symbolism
Linda: I use to dislike fat people but now I changed my view. After viewing video in the classroom, I think fat people are very nice, and then I interviewed my high school teacher who is beautiful with confidence. After talking to her, ***I changed my mind set*** *with regard to fat people...I thought more deeply and further about this issue.*

Linda's views have moved more to the middle and like Susan, is more critical which a positive change is.

9.3.1.4 Behaviour is changed

Behaviour is also changed following their change in thinking and attitude. Their habit of watching TV is changed.

TEXT: Class transcript, Lesson 14, txt (1085/1087)
CODE: 04 Students and media, Commentary, Education informations
Ben: After this class, I think more than before, ***I will select*** *some movie or TV programme with more education content, after watching, I can* ***stimulate my thinking.***

TEXT: Interview transcript, (After) Jeff and Susan, txt (402/408)
CODE: 03 Teaching and learning, Productive, Different perspective

Susan: Ya...With brainstorming, I will pay more attention when watching TV, take an example of discussing bias, once I watched the video clip on bias, I would write something about it after class when I watched TV on news. I can ***make my brain more active.***

In this quotation, 'selective' 'give me more thought' and 'make my brain more active' are good indications of watching TV in a more positive way. He controls himself watching good quality TV programmes, not control by TV as Ben and Susan said. They seems to become active thinkers and more selective.

Another behaviour that changed is related to their interaction with others; they are more critical of TV and discuss this with family or friends more. They acquire this habit as one of their abilities applied in life.

TEXT: Class transcript, Lesson 17, txt (438/444)
CODE: 02 Student's learning, Change
Susan: In past, I didn't watch news on TV since my father always explained what is going on in the world for me but now it is different. Last time we watched news in the classroom and when I get back home. ***I discussed it with my father.***

TEXT: Interview transcript, (Before) Jeff and Susan, txt (106/114)
CODE: 02 Student's learning, Action
Susan: If I watch TV, I would take my digital camera to ***take pictures and display it on internet.*** *One time I selected replacement news, and then I* ***discussed with my father*** *about it. My father asked me to take more pictures from the news as well.*

These two quotations are important examples of taking action and influencing others. She not only changed her behaviour but also shared it on the internet and with her father.

> *TEXT: Class transcript, (Before) Jeff and Susan, txt (659/664)*
> *CODE: 03 Teaching and learning, Productive, Powerful Right*
> *Susan: I can't think to change the whole environment but I* ***can do*** *something for people who are close to me, make them* ***not trust*** *the media and* ***change*** *to see it from another angle.* ***I can do*** *this in the beginning.*

This quotation is another example of influencing others and taking action. Susan's behaviour changed a lot after this class, she even influenced her family with the way she interacted. She always worked very hard on her TV diary, never late in the class. Her change is impressive. The evidence from Susan's case is that the change sometimes depends on how much effort they apply in class.

Their behaviour in some cases changed more generally not just with regard to the media.

> *TEXT: Interview transcript, (Before) Ian, txt (445/448)*
> *CODE: 02 Student's learning, Change*
> *Ian: I used to be very quiet and shy to answer any questions, and sometimes I was not able to catch a point when talking about something, I just followed what the teacher said, but now it is different, I am* ***more critical as a university student should be.***

This is an interesting remark showing a meta-awareness perspective that Ian is able to think about himself and his own education and the function of universities since the

teaching style has changed. The learning outcome has changed too. Ian seems to gain more confidence from the teacher's encouragement. So he reflected himself and sees the improvement in his learning. In this quotation, he sees his change in his role as a university student to be able to be critical and articulate opinions. From Ian's views he sees himself more confidently like a university student which is an obvious improvement too. Another change is made by Jeff, whose views changed after this course.

> *TEXT: Interview transcript, (After) Jeff and Susan, txt (599/609)*
> *CODE: 03 Teaching and learning, Productive, Critical*
> *Jeff: I mentioned a commercial which seem to satirize an event; my classmate said 'you have been influenced by the course you have taken'. After I expressed my opinion, my classmate agreed with me. After this course, we are all* ***critical of what is on TV****; I think I will recommend this class to other students.*

Jeff is not only critical but also influenced others. There is a significant change in his behaviour as well. Their positive change is based on their thinking, on viewing TV critically change is the best result to fulfil the aim of the teaching.

> *TEXT: Class transcript, Lesson 17, txt (366/369)*
> *CODE: 02 Student's learning, After conscious, Change habits*
> *May: I found myself with one big change that I* ***watch TV less than before****, the reason is once I watch it more, I will think more. I am* ***lazy to think about it.***

> *TEXT: Interview transcript, (After) Ben, txt (25/29)*
> *CODE: 02 Student's learning, After conscious, With own thinking*

Ben: Teacher wants to give us more knowledge about watching TV, but every time, I always react with feeling after watching TV, I don't want to watch it, and then I ***won't think*** *about it more,* ***it is very tiring.***

These are comments that the teacher did not expect. The aim of teaching is to try to develop students' conscious but May and Ben seems very passive and do not want to think further even though it reflected students' critical thought. Change depends on their learning attitudes. May and Ben are totally different from others since they are always quiet in the class. They do not like to express their opinions a lot. That is a challenge as the teacher need to think further to teach students why they are careless about the environment in the society

9.3.1.5 Take action or not

Students are very conscious of the media environment. They are angry and concerned that rights have been ignored; they do understand and are conscious of what the media is doing to them.

In the class, teacher and students discussed the way to react to the media. Most students are very keen to know their rights and how to react to the media, such as Rob:

TEXT: Class transcript, Lesson 14, txt (1137/1146)
CODE: 03 Teaching and learning, Productive
Rob: I usually analyse things many times, but I am ***more mature*** *on analysis now. After this class, I know I am able to express my comments on the website and direct them to newscast - that is the most worthwhile thing I know. I think I have* ***more angles to look at TV.***

TEXT: Interview transcript, (After) Ben, txt (454/459)

CODE: 03 Teaching and learning, Productive, With powerful
Ben: about homework, the most impact is 'write a letter to media' I grow up so far ***I know*** *that there is channel to express my opinion, I didn't know this before.*

Students appreciate how to react to the media as Ben and Rob mentioned. The evidence shows they know that a means of communicating with the media is valuable to them. They seem passionate to do something.

The following group give different views. The reason they do not take any action is that they always think they are insignificant and small, and it is not their business. Those students think it is useless to take any action.

TEXT: Class transcript, (Before) Ian, txt (793/796)
CODE: 02 Student's learning, After conscious, Without change
Ian: I won't take any action if it has ***nothing to do with me.***

TEXT: Interview transcript, (Before) Ben, txt (677/680)
CODE: 02 Student's learning, After conscious, Without change
Ben: If I don't like the programme, I ***will change to another channel.*** *As regards unfair reporting, I can't do anything; I hope these things never happen to me.*

Although Ben doesn't want to take any visible action, he states that he will 'change to another channel' which is a kind of action. If everyone switched over then this channel would disappear. Ben seems not to think about the fact that his change could affect ratings which is a way to resist unfairness on the media.

TEXT: Interview transcript, (After) Ben, txt (86/91)

CODE: 02 Student's learning, After conscious, Careless

Teacher: Have you ever thought you could take action?

Ben: Yes, may be, but many people will take action. It is not necessary that I have to do it, Chinese words ***'more thing rather than fewer things' that it is my comment.***

In the above quotation, the student seems to be only aware that things are unfair but rarely sees a need to take action.

9.3.1.6 Apart from action

TEXT: Interview transcript, (Before) Ian, txt (801/806)

CODE: 02 Student's learning, After conscious, Careless

Ian: I am less confident on understanding TV, maybe too superficially, it is nothing to do with me, could be getting into trouble. I may be just looking at things from a distance, I think ***I only give ideas to someone I know, not take any action.***

'Only give ideas to someone I know' Ian doesn't want to take any direct action but he gives ideas to someone he knows. That kind of change is better than nothing. The reason that most students do not want to take action is because they think it is too much to do, but at least some students would like to do something helpful; it provides evidence that their consciousness has been stimulated in some way.

TEXT: Class transcript, Lesson 14, txt (980/981)

CODE: 02 Student's learning, Change

John: Contrast, I ***will watch fewer low quality programmes to see whether it makes progress or not.***

This quotation is evidence that John's TV viewing habit has changed. As Ben states previously, you can 'change to another channel'. If John (and others) watches fewer low quality programmes that means these programmes are less likely to survive on the channel. If fewer people watch low quality programmes then good quality programmes will survive. So in some way, John, like Ben, has taken action.

> *EXT: Class transcript, Lesson 14, txt (988/991)*
> *CODE: 02 Student's learning, Change*
> *John: I want to change their attitude towards making TV programme, to have a better effect on people, I know I cannot do it all but I* ***will do my best to change as much as I can.***

In this quotation, John thinks low quality programmes are made by producers and their attitude is not good. His attitude is very positive and always reminds himself that he will try to change as much as he can. There is evidence that the concept of taking action is instilled in his mind. Also, John expresses concern more about the educational impact.

> *TEXT: Class transcript, Lesson 14, txt (998/1005)*
> *CODE: 02 Student's learning, Change*
> *John: I will* ***help to change*** *children's views after this class; we knew what is wrong and right, I will* ***revise it if I watch TV with children.***

John experiences a big change when applying what he learned from the course to others, especially he expresses concerns about children watching TV. He seems to understand that children may be affected by TV easily. Also, if every one does as he does, then the level of media literacy will be applied to more people not only just children.

TEXT: Class transcript, Lesson 14, txt (988/991)

CODE: 02 Student's learning, Change

John: In the past, I watched TV as entertainment but now I try to ***think further on how to change our media environment.*** *It may not work but at least I will do my best.*

It is a significant change in John's attitude towards the media environment. However, John thinks further. That is a good outcome of the result of teaching since he is more aware of the media environment. The aim of teaching is step by step to evoke students' concern about their environment, not just watching TV as entertainment and without any consciousness.

Part III

In the final Part III, the purpose is to consider the results of the analysis in Part II, It includes discussion on successes and failures (Chapter 10) The discussion (Chapter 11) will address the main points of the thesis. This is the followed by considers of the implications of the research and recommendations which arise from it.

Chapter 10 Discussion of Success and Failure

10.1 Introduction

Chapter 10 presents data from questionnaires used in the classroom for each theme and this will be contrasted with the qualitative data analysis above. The contents include the comparison in the three themes, with respect to results of overall course; percentage of students' understanding, critical thinking and change, teaching and learning, teacher's background and individual students learning In short it will examine whether the aim of teaching was successful or not and to what degree.

The content is included on a) comparing the effects of teaching the three themes b) increasing and decreasing in the impact of lesson c) success and failure in understanding, criticality and change d) the effective on individual learning e) Evaluation of teaching and learning f) Relevance of the teacher's background to success and failure g) findings on relationships of critical pedagogy and effective teaching.

10.2 Comparing the effectiveness of the teaching of three themes

There were three themes in the course: 1) the voice of society 2) how capitalism uses media 3) the distortion of the world. A questionnaire was distributed after each theme to gauge students' response on the effectiveness of the teaching and learning. The method used was a Likert scale with 12 questions for theme one, 15 questions for

theme two and 10 questions for theme three. For the analysis 'strongly' agree and 'agree' were combined as one group, 'neutral' 'disagree' and 'strongly' disagree as another group. The rest of the questionnaire contained open questions which were used in the analysis of qualitative data.

10.2.1 The voice of society

The following table presents data on students' understanding, criticality and change on the theme of 'the voice of society'.

Table 10.1 Evaluation of the voice of society (1)

Ranking / Statement	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
Q1.Enhance knowledge of the role of TV broadcast news	10	1	0	0	0
Q2 Understand the news bias	9	2	0	0	0
Q3 Understand how news constructs reality	5	6	0	0	0
Q4 Learn skills for identifying truth and fallacies in news	5	6	0	0	0
Q5 Learn how to define differences between product placement news and gender	4	7	0	0	0
Q6 Learn how to analyze survey and statistical data quoted in the news	5	6	0	0	0
Q7 Define unfair portrayal of people in the news	6	3	1	1	0
Q8 Learn how to define differences between facts and opinions	7	3	0	1	0
Q9 Understand the issues being discussed in class	3	7	0	1	0

Q10 Develop consciousness against unfair news reporting	3	8	0	0	0
Q11 Change my outlook on perception of TV news veracity	6	3	0	1	1
Q12 Become an active, thinking, acting participant in the judging and shaping of news media	4	4	1	2	0

Numbers of person: 13 Questionnaires: 11 students answered

According to table (1) 11 students responded with 'strongly agree' or 'agree' on seven of the areas. The portion that replied 'neutral', 'disagree' or 'strongly disagree' was low.

This finding matches the finding of the qualitative research. It indicates that students seem to understand and criticise the media as the voice of society in most issues of this theme, there are a high portion on most topics on this theme. The area with the highest number (3) with a negative response was 'become an active, thinking, acting participant in the judging and shaping of news media. This suggests that some of them are reluctant to take action to resist media; they are cold about it unless it is related to their benefit directly. This reflects the results of the qualitative research.

10.2.2 How capitalism uses media

The following table present the findings on students understanding, criticality and change on the theme of 'how capitalism uses media'

Table 10.2 Evaluation of how capitalism uses media (2)

Statement \ Ranking	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
Q1.Enhance my knowledge of capitalism's logic	2	7	1	2	0
Q2.Understand how Ads skilfully attract their audience	8	4	0	0	0
Q3. Understand Ads' motivations to hide message that adversely impact their bottom line	4	8	0	0	0
Q4.Understand technical manipulations used in Ads	3	8	0	1	0
Q5. Understand the persuasion and hype used in Ads	7	4	1	0	0
Q6.Understand the Ads message	3	7	1	1	0
Q7.Learn how to skilfully analyze Ads	3	9	0	0	0
Q8. Understand the music industry's role	1	8	0	3	0
Q9. Recognize the exaggerations and half-truths in Ads	5	7	0	0	0
Q10. Understand issue of message in Ads complete	3	7	1	1	0
Q11. Develop a consciousness against exaggerating and twist the truth	2	6	2	2	0
Q12.Changed my views on viewing Ads	2	7	1	2	0
Q13. Take action with a critical attitude to eliminate unfair and deceptive commercials	2	8	2	0	0
Q14.Change my original consumer perceptions and perceptions and purchasing patterns	0	9	0	3	0

Q15. Ads have less influence when I buying things	5	3	2	1	1

Numbers of person: 13 while Questionnaire: 12 students answer

According to table (2) 12 students responded 'strongly agree' or 'agree' on four areas. This suggests that the teaching on this issue was largely successful. The proportion who replied with 'neutral', 'disagree' or 'strongly disagree' was low.

The finding matches the result of the qualitative research: students seems to understand 'how capitalism uses media', especially in the way the message is presented in the advertisements. However a few students did not think their habit or behaviour towards advertisements is affected, since a portion (four out of twelve) replied that they do not now have less influence when they buy things. Also, the same number replied 'neutral', 'disagree' or 'strongly disagree' on 'develop a consciousness against exaggerating and twisting the truth.'

This indicates that some of them (a third) are reluctant to take action to resist media. It matches the findings of the qualitative research as 1). For the overall result of finding, it seems they are successful on understanding and being critical on most of the topic but less on change since 'taking action' still has some way to go.

Additionally, in this theme a higher portion responded with disagree or strongly disagree than theme 1). So the effect of teaching and learning in this theme seems to be more focused on the manipulation of advertisements but less on understanding the relationship deeply between capitalism and the media.

10.2.3 The distortion of the world

The following table presents findings on students' understanding, criticality and change on the theme of 'the distortion of the world'

Table 10.3 Evaluation of the distortion of the world (3)

Ranking / Statement	Strong Agree	Agree	Neutral	Disagree	Strong Disagree
Q1 Understand the definition of stereotype	10	2	0	1	0
Q2 Enhance one's knowledge of constructed female images	4	8	0	1	0
Q3 Understand one's knowledge of race and class	6	5	2	0	0
Q4 Understand TV's presentation of sexual ideology	8	5	0	0	0
Q5 Understand how stereotypes shape the meaning of identity	5	4	2	2	0
Q6 Understand issues related to he image of a woman's body	5	8	0	0	0
Q7 Understand issues relating to stereotypes	6	6	1	0	0
Q8 Combating negative stereotypes impacting particular groups	8	5	0	0	0
Q9 Change previously-held stereotypes	8	2	1	2	0
Q10 Has this course motivated you to take specific actions to address unfair stereotypes propagated on TV	5	5	3	0	0

Numbers of person: 13 while Questionnaire: 13 students answer

According to table 3), 13 students replied 'strongly agree' or 'agree' on three areas. . Furthmore, 12 students replied 'strongly agree' or 'agree' on three others. This suggests that the teaching on the above issues was successful. In contrast 4 students out of 13 replied 'neutral' or 'disagree' on 'understand how stereotypes shape the meaning of identity', and 3 students replied 'neutral' or 'disagree' on 'change previously-held stereotypes' and 'has this course motivated you to take specific actions to address unfair stereotypes propagated on TV'.

The finding matched the result of the qualitative research. Students seem to understand and exercise criticality on the theme of the distortion of the world but as with theme 1) and 2) some of them are less inclined to take action to resist media. Also as theme 2), not all students think it will change their behaviour, three of them did not think it would 'change previously-held stereotypes.' Their values have been affected by society unconsciously and are not easy to change.

Additionally, in this theme a higher portion replied 'neutral' 'disagree' and 'strongly disagree' than theme 1) but fewer than theme 2). So the effect of teaching and learning in this theme seems to more effective on understanding and critcalilty on distortion of the world by media, but less effective on changing their thinking and behaviour.

To conclude, the result of the questionnaire on themes 1), 2) and 3), shows the effect of teaching and learning is successful on understanding, criticalilty and change in the most sections.

10.3 Success and failure in understanding, criticality and change

The result from questionnaire shows that students thought they had improved their TV critical thinking skills through their learning. The course impacted on increasing their knowledge of media literacy and their understanding of media literacy concepts. So it reveals partial success for the aims of teaching in enhancing students' critical thinking ability and knowledge of media concepts.

The area that had less impact seemed to match the result of the qualitative data. Students are less inclined to take action to face unfairness; they may be conscious of unfairness but there is still some way to go with regard to taking action. Another that had less impact is that students do understand the concept of media but they still do not understand the issue deeply. The reason seems to be attributed to 'lack of knowledge' themselves and the teacher seemed not to lead them properly towards deep discussion.

To conclude the result of the evaluation successes and failures. Most of the students understand the knowledge and concepts of media literacy, they are able to define falsity or distortion or any manipulation in the media. Only few students show critical capacity developing with evaluation and criticism of the way TV presents implied message.

With regard to the change in students' cognition, attitude and behaviour, they seemed to change more on cognitive on media, less on attitude and behaviour to resist unfairness, only just more on influencing others. The reason is most students have

acquired a habit in the way they are. They are only influenced by the concepts they learned in the class but do not take any further action to resist media since they think they are too small and insignificant. They seem to have less confidence for taking action. So the action they applied to media is limited.

10.4 The effect of individual learning

From the data there are interesting finding on students' attitude to learning. If students' learning attitude is positive then their learning result will be affected. Take the example of Susan. She wrote her TV diary every week and with critical views, she never missed any class, her learning attitude was very positive. Compared to other students, she was able to instil the concept of media literacy and able to influence other people in her life. That is a significant change and reached the aim of this teaching. James and Jeff always applied critical thinking in discussion in the class, especially, Jeff who was never late or absent for the class.

May and Jean did not like speaking their opinion. They also complained why they had to give their opinion in this class. They seemed not to be happy in this class since they did not like thinking and talking. Their learning behaviour affected their learning. So their progress is limited, not obviously developing critical thinking. Another student Jim was also quiet in the class but he doesn't judge this class. He seems to enjoy this class more than May or Jean; at least he did not limit his learning.

Besides learning attitude, some students changed their views on the concept of media literacy, but their habit still kept as normal without change. Take the example of Sean or Linda, when we discussed the theme of woman's image distorted by the media,

they did understand the concept or knowledge about distortion but they still subscribed to the values as presented by the media. Sean wants a slim girlfriend with long hair and Linda wants to look like an actress on TV. Once the theme is related to themselves, they do not show change since the values of society have been instilled in their mind for a long time. Sean did not always follow what the teacher said with his views. That reflected his critical ability and his character.

The degree of critical thinking they show seems to be influenced by students' general thinking habits. This course may help but mostly they are influenced by their habits. Take the example of Rob and William, both of them are more critical than the other students. The reason for their degree of critical thinking is because they like to think more and read more, since both of them are majors in philosophy. The training in philosophy has enhanced their critical thinking and this course helped them to acquire other views of the media. Also, with their high degree of critical thinking, Rob and William became a good model for the other students, that is, they encouraged others.

Ian seemed to improve in his critical capacity and become more confident to resist the media. He enjoyed this class more than other classes. He said he did not feel sleepy and was not absent from this class since it included a lot of video clips and interactive discussion. Ian was an example of someone successful in improving his learning attitude from the teaching. Another student Ben with a good attitude to learning, changed his views a lot on watching TV. He also read material a lot when he was out of the class, but seemed to be very reluctant to take any action. Ben seemed to learn a lot of concepts and knowledge on the media but he still did not want to take any action. So that is an obvious case of failure on taking action.

John and Susan changed their attitude to take action to influence their friends or family. They are more conscious of how the media environment impacts on their life. Susan influenced her family on what she learned in the class. John did not influence anyone but he did show strong consciousness of the need to provide a better environment for children. There was evidence that they reached the learning objective.

With regard to the most successful teaching approach in this class, most students appreciated the interaction a lot, they said they are able to express themselves. So the knowledge is built up by themselves not by lecturing; the students' views were that this is more effective. Being able to see different views is the most effective impact in this classroom. Most students enjoyed this kind of teaching style more than other class they usually took.

10.5 Evaluation of teaching and learning.

10.5.1 Successful -teaching and learning

Combining the evidence from the questionnaires and qualitative research, there was a very high degree increasing their knowledge of media literacy, and improving their understanding of media literacy. Most students could understand the issues discussed in the class.

The reason for reaching understanding of media literacy was because the cases students discussed in the classroom were applied to their daily life. The teacher used teaching material from TV which was also related to students' daily life. That

motivated students' interest. Once students' interest is aroused then learning will be easier to achieve. It also depends on the teaching methods used and how the teacher posed questions. The teacher seemed to lead life experience discussions very well; students were very talkative in the class, because she used her own life experience to induce students to talk and she believed that once students talk more then they think more, and applied their understanding more easily. 'Sharing life experience' exchanging their thoughts and build up knowledge by themselves was also thought to be an effective way of teaching by most students. Exchanging life experience with each other, motivated students' interest since it took place in a relaxed and friendly atmosphere.

Secondly, the most successful aspect of the teaching was 'teacher's leading and explaining', which brought knowledge and different perspectives to the students. Most students agreed that they do understand the issue more after the teacher's leading. It brought new perspectives to students from their original thinking. Also, 'posing questions' helped to develop students' learning.

Thirdly, most students appreciated other teaching methods such as use of 'video clips' as a key to stimulating discussion in the classroom and also as a way of attracting their attention. Students seemed to get fed up with lecturing all the time, they prefer to acquire knowledge by visual teaching material. Also, after screening a video clip, students had different thoughts and found it easer to get the point and discuss with a partner.

Fourthly, the teacher assigned a TV diary every two weeks and on line discussion on TV programmes. This made students pay more attention to TV programmes and they are able to make a contrast between TV programmes and learning in the class. The teacher took good examples from the students' TV diaries and discussed these in the class which helped other students to learn and how to make their dairies contain more critical thought.

Fifthly, teacher spent every 10-20 minutes at the beginning of every class discussing headline news or popular issues with the students who seemed to find it easy to talk about it and relate it to their world. It benefits students' life experience sharing and seeing each other's views.

Sixthly, the teacher assigned interesting homework such as interviewing people who portrayed distortion of the image in the world. It seemed to help change students thinking working by themselves. Also, such activities as drawing anti-cigarette and alcohol pictures with a partner and expressing images without talking were very interesting to students, and made the concepts the teacher tried to approach easier to understand. Also successful tasks brought a happy learning atmosphere.

Seventhly, students seemed to appreciate that the teacher knew the way to resist the media; most of them valued this knowledge a lot. It made them understand their civil rights and how to resist unfairness in the media. The knowledge seemed to be appreciated by students a lot.

Eighthly, the teacher used non-authority ways to teach. This built up a relaxed atmosphere in the class room. Also students felt close to the teacher and willing to share their experience more. This teaching style the teacher applied in the classroom was successful especially in creating good relationships but that there were some problems as will discussed in the next section.

The teaching pedagogy used in the classroom benefited the students by building up the concept of media literacy and developing critical views of TV.

10.5.2 Failures-teaching and learning

The teacher used non-authority teaching approaches, without proper methods for using this approach. Students seem to like the teacher and enjoyed the relaxed atmosphere but they became lazy about submitting their TV diary or getting on the website to express their views on watching TV. One reason may be because the teacher did not state certain principles at the beginning of the course, so students just delayed what they wanted to delay since students thought the teacher would not fail them.

Secondly, the teacher did not lead the discussion in a deep and flexible way; she just focused on the issues she prepared before class. When students tried to bring in another issue, sometime the teacher would give more time to discuss it but most of time she just followed the lesson plan and tried to bring the discussion back to the main issue. In some ways, this approach benefitted the learning outcome for the topic of the lesson but it had less value in developing students' critical thinking which needs more in-depth discussion.

Thirdly, the teacher seemed not to pose question to probe into students' thought properly since she used a direct approach. Most students need to be led step by step. The teacher seemed more focused on getting the job done effectively, not leading questions slowly step by step. The teacher seemed to forget that the aim of teaching is not to finish the entire set of questions she prepared before; the most important aspect is to pose questions to probe into students' views and to develop critical capacity.

Fourthly, students are often passive and reluctant to voice their views, especially in the culture of Chinese society. In traditional teaching, students just obey what teacher says. Most of the time, the teacher has to point out students to say something. Some students talked more, and some students talked less which is not balanced in the classroom. The teacher seems to always give students who were more talkative more opportunity, sometimes ignoring students who talked less. The reason is that some students in this class did not like talking. They always kept silent even when the teacher pointed them out to talk. The teacher did not find a way to make them talk more. She seemed to just let students who are talkative talk more. It seemed to be a problem in the classroom which is unfair to everyone.

Fifthly, the teacher seemed not able to avoid lecturing completely because she wanted to give students concepts in a direct way.

Sixthly, with regard to taking action, as previously mentioned, it did achieve consciousness but still students seemed to limit their actual action, as they thought they were small and insignificant.

Seventhly, although teacher got close to student by using a non-authority way of teaching, some students did not appreciate it. They did not submit TV diaries properly, and this made the teaching less effective. Using non-authority ways of teaching is beneficial in one way, but must be approached by following certain principles, so that students will be more serious submitting homework.

To conclude the failures on teaching and learning were partial failures; teaching pedagogy and students' attitude to learning were the main factors.

10.6 Relevance of the teacher's background to success and failure

The teacher's background was that she had taught TV production, news reporting and writing, the majority in communication for seven years. The teacher had abundant teaching experience in communication in practical courses. However, the teacher did not have any teaching experience on the principles of critical pedagogy.

Based on her experience, she was able to probe questions to interact with students easily. In fact, understanding how production works in the media is part of media literacy. So she could stand back and see the overall media problems, and give related concepts in media industry and technical skills in the media which was of benefit for the students. The teacher not only had a background in teaching a production course but also a major in mass communication which helped her to provide different views and knowledge to approach the concept of media literacy.

The limitation was that the teacher did not have any teaching experience of critical pedagogy, so when teaching by posing questions, this sometimes turned into lecturing easily because of students' lack of knowledge in the issue of discussion. To lead questions, and give more interaction rather than give lecturing, needed more skills on posing questions.

Also, the teacher's character found it easy to get along with students; students did not have any fear to talk about any issue in the classroom which is the most successful impact of teacher's character on using non-authority way of teaching.

To conclude teacher's background on teaching this course, was a beneficial impact on students rather than a limitation for the course.

10.7 Findings on relationships of Critical Pedagogy and effective teaching

This study shows the important contribution critical pedagogy can make in promoting media analysis skills of undergraduate students with significant data drawn from the teacher and students' journals, questionnaires, interviews, focus group discussion and class observation. The interventions in teaching methods and the changes in the teaching approach were supported by the theory of critical pedagogy. It encouraged students to progress from unawareness to awareness and from shallow thinking to critical thinking. The achievement was reflected in student's thinking, attitude and behaviour showing changes towards media as well as to the culture and the world they live in.

As I already mentioned in Chapter 4 of this thesis, 'banking education' resists 'problem-posing education' (Freire, 2000: 81-83). Based on Freire's philosophy of critical pedagogy, students' critical thinking can be more enhanced through problem-posing since students are already given questions from the start while further developing their critical attitude through interaction with other students and teachers. As evidenced, students confidently gain a critical perspective through a problem-posing process of critical pedagogy. The course was effective in developing teaching and learning in media literacy but less effective when applied to praxis or even in students' daily life. Most students are powerless and feel insignificant. The subjectivity in critical pedagogy seems to hinder students in Taiwan towards acting upon a situation. Thus, Taiwanese students opted to react only to those situation that they feel is of urgent need for a reaction. In praxis, critical pedagogy is essential to life applications. With this regard few students' behaviour to 'critically acting upon' was changed. Though the process will take long, there was evidence of change in students' thought behaviour and attitude which shows the effectiveness of teaching and learning in some way.

The findings showed that students enjoyed interactions more than lectures. Many students stated that once conversation started, different views varied critically and students had not thought that they could learn as much from each other. As Freire (2000) pointed out, students are not self-taught and teaching must be applied mutually from one to another it is the effect of teaching methodology followed by the posing-question education. In his previous work (1972), along with other educators such as Giroux (1997), McLaren and Silva (2000), he stated that dialogue is the road leading to real communication between students and the world; it is a process of constant

change—one that is never completely static—and one which requires adaptation in a never ending but highly-liberating struggle. This worldview, which I already mentioned in the previous chapter, supports the finding in the classroom when students are subjected to interaction; students learn things more from interaction and dialogue than lecture. It is indeed the case that 'true dialogue cannot exist unless the participants engage in critical thinking which discerns an indivisible solidarity between those who perceive and live reality as an active process without fear of the risks involved' (Freire, 2000:92). Kanpol sustained Freire's claim stating that dialogue will develop greater critical literacy abilities compared to an authority style teaching (1997; 2005). Based on this research, the difference is that students enjoy dialogue without paying much attention to acquiring knowledge from academic books or information in their daily life.

Many scholars argue that some degree of authority in the classroom is necessary for educative processes and freedom development. Specifically, Freire's concept of non-authoritarianism does not mean indulgence without limits and should be employed with some level of authority (2000). It seems to encourage teacher's practice of non-authority teaching in the classroom while it also affects students with indulgence easily. Students were always delaying to submit their TV diary and did not really care to study more since the teacher did not set up clear principles with them from the start since the degree of non-authority was considered and determined by the teacher. This finding proved that non-authority affects the result of teaching and learning. It gave students more confidence to share their experience, however, it also gave them the reason to pay less attention to submit their work and acquire knowledge autonomy. The challenge for the teachers is how to practise non-authority properly to empower

students based on the spirit of critical pedagogy in the classroom. Other factors to consider are the scenario where individual teachers apply non-authority in the classroom of students with different emotions and psychological abilities as well as the degree of authority or non-authority applied.

In connection, individuals lack emotional functions (Ellsworth, 1992) and that student empowerment through a teacher, who is in patriarchal society, seems to limit emotion as Gore stated (1992). It is difficult to deny that domination seems to exist in the classroom, whereby whatever the teacher says is perceived to be the proper way to instil the concept of what the teacher wants to persuade. The finding showed that many students were aware that teacher convinces them towards being critical; on the other hand, the students might question why there is a need to be critical and why the teacher's view with regards to persuasion of her concepts on what she wants to instil to the students. As Carmen Luke (1992) has argued, "the position of the critic here is based on essentially rationalistic assumptions" (as cited in Buckingham, 1996:630). Based on Luke's assumption, students argued why being critical are needed when it is already a rational assumption and is it possible to take an alternative view to look at the issue in a non-critical way. Indeed, as Ellsworth (1989) stated, 'relations of domination', the role of teacher and the approach applied has been questioned and critiqued in many ways. Thus, many factors affect the results of teaching and learning. In the process of teaching, the role of teacher is not simply just to fulfil the theory of critical pedagogy since many factors affect the process.

Based on the theory of critical pedagogy, its application to life experiences would be successful on experience-sharing between teachers and students since students are

experts at directing their peers; therefore, experience becomes the source of knowledge for conceptualizing curriculum in the classroom (Kanpol, 1997; 2005). On the link between life experiences and the theory of critical pedagogy, many scholars found that teachers use a lot of popular public discourse as topic of curriculum design while also students share a lot of experience to contrast discussion in the classroom. Applying their experiences for discussion is vital for the theory of critical pedagogy, but once it was linked and practiced to daily life, only a few students could influence and apply the concept. As discussed earlier, critical attitude could be acquired but individualism resists unfairness through action. Thus, students chose not to act on certain conditions though they know themselves that they possessed a critical mind.

Moreover, I already cited that critical ideology's consciousness manifests itself as not only striving to obtain knowledge, but must also combine praxis, action and reflection (Freire, 1970). Applying these three processes as well as explanation and change are crucial since the aim of critical thinking is not only to evoke consciousness, but most significantly, to take action in order to resist inequality, especially with groups. This finding seems to be more for critical attitude rather than action. Students, apart from a few, made changes on viewing television in a critical manner while positively influencing their family member or friends in reality. In fact, to take action with their critical thought means to move forward to overcome students' powerlessness and insignificance. So, action is less applied either individually or by groups. Students often think they are surviving for themselves, that is enough, without any big desire to change the world. In short, they agree on the importance of media literacy concept though it does not necessarily mean that they need to take any further action. Further, teachers use popular culture as a foundation of education praxis to help students

understand and change the current status of culture (Giroux, 1994). In fact, students do not resist nor condemn popular culture in practice. They just think that they are more than obliged to do what they want. In some way, it seems to win back their subjectivity but actually they are more dominated by unfairness but to no avail, students are not doing anything to change their situation. Coldness and carelessness are the students' common reaction on unfairness in their lives. Although they still take action less effectively, evidences that they acquire knowledge on critical attitude and knowing how to resist it once they think it is necessary to react are enough.

Applying the philosophy of critical pedagogy in the classroom and country is challenging and problematical in context. Authority teaching is generic among Taiwanese students. However, the concept of non-authority teaching seems to easily indulge students without paying too much attention to their study. Interaction and dialogue is effective when applied to students to gain critical attitude but 'stillness' often happens to few students who are acquiring and adopting the Chinese culture in general. Not all students are able to join interaction class teaching and learning. One student even said lecturing is far more enjoyable than talking in the class. Based on the above case, keeping quiet in the classroom reveals the low degree of critical thinking of the students, though there could be a bias on this finding. Critical thinking supposedly must be based on knowledge but students are not inclined towards reading or watching news, which matters when it comes to discuss issues in the classroom. In addition, lecturing on giving knowledge on what had happened this week consumes time and what happens on TV seems too much in the classroom. Thus, the challenge for the teachers, with respect to this process, is the application of the theory of critical pedagogy in classrooms through teaching methods which incorporate posing

questions to understand what has happened on television more clearly rather than lecturing.

As discussed before, the ever-changing education and classroom cultures, with relative dominion of politics and culture, is the goal of developed and applied critical pedagogy for education; but in praxis, theorists still need to focus on adjusting to different contexts in order to further determine its impact and affectivity in teaching and learning. On this note, I agree when Hunter (1994) said that "educational critics would be better advised to concentrate on the contingent realities and technologies of school rather that pursuing illusory theoretical principles" (as cited in Buckingham, 1996:631).

Chapter 11 Conclusion

11.1 Introduction

This study demonstrates the effects of teaching and learning on media literacy based on the concept of critical pedagogy for higher education. The aim of this chapter is to give an outline of this research, and draw major conclusions with respect to critical pedagogy and media literacy education. In addition, it aims to determine the extent to which the purpose of this research was achieved. Moreover, it draws out the implications of this research for Taiwanese culture and society, drawing on critical pedagogy. Finally, this chapter ends with suggestions for future research and comments on developing teaching and learning media literacy through critical pedagogy.

11.2 Summary of the study

As Baudrillard (1984) stated, we live in a world of images, which are only simulations, and in this information age, critical thinking is necessary in every aspect of our society, since postmodernism has brought pluralism, eclecticism and a heteroglossia. This is particularly important to Taiwan, as the penetration rate of the cable TV is increasing, and deemed to have the highest rate in the Asia-pacific region in past year. This leads to the position embraced in this thesis that a critical view of media is necessary as a means for educating people and as a crucial issue for the society. Reviewing the current inferior level of media literacy in Higher Education in Taiwan and the rest of the world motivated me as a university educator and a researcher to be

more concerned regarding the issue and to participate in developing more effective ways of teaching media literacy for higher education.

The reasons for undertaking this research were to outline the concerns, to evaluate the importance, and to investigate the effects of teaching television media literacy. The aim was to help students assess, evaluate, and interpret television outputs and acquire critical thinking habits that might have application in their daily-lives. It was thought that this approach might also lead students to take some action to resist unfairness in the society. To achieve the aim of the research, the approach was to develop a critical pedagogy, which would influence the practice of television viewing critically in the classroom for university students.

More than any educator of the 20th century, Paulo Freire left an indelible mark upon the lives of progressive educators from different ethnic locations, which openly commit their lives and work to changing the structures of social and economic injustice (Darder, 2002). Freire (1970) referred to his method of teaching adults as 'critical pedagogy, the main characteristics of which include 'posing a question', 'using interaction and dialogue in the classroom', 'applying individual life experiences', and 'praxis in life'. As Giroux (1988) stated, an instructor has an important role in transforming intellectuals under critical pedagogy. Thus, pedagogy requires instructors to engage in reflective thinking (Freire, 2000). This is the most effective way of teaching the concepts of critical pedagogy, and ultimately, for constructing a liberating classroom, and through action research, "a teacher who learns and a learner who teaches" (Frei1970), I was prompted to develop a curriculum which deals with the perspectives of media literacy and critical pedagogy.

My curriculum aimed at the following objectives: (a) influence university students to apply the usage of media literacy and critical pedagogy to their everyday life; (b) allow the students to reflect on how media literacy can change their attitudes and behaviours; (c) increase their knowledge through a wide variety of media modes, genres and forms; (d) deepen their understanding of the media's diversity in order to gain greater awareness of the potential misinterpretation and manipulation of commercials and public relation techniques (Silverbatt, 1997); (e) show how a student can gain advantage by being critical towards media; and (f) evaluate the effectiveness of teaching and learning through the application of critical pedagogy.

As Barnett (1997:131) points out, 'critical thought, the critical self and critical action need to come together, then we are in the presence of critical persons'. Critical thinking, understood as skills separated from values, is often used to rationalize prejudice and vested interest (Paul, 1993). Therefore, the term "critical thinking" can be used in either a weak or a strong sense, depending upon whether we think of critical thinking narrowly, as a list or collection of discrete intellectual skills, or, more broadly, as a mode of mental integration, and as a synthesized complex of dispositions, values and skills, which is necessary to become a fair-minded, rational student (Paul, 1993). Critical teaching of popular culture can help students acquire and develop the necessary literacies and teaching popular culture can help students deconstruct dominant narratives and contend with oppressive practices in hopes of achieving a more egalitarian and inclusive society (Morrell, 2002).

The finding of this study is that the students were successful in critically understanding most themes of the topic, but the course was not successful in changing the attitudes of most students in taking action on the unfairness of the society, since 'taking action' as a result of teaching and learning, is still some way far ahead . The course was successful in improving the students' understanding of media literacy concept, increasing their knowledge of TV, gaining practical and critical thinking skills, and improving their ability to define media, but was not successful in changing their behaviour on their previous-held value. This research reveals 1) students' understanding, critical thinking, and change of perception on media, 2) the evaluation on teaching and learning media literacy, and 3) the need for more relationship between critical pedagogy and effective teaching. To conclude, teaching pedagogy in the classroom will benefit students, as it provides new concepts. This is evidenced through building up their concept of media literacy and with critical views on TV. On the other hand, students' learning attitudes may be a factor that contributes to their failure with respect to 'taking action'.

11.3 Achieving the purpose of the research

Several purposes were achieved in this research. First effective media literacy was acquired by students through critical pedagogy. As Barnett (1997: 3) quoted, "critical thinking is to engage the students in a critique of the wider context of their education; and yet there is a critical thinking movement that declines that wider view". This quotation places emphasis on the importance of a wider context in educating the students to enhance their usage of critical thinking, which was achieved in this research. Although television and electronic media are the focus, the most compelling reason for promoting media literacy is the need for education in contemporary society.

This is because the principles and practices of media educations are applicable to all forms of media, either through TV, t-shirts, billboards or the internet (Thoman, 1995). Thus, this not only allows the students to gain knowledge from the use or functions of TV or media, but also allows them to develop a critical attitude and habit, which can be used and applied in their daily lives.

Another achievement is its contribution in developing media literacy education in Taiwan. Critical thinking and teaching help the educator to point out problems and to view the weaknesses of teaching methods before incorporating them in the curriculum. Pedagogy was historically developed as a banking concept of education (Freire, 1970), where it was viewed as an empty account to be filled by the teacher. This is the tradition of teaching and learning in Taiwan which my project has challenged with some degree of success as pointed out in the previous chapter even though some of the students' reactions were not positive and future approaches need to bear in mind the comments I made in Chapter 10.5.2 about setting ground rules and preparing students for the change in teaching style. Media literacy can be compared to a seed being planted in the soil, and as it grows, its roots will spread to further nourish the seed. In this sense, the instructor or the teacher serves to be gardener, who has the responsibility to help the seed grow. This research then gave a positive outlook on how to facilitate effective teaching through media literacy.

As Freire (1970) mentioned in his writings, critical pedagogy heavily endorses a student's ability to think critically about their education situation, allowing him or her to recognize the connections between his or her individual problems and experiences and the social context in which they are embedded. Realizing one's consciousness is a

needed first step of praxis, which is defined as the power and know-how to take action against oppression, while stressing the importance of a liberating education. Although this research reveals 'taking action' as a result far ahead from the present, developing a habit of critical thinking will serve as a good start towards that goal. Teachers and students are the core of education, thus, they need to work together in order to apply the concepts of pedagogy and praxis. In this research, its third achievement was providing an example to evoke teachers and students alike to think about their relationships with one another.

A fourth achievement is that this research sheds understanding on the importance of media literacy to those concerned. Enquiry of this kind can sometimes set the stage for various media advocacy efforts to challenge or address public policies or corporate practices (Thoman, 1995). This research was conducted only in the micro-level context, as it is only practised or applied in class. However, it also has a macro-level educational context, as the importance of media literacy does not only evolve within the context of students and teachers per se, but it also concerns the media, government and the entire society as well. Media literacy was originally established to protect the people from the ill effects of mass media. Social, political and economic analysis indicates how the mass media drives our global consumer economy. It is natural to assume that media literacy can contribute to media's way of manipulating the students' beliefs and ideals. However, if the goal of media literacy is correctly identified and understood, it will not be difficult for students to rely on media for a variety of purposes.

A fifth achievement was that this research focused on media literacy education at a higher level of education. Media education is not just made for the advancement of children or K-12 students. Taiwan has just been introduced to media literacy education lately, unlike other countries, such as USA, Australia and Canada, and the United Kingdom, where media education has been used for quite sometime. Due to this fact, Taiwan is currently following the trend in these countries, i.e. media education focuses mostly on children to aid them in the development their cognitive thinking. In Taiwan, media education must also cater to the needs of adults. It will be very helpful to assist them to keep-up with the changes in the society so that they in turn can benefit the education of children as parents or other adults. Moreover, it gives the educator the opportunity to stress the importance of media literacy for higher education not just in Taiwan but all over the world as well.

The contribution of this research can be summed up as follows: 1) improving the students' critical thinking; and understanding the relationship between media, society and themselves 2) providing educators with effective strategies in teaching media literacy; 3) establishing sound relationships between teacher and students; 4) giving a macro-perspective regarding media literacy; and 5) emphasizing the need for media literacy used in higher education.

11.4 Implication for practice

In the words of a Chinese philosopher, 'Silence is good; do not stand out and be modest and you will be safe'. Our own culture influences us to be cautious with our actions in order to avoid getting in trouble. It enables us not to take any action. We rather sit in the corner to avoid confrontations and possible humiliation than go in the

middle. This way of thinking is an obstacle for educators to develop a new means of teaching and in improving educational mediums that have existed. As another old Chinese saying goes, 'the more you speak, the more you'll be likely to create mistakes.' That's why some educators and students tend to hold-off their opinions and suggestions in order to stop themselves from generating any unseen mistakes. However, right though the sayings may seem, it is important to change the mindset of students regarding such sayings, as speaking may not ward-off any possible mistakes but would help the instructors identify their students' mistakes and correct them.

Because of this context and background, some students misunderstood the meaning of being critical. For them, being critical is synonymous with being judgmental in a negative way and being too complaining. Since many people misinterpret the meaning of 'being critical', they do not want to be stereotyped as 'being critical' due to the negative connotation associated with this phrase. It is important to understand that being a critic means a person is able to offer reasoned judgment or analysis and valued judgment, interpretation or observation (Merriam-Webster, 2007).

As a teacher and a researcher, my students usually ask me, why is there a need to be critical? When is it alright to be critical and when is it not? Being critical connotes a negative impression to them. To adopt critical pedagogy, is to adopt the Western way rather than develop our own system of pedagogy. Critical thinking suspends the general explanatory or value scheme, and the whole proves to be merely an evaluative judgment, which sees what is actually found in the experience of what is present before (Jenner, 1997). Being critical allows one to be judgmental in a democratic way, where one is open to accept other criticisms as well as being openly prepared to

defend his or her criticisms. One needs to combine deeper understanding and literacy as a foundation of critical pedagogy. Otherwise, it will only be viewed as mainly 'complaining' and not as a means of giving constructive judgment and analysis. If interpreted wrongly, it might cause a disadvantage in the area of communication. If critical thinking is properly introduced in Taiwan, it will enable students to be more critical, thus, helping them question and challenge dominating beliefs and practices.

Another implication is the establishment of culture in the classroom. A teacher and a student must uphold the same values in order to enable effective teaching and learning. Ellsworth (1992) argues that a teacher's impact must involve sufficient attention to individual psychology and emotion, and a teacher's character can influence students unconsciously, making changes in their lives, of which he or she is not aware. It is easy to see why teachers make an impact into the student's lives. This is because they are viewed as someone worthy of respect and status due to their intelligence and experiences. They are viewed as role models who have the capacity to change their students' way of life and to greatly influence their way of thinking. For this research, the teacher's value has been influenced by the society, which emphasizes the fact that teachers can prevent or motivate students to either fail or develop. The instructor's own philosophical beliefs of teaching are governed by the pupils' background knowledge and experiences, personal situations, environment, as well as learning goals set by the student and teacher (Freire, 1970). Giroux (1993) took the view that it is important to look into the cultural impact of the teacher and his/her teaching by considering and adjusting them, similar to how a child's behaviour reflects the way a parent disciplines his/her child. A student's behaviour and knowledge is the mirror of how one teaches. The ability of how a teacher educates his/her students reflects the

extent of the knowledge of his or her students in a certain field. Using critical pedagogy as an instructional tool would be helpful in assessing the capacity of a teacher in relation to the reflection of culture he or she holds.

Another issue is 'empowerment', as Gore (1992) stated. It seems to be difficult in transforming the patriarchal society of the Chinese, which was founded under the teachings of Confucius. If Taiwan adopted the methods of critical pedagogy, it would be necessary to make revisions and further adjustments that would cater to the more traditional culture of the Chinese. Copying is not bad, but modifying would be better. Being culturally aware is important in making a curriculum to make necessary changes that would be more suited for a certain type of culture. As mentioned earlier, not all educators and students are comfortable with 'being critical', as they assumed this phrase to be synonymous with 'being judgmental' and 'being too complaining'. They also have an understanding that the world would eventually change without being critical, but it is important to make them understand that being critical would provide them the flexibility to adapt to changes in this ever-changing society, as this would help establish an open and just society. To be critical, is not 'being judgmental' and 'being too complaining.' The way of 'being critical' must be to educate in literacy which is another issue to engage into.

Aside from considering cultural issues, the question of 'education leading the society' or 'the society leading education' (Barnett, 1997:169) must be considered. These two can be used interchangeably. Education influences the society to produce better members or citizens, to be more productive individuals, to participate in social and political issues, to openly express their angst and issues, and to be able to adapt or

cope-up with the changes in the society. In relation to the society leading the education, as stated earlier, the society dictates the status of a teacher, and it can be also said that the society shapes the foundation of education. After all, the society decides the main issues such as the economical, political, spiritual and many others, such as on how strong the society's economy could affect the value of education being offered in schools. Without politicians' contribution in improving education, education would remain under-developed.

This research then gives different perspective on how can critical pedagogy is applied not just in the lower level of education but those in the higher area as well. It emphasises the importance of interaction between the society and those in the higher level of education.

11.5 Further research

Based on the results gathered in this research, the following conclusions have been made. First, cultural consideration is a must before the application of critical pedagogy in teaching. Despite the fact that critical pedagogy has been adopted from the Western culture, it is important for us to make necessary adjustments and revisions more adept in our own culture. Second, taking action based on the idea of 'being critical' must be put as an emphasis. To be able to achieve something greater, it is important that educators motivate their students to take actions for their own development. How to 'be critical' and 'take action' as one suggests more education is necessary on proper critical literacy. To educate people with a proper concept of criticality is to enhance understanding of being critical and it could mean less conflict when critical thinking is applied.

Third, using critical pedagogy as an instructional tool may be helpful to assess the capacity of a teacher in order to reflect on the impact of his or her teaching strategies on the students. Thus, it is also important to take into consideration the students' way of life. An educator can keep a track regarding the changes that a student has undergone after applying critical pedagogy in the teaching system. Further research suggests a more thorough investigation about students' lives, although matters of privacy and ethics must be discussed.

Fourth, this research is recommended to be extended even outside the four walls of the classroom, for example, observing students' viewing habits and the way the media impacts on their lives or observing the impact of classroom teaching on their lives. This is because this can serve as a basis for the changes in cognitive thinking, attitude, and behaviour of students, based on the process. It will also highlight the society's impact on education and vice versa.

Fifth, this research extends the concern and importance of media literacy education to adult and higher education. It hopes to encourage more people to do further study regarding on how adult and higher education engage in media literacy education, and how they educate their age group. It will be of benefit to enhance the level of media literacy in the society and world.

Finally, this research highlights the combination of critical pedagogy and media literacy education, and the impact of media in the society, in the way of teaching, in the way of living, and the students' behaviour. Further discussion and research is

needed with regards to the cultural impact of critical pedagogy in the society and education, and 'empowerment' and 'individual impact', which are factors that affect effective teaching and learning.

Bibliography

Adams, D. M., & Hamm, M. E. (1989). *Media and Literacy: Learning in an Electronic Age: Issues, Ideas, and Teaching Strategies.* Springfield IL: Thomas.

Adams, D. M., & Hamm, M. E. (2001). *Literacy in a Multimedia Age.* Norwood. MA: Christopher-Gordon. p.33.

Adorno, T. & Horkheimer, M. (1944). *Dialectics of the Enlightenment.* Continuum International Publishing Group.

Allen, R. C. (1992). *Channels of Discourse, Reassembled: Television and Contemporary Criticism.* (2nd Ed) The University of North California Press

Althusser, L. (1971). *''Ideology and Ideological State Apparatuses''.* In Althusser, L. (Ed.) Lenin and Philosophy, and Other Essays, (Trans. Ben Brewster). pp. 56-73. New York: Monthly Review Press.

Anderson, G. L., Herr, K., & Nihlen, A. S. (1994). *Studying Your Own School: An Educator's Guide to Qualitative Practitioner Research.* Thousand Oaks. CA: Corwin.

Arnove, R. & Torres, C. (2003). *Comparative Education*, The Dialectic of the Global and the Local, Rowman & Littlefiel Publishers, Inc.

Ashley, D. (1990). *Habermas and the Project of Modernity. In Theories of Modernity and Postmodernity.* Bryan Turner (Ed). London: SAGE.

Aufderheide, P. (1997). Media literacy: from a Report of the National Leadership Conference on Media Literacy. In R. Kubey (Ed.), *Media literacy in the Information Age* (pp.79-86). New Brunswick, NJ: Transaction.

Bailin, S., Case, R., Coombs, J. & Daniels, L., (1999). Conceptualizing Critical Thinking. *Journal of Curriculum Studies*, vol. 31, pp. 285-302.

Barnett, R. (1997). *Higher Education: A Critical business*, Published by SRHE and Open University Press. Printed in Great Britain by St Edmundsbury Press Ltd.Bury St Edmunds Suffolk

Barker, M. & Peteley, J. (Eds) (1997). *Ill Effects: The Media/Violence Debate.* London: Routledge.

Barthes, R. (1975). *S/Z.* London: Jonathan Cape.

Baudrillard, J. (1984b). "On Nihilism". *On the Beach 6* (Spring), pp.38-39.

Bazalgette, C. (1997) An Agenda for the Second Phase of Media Literacy Development. In Kubey, R. (Ed.). *Media Literacy in the Information Age.* New Brunswick. NJ: Transaction.

Berkowitz, L., & Geen, R.G. (1966). Film Violence and The Cue Properties of Available Targets. *Journal of Personality and Social Psychology*, 3, pp.525-530.

Berkowitz, L., & Geen, R.G. (1967). Stimulus Qualities of the Target of Aggression: A Further Study. *Journal of Personality and Social Psychology*, 5, pp.364-368.

Boggs, C. (1976). *Gramsci's Marxism.* London: Pluto Press.

Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative Research for Education: An introduction to theory and methods.* Boston: Allyn and Bacon Inc.

Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods* (2nd Ed). Nee-dham Heights. MA: Allyn and Bacon.

Bourdieu, P. (1977). *Outline of a theory of practice*, Cambridge: Cambridge University Press.

Bowles, S., & Gintis, H. (1988). Schooling in Capitalist America: Reply to Our Critics. In M. Cole (Ed.), *Bowles and Gintis Revisted: Correspondence and Contradiction in Educational Theory* (1st Ed.). Philadelphia: The Falmer Press.

Boyatzis, R. E. (1998/2005). *Transforming Qualitative Information: Thematic analysis and Code Development.* Thousand Oaks, CA: Sage.

Bower, C. A. (1987). *Elements of Post-liberal Theory of Education.* New York: Teachers College Press.

Brereton, P. (2001). *Media Education.* TJ International Ltd, Padstow. Cornwall.

Brown, J. A. (1991). *Television "Critical Viewing Skills" Education: Major Media Literacy Projects in the United States and Selected Countries.* Hillsdale, NJ: Lawrence Erlbaum.

Brown, J. A. (1998). Media Literacy Perspectives. *Journal of Communication*, 48 (1), pp.44-57.

Bryant, J., Carveth, R. A., & Brown, D. (1981). "Television Viewing and Anxiety: An Experimental Investigation" *Journal of Communication.* 31 (Winter). pp.106-119.

Buckingham, D. (1990). *Watching Media Learning: Making Sense of Media Education.* London: The Flamer Press.

Buckingham, D. (1993b). *Children Talking Television: The Making of Television Literacy.* Washington, DC: Falmer Press.

Buckingham, D. (1996). Critical Pedagogy and Media Education: A Theory in Search of a Practice. *Journal of Curriculum Studies*, vol. 28, pp.627-650.

Buckingham, D. (2003). *Media Education-Literacy, Learning and Contemporary Culture.* Polity Press in Association with Blackwell Publishing Ltd.

Buckingham, D. (1998a). Media Education in the UK: Moving Beyond Protectionism. *Journal of Communication*, 48(1), pp.33-43.

Buckingham, D. (Ed.). (1998b). *Teaching Popular Culture: Beyond Radical Pedagogy.* London: University College London Press.

Buckingham, D. & Sefton-Green, J. (1997). Multimedia Education: Media Literacy in the Age of Digital Culture. Julkaisussa Kubey, R. (Ed.) *Media Literacy in the Information Age. Current Perspectives.* Information and Behaviour. vol. VI. pp.285-305. New Brunswick, NJ: Transaction Publishers.

Burns, A. (2000). 'Action Research', in Byram, M. (Ed.). Routledge.

Campbell, D. & Fiske, D. (1959). Convergent and Discriminant validation by the Multi-trait Multi-method Matrix. *Psychological Bulletin*, 56, pp.81-105.

Cantor, J. (2002). Fright Reactions to Mass Media. In J. Bryant and D. Zillmann (Eds). *Media Effects: Advances in Theory and Research*, (2nd Ed). pp.287-306. Mahwah, NJ: Lawrence Erlbaum Associates.

Carlson, D., & Apple, M. W. (1998). 'Introduction: Critical Educational Theory in Unsetting Times.' In Dennis Carlson and Michael W. Apple (Eds), Power/Knowledge/Pedagogy; *The Meaning of Democratic Education in Unsettling Times* (pp.1-38). Boulder, Co: Westview.

Carr, W. & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge and Action Research.* Lewes. Sussex: Falmer Press.

Cheng, J. C. (2002). *The Subjectives of Liberation: The Critique Pedagogy Discusses the Viewpoint,* The Critique Educational Sociology Research. pp.41-56. Xue Fu publishing House. Taipei. Taiwan

Cheng, Y. K. & Guo, R. K. (2005). Just Named for Critical Pedagogy: The Discussion about Translation of Politic. Conference Proceddings Social Science and Culture Studies Department of Chino Tung University. Taiwan.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education* (5th Eds) London: Routledge Falmer.

Considine, D. M., & Haley, G.E. (1999). *Visual Messages: Integrating Imagery into Instruction.* Englewood, CO: Teacher Ideas Press.

Considine, D. M. (2003). Weapons of Mass Destruction? Media Literacy, Social Studies & Citizenship. In B. Duncan & K. Tyner (Eds.), *Visions/Revisions: Moving Forward with Media Education* (pp. 1-16). Madison, WI: National Telemedia Council.

Craggs, C.E. (1992). *Media Education in the Primary School.* London: Routledge.

Culler, J. (1981). The Pursuit of Sings: Semiotics, Literature, and Deconstruction. Routledge, London & New York, NY.

Darder, A. (2002). *Reinventing Paulo Freira: A Pedagogy of Love.* Boulder. CO. West View Press.

Dewey, J. (1947). *Experience and Education.* Macmillan. New York. (Originally Published in 1938).

Denzin, N. (1970). *The Research Act in Sociology.* London: Butterworths.

Dines, G., & Humez, J. (1995), (Eds). *Gender, Race, and Class in Media.* Thousand Oaks, Ca. and London: Sage.

Duncan, B. (Ed.). (1989). *Media Literacy Resource Guide. Toronto: Ministry of Education of Ontario*, Publications Branch, the Queen's Printer, 232 p.

Ebbutt, D. (1983). Educational Action Research: Some General Concerns and Specific Quibbles, *Mimeo Cambridge Institute of Education.*

Egger, G., Donovan, R., & Spark, R. (1993). *Health and the Media.* Sydney: McGRAW-Hill Book Company.

Elliot, J. (1978a). What is Action Research in Schools? *Journal of Curriculum Studies* 10, (4):pp.355-357.

Elliot, J. (1997). Developing Hypotheses about Classrooms from Teachers' Practical Constructs: an Account of the Ford Teaching Project. *Interchange,* 7, (2): pp.2-20.

Elliot, J. (1981). Action Research: Framework for Self Evaluation in Schools, TIQL Working Paper No.1, *Mimeo Cambridge Institute of Education.*

Elliot, J. (1991*). Action Research for Educationl Change.* Buckingham: Open University Press.

Elliot, J. (1992). *Action Research for Educational Change.* Milton Keynes: Open University Press.

Ellsworth, E. (1989). Why doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy. *Havard Educational Review*, 59, pp.297-324

Ellsworth, E. (1992). *Why doesn't This Feel Empowering? Working Throght the Repressive Myths of Critical Pedagogy.* In Carmon Luke and Jennifer Gore (Eds.), Feminisms and Critical Pedagogy. (pp.90-119). New York: Routledge.

Ennis, R. (1989). 'Critical thinking and subject-specificity: clarification and needed research', *Educational Researcher.* 18, pp.4-10.

Ennis, R. H. (1996). *Critical Thinking.* Upper Saddle River. N.J.: Prentice Hall

Finch, J. (1986). *Research and Policy: The Use of Qualitative Methods in Social and Educational Research.* Lewes: Falmer Press.

Fiske, J., & Hartley, D. (1978). *Reading Television.* London: Methuen.
Foucault, Michel (1970). The Order of Things: An Archaeology of the Human Sciences. New York: Pantheon.

Frechette, J. D. (2002). *Developing Media Literacy in Cyberspace: Pedagogy and Critical Learning for the Twenty-first- Century Classroom.* Westport, Conn. Greenwood Publishing Group.

Freire, P. (1970). Pedagogy of the Oppressed. London : Penguin..

Freire, P. (1972). *Pedagogy of the Oppressed.* Harmondsworthe: Penguin.

Freire, P. (1989). *Pedagogy of the Oppressed.* New York: Continuum Press.

Freire, P. (1998). *Pedagogy of the Heart.* Continuum International Publishing Group; New Ed edition.

Freire, P. (2000). *Pedagogy of the Oppressed.* New York: Continuum.

Freire, P. (2003). *Pedagogy of the Oppressed.* New York: Continuum, Complex Chinese Language Copyright, Chu Liu Book Company.

Fullan, M. & Hargreaves, A. (1996). *What's Worth Fighting for in Your School?* (2nd Ed.). Buhigham: Open University Press.

Gadottic M. (1996). *'Pedagogy of Praxis-a Dialectical Philosophy of Education'*, (4th Ed). Albany: State University of New York Press.

Geertz, C. (1973). *The Interpretation of Cultures.* New York: Basic Books.

Gerbner, G.; Gross, L.; Signorielli, N.; Morgan, M. (1980). Aging with Television: Images on Television Drams and Conceptions of Social Reality. *Journal of Communication*, 30(1), pp.37-47.

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1994). Growing up with Television: The Cultivation Perspective. In J. Bryant & D. Zillman (Eds.). *Media Effects: Advances in Theory and Research* (pp. 17-41). Hillsdale, NJ: Erlbaum.

GIO (Government Information Office) (2007a). 'Taiwan's Media in the Democratic-Addressing Problem Areas', Retrieved 8 Oct, 2007 from http://www.gio.gov.tw/info/ipi/addressing.htm

GIO (Government Information Office) (2007b). 'Taiwan's media in the Democratic Era-Milestones in Television Broadcasting', Retrieved 8 Oct, 2007 from http://www.gio.gov.tw/info/ipi/milestones.htm

GIO (Government Information Office) (2007c). 'Taiwan's media in the Democratic Era-Historical perspective', Retrieved 8 Oct, 2007 from http://www.gio.gov.tw/info/ipi/historical.htm

Giroux, H. A (1981). *Ideology, Culture and the Process of Schooling.* Philadelphia: Temple University Press.

Giroux, H. A. (1983). *Theory and Resistance in Education: A Pedagogy for the Opposition.* South Hadley. MA: Bergin & Garvey.

Giroux, H. A. (1994). *Disturbing Pleasures.* New York: Routledge.

Giroux, H. A. (1988). *Teachers as Intellectuals: Toward a Critical Pedagogy of Learning,* Bergin & Garvey.

Giroux, H. A. (1997). *Pedagogy and the Politics of Hope: Theory, Culture, and Schooling.* Ox: West view Press.

Giroux, H., A., & McLaren, P. (1995). Radical Pedagogy as Cultural Politics: Beyond the Discourse of Critique and Anti-utopianism. In P. McLaren (Ed.), *Pedagogy, Culture and the Body.* London: Routledge.

Giroux, H. A., & Simon, R. I. (1989). *Popular Culture, Schooling, and Everyday Life.* New York: Bergin & Garvey.

Gitlin, T. (1979). Prime time ideology: The Hegemonic Process in Television Entertainment. *Social Problems*, 26(3): pp.251-266.

Gitlin, T. (1980). *The Whole World Is Watching: Mass Media in the Making and Unmaking of the New Left.* Berkeley: University of California Press.

Gitlin, T. (1983). Inside Prime Time. New York: Pantheon.Goldberg, M. R., & Gorn, G. J. (1987). Happy and Sad TV Programes: How They Affect Reaction to Commercials. *Journal of Consumer Research*, 14(3), pp.387-403.

Glesne, C. (1992). *Becoming Qualitative Researchers: An Introduction.* White Plains, New York: Longman.

GVM (Global View Monthly in Taiwan) (2007). No. 254 (August)

Glover, D. (1984). *The Sociology of the Mass Media: Themes and Perspectives in Sociology.* Ormskirk, Lancashire: Causeway Books. p.10

Gore, J. (1992). 'What We Can Do for You! What can "We do for You?": Struggling over Empowerment in Critical and Femisnist Pedgagogy'. In C. Luke & J. Gore (Eds.), *Feminism and Critical Pedagogy* (pp. 54-73). New York: Routledge.

Gramsci, A. (1971). *Selections from the Prison Notebooks.* London: Lawrence and Wishart.

Graviz, A. (1996). Införande av Mediekunskap I Skolan: ett pedagogiskt problem? En

fallstudie I Uruguay. Stockholm Universitetet. Pedagogiska Institutet. Doctoral Dissertation.

Greene, M. (1978). *Landscapes of Learning.* New York: Teachers College Press.

Gronlund, N. E. (1985). *Stating Objectives for Classroom Instruction* (3th Ed). New York: Macmillan.

Grossberg, L. (1992). *We Gotta Get Out of This Place: Popular Conservatism and Postmodern Culture.* NY & London: Routledge.

Guba, E. G. (1981). Criteria for Assessing the Trustworthiness of Naturalistic Inquiries. *Educational Communication and Technology*, 29(2,) pp.75-91.

Gunter B. (1987). Young People's Political Knowledge. *Educational Studies*, 13, pp.91–104. Furth, H.G.

Hammersley, M. (1990). *Reading Ethnographic Research: A Critical Guide.* London: Longman.

Hammersley, M. (1992). Some Reflections on Ethnography and Validity. *Qualitative Studies in Education*, 5(3), pp.195-204.

Hall, S. (1980). *Encoding/Decoding,* In S. Hall et al. (Eds.) Culture, Media, Language. London: Hutchinson.

Hall, S. et al. (1981). "The Social Production of News: Mugging in the Media". In Cohen, S. and Young, J. (Eds.) The Manufacturing of News-social Problems, Deviance and the Mass media. Beverly Hills, CA: Sage.

Hall, S. (1982). The Rediscovery of 'Ideology': Return of the Repressed in Media Studies. In M. Gurecitch et al. (Eds.), *Culture, Society and the Media* (pp. 56-90). London: Methuen.

Harris, R. J., Hoekstra, S. J., Scott, C. L., Sanborn, F. W., Karafa, J. A., & Brandenburg, J.D. (2000). Young Men's and Women's Different Autobiographical Memories of the Experience of Seeing Frightening Movies on a Date. *Media Psychology*, 2, pp.245-268.

Hawkins, R. P., & Pingree, S. (1990). *Divergent Psychological Processes in Constructing Social Reality from Mass Media Content.* In N. Signorielli & M. Morgan (Eds.), Cultivation Analysis (pp. 35 -50). Newbury Park, CA: Sage.

Habermas, J. (1989). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society.* Cambridge: MIT Press.

Hilton, M. (1996). *Potent fictions: Children's literacy and the challenge of popular culture.* New York: Routledge.

Hobbs, R. (1996). Expanding the Concept of Literacy. In R. Kubey (Ed.), *Media Literacy in the Information Age.* New York: Transaction.

Hobbs, R. (1997b). Literacy for the Information Age. In J. Flood, S. B. Heath, &Lapp, D. (Eds.), Hand book of Research on Teaching Literacy through the Communicative and Visual Arts (pp. 7-14). New York: Macmillan.

Hobbs, R. (2005). The State of Media literacy Education, *Journal of communication*, vol. 55, No. 4, pp. 865-871. International Communication Association.

Hobbs, R. (2005). "What's News?" Students' Attraction to News and Entertainment Media can Fuel Comprehension and Critical Thinking, Educational Leadership, Association for Supervision& Curriculum Development, Retrieved 10 Nov, 2007 fromhttp://mediaeducationlab.com/pdf/hobbs_Whats_News__Education_Leadership.pdf

Hoekstra, S. J., Harris, R.J., & Helmick, A.L. (1999). Autobiographical Memories about the Experience of Seeing Frightening Movies in Childhood. *Media Psychology*, 1, pp.117-140.

Hofstetter, C., & Schultze, W.A., & Mulvihill, M. M. (1992). Communications Media, Public Health, and Public Affairs: Exposure in a Multimedia Community. *Health Communication*, 4, pp.259-271.

Hopkins, D. (1993). *A Teacher's Guide to Classroom Research*, Open University Press.

Howe, K. R., & Eisenhart, M. (1990). Standards for Qualitative (and Quantitative). Reserach: A Prolegomenon. *Educational Researcher*, 19(4). pp.2-9.

Huston, A.C., Wartella, E., & Donnerstein, E. (1998). *Measuring the Effects of Sexual Content in the Media: A Report to the Kaiser Family Foundation.* The Henry J. Kaiser Family Foundation. Retrieve 12 Dec, 2006 from http://www.kff.org.

Hunter, I. (1994). *Rethinking the School* (Sydney: Allen & Unwin).

Hwang, K. K. (2004). Critics Resistance of Ideology, *Application of Psychological Study,* (22), (Jan 2006). pp. 5-12.

Jackson, P. W., Boostrom, R. E., & Hansen, D. T. (1993). *The Moral Life of Schools. San Francisco.* CA: Jossey-Bass.

Jasso, A., & Jasso, R. (1995). Critical Pedagogy: Not a Method, but a Way of Life. In J. Frederickson (Ed.). Reclaiming Our Voices: Bilingual Education, Critical Pedagogy and Praxis (pp.253-259). Ontario, *CA: California Association for Bilingual Education.*

Jenner, D. (1997). *What Critical Means in Critical Thinking.* New York, NY. The City University of New York: p.1.

Jick, T. D. (1979). Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24, pp. 602-611.

Jonhston, B., Juhasz, A., Marken, J., & Ruiz, B. R. (1998). The ESL Teacher a Moral Agent. *Research in the Teaching of English*, 32, pp.161-181.

Johnston, B. (1999). Putting Critical Pedagogy in Its Place: A Personal Account. *TESOL Quarterly*, vol. 33, No. 3, Critical Approaches to TESOL. (Autumm,1999), pp.557-565.

Johnston, B., Mitchell, R., Ford, P. & Myles, F. (2003). "Critical Thinking, Undergraduates and Intellectual Resources", University of Southampton, Retrieved 2 April, 2005 from http://www.critical.soton.ac.uk/BERA%20Abstract-1.htm

Johnson, A. P. (2002/2005). *A Short Guide to Action Research.* Boston: Pearson Education.

Johnson, B. (2006). "Britain Turns off-and Log on-More time is now spent on the internet than on watching TV, according to Google Survey". The Guardian, 8 March, 2006.

Kanpol, B. (1997). *Issues and Trends in Critical Pedagogy*, Hampton Press.

Kanpol, B. (2005). *Issues and Trends in Critical Pedagogy*, Complex Chinese Language. Li Wen Publishers Company Ltd.

Keesing-Styles L. (2003). Radical Pedagogy: The Relationship between Critical Pedagogy and Assessment in Teacher Education, Retrieved 11 Nov, 2007 from http://radicalpedagogy.icaap.org/content/issue5_1/03_keesing-styles.html

Kellner, D. (1995). *Media Culture: Cultural Studies, Identity, and Politics Between the Modern and the Postmodern.* New York: Routledge.

Kemmis, S. & McTaggart, R. (Eds.) (1988). *The Action Research Planner* (3th Ed). Victoria, Australia: Deakin University Press.

Kemmis, S. & McTaggart, R. (1992). *The Action Research Planner* (3th Ed).Geelong, Victoria, Australia: Deakin University Press.

King, P. M., Kitchener, K. S. & Wood, P. K. (1985). The Development of Intellect and Character: A Longitudinal-sequential Study of Intellectual and Moral Development in Young Adults. *Moral Education Forum*, 10, pp.1-13

Kitchener, R. F. (1986). *Piaget's Theory of Knowledge.* New Haven: Yale University Press.

Klapper, J. (1960). *The Effects of Mass Communication.* New York: Free Press.

Kuhn, A. (1982). *Women's Picture.* London: Routledge & Kegan Paul.

Kvale, S. (1989b). To Validate is to Question. In S. Kvale (Ed.), *Issues of validity in qualitative research* (pp.73-92). Lund, Sweden: Student litteratur.

Kubey, R. (1998). Obstacles to the Development of Media Education in the U.S. *Journal of Communication*, 48(1). pp.58-69, March 1998

Kuhlthau, C. C. (1997). Literacy in the Information Age School: Skills for Lifelong Learning. In R. Kubey (Ed.), *Media Literacy in the Information Age* (pp441-448). New Brunswick, NJ: Transaction.

Lewis, J., & Jhally, S. (1998). The Struggle over Media Literacy. *Journal of Communication*, 48 (1), pp.109-120.

Li, F. R. (2003a). The Evoke of P. Freire's Critical Pedagogy Critique to Teaches on Praxis for Education Revelouation, *Education Research Journal,* vol. 49 (3), pp.1-30. Taiwan

Li, F. R. (2003b). The Evoke of P. Freire's Critical Pedagogy Critique to Teaches on Praxis for Education Revaluation, *Education Research Journal, vol.* 3 (2), pp. 115-150. Taiwan

Lin, L. Z. (2002). Critical Pedagogy in Taiwan: The Develop and Difficulties, *Education Research journal,* 48 (4), pp. 1-25. Taiwan

Liebert, R.M., & Baron, R.A. (1971). Short-term Effects of Televised Aggression on Children's Aggressive Behaviour. In J.P. Murray, E.A. Rubinstein, & G.A. Comstock (Eds.), *Television and Social Behaviour*: vol. II. *Television and Social Learning* (pp. 181-201). Washington, DC: U.S. Government Printing Office.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquirí.* Beverly Hills, CA: Sage.

Lincoln, Y. S. (1990). *The Making of a Constructivist.* In E. G. Guba (Ed.), The Paradigm Dialog. (pp.67-87). Newbury Park, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (1994). *Competing Paradigms in Qualitative Research.* In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of Qualitative Research. Thousand Oaks, CA: Sage.

Livingstone, S. (2002). *Young People and New Media.* London: SAGE

Lomax, P. (Ed.). (1991). Managing Better Schools and Colleges: *An Action Research Way,* Clevedon: Multi-Lingual Matters.

Lull, J. (2000*). Media, Communication, Culture: A Global Approach.* Polity Press.

Luke, C. (1992). Feminist Politics in Radical Pedagogy. In C. Luke & J. Gore (Eds.), *Feminisms and Critical Pedagogy* (New York: Routledge), pp. 25-53.

Luke, C. (1998). Pedagogy and Authority: Lessons from Feminist and Cultural Studies, Postmodernism and Feminist Pedagogy. In D. Buckingham (Ed.), *Teaching*

Popular Culture: Beyond Radical Pedagogy (pp.18-41). London: University College London Press.

Marc, D. (1989). Comic Visions: *Television Comedy and American Culture.* Winchester, MA: Unwin-Hyman.

Mark, M. M.,& Shotland, R. L. (Eds.). (1987). Multiple Methods in Program Evaluation. *New Directions for Program Evaluation, No.35.* San Francisco: Jossey-Bass.

Markee N. P. P. (1997). Invited Talk, "Teachers' Answers to Students' Questions: Problematizing the Issue of Making Meaning." Department of Applied Linguistics, Universidad Complutense, Madrid, Spain.

Marx, K. (1977) Karl Marx: Selected Writings (Ed by David McLellan), Oxford, Oxford University Press, pp. 176,389.

Masterman, L. (1980). *Teaching about Television.* London: Macmillan.

Masterman, L. (1985). *Teaching the Media.* London: Routledge.

Masterman, L. & Mariet, F. (1994). *Media Education in 1990s Europe. A Teacher's Guide.* Council of Europe Press.

Masterman, L. (1997).A Rationale for Media Education. In Kubey, R. (Ed.).*Media Literacy in the Information Age.* New Brunswick, NJ: Transaction.

Mattehew R. Sanders, Danielle T. Montgomery & Margaret L. Brechman-Toussaint (2000). J. Child Psychol. Psychiat. vol. 41, No. 7, pp. 939-948, *Cambridge University Press, Association for Child Psychology and Psychiatry*, Printed in Great Britain.

Maxwell, J. (1992). "Understanding and Validity in Qualitative Research". *Harvard Educational Review,* 62(3), pp. 279-300.

McLaren, P., & Silva, T. T. (2000). Decentering Pedagogy-Critical Literacy, Resistance and the Politics of Memory. In McLaren, Leonard, ibid.

McLaren, P. (2000). Che Guevara, Paulo Freire, and the Pedagogy of Revolution. Lanham, Maryland: Rowman and Littlefield Publishers.

McKernan, J. (1991). Action Inquiry: Plammed enactment. In Short, Edmud (Ed.) Forms of Curriculum Inquiry. Albany, New York: State University of New York Press (in Press).

McKernan, J. (1996). *Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner* (2nd Ed.). London: Kogan Page.

McNiff, J. (1988). *Action Research: Principles and Practice.* Basingtoke: Gill and Macmillan.

McNiff, J. (1998). *Action Research: Principles and Practice.* London: Macmillan Education.

McNiff, J., Lomax, P., Whitehead J. (1996). *'You and Your Action Research Project'.* New York: Routledge.

McNiff, J. & Lomax, P. & Whitehead, J. (2003). *You and Your Action Research Project.* London, Routledge Falmer.

Media Awareness Network (2008). The Media Awareness Network-Overview, Retrieved 29 Jan, 2008 from http://www.media-awareness.ca/english/corporate/about_us/index.cfm

Mediawatch-UK (2008). Welcome to the Media watch-UK Home page- Campaigning for Decency and Accountability in the Media, Retrieved 29 Jan, 2008 from http://mediawatchuk.org.uk/index.php?option=com_frontpage&Itemid=1

MEF (The Media Education Foundation Presents). (2003a). 'Deadly Persuasion-The Advertising of Alcohol & Tobacco. Featuring: Jean Kilbourne. Media Education Foundation Presents. DVD.

MEF (The Media Education Foundation Presents). (2003b) 'Mickey mouse monopoly-Disney, childhood &corporate power'. Media Education Foundation Presents. DVD.

MEF (The Media Education Foundation Presents). (2003c) 'Killing us softly-advertising's image of women'. Featuring : Jean kilbourne. Media Education Foundation Presents. DVD.

Merriam-Webster Dictionary. (2007). Turtleback Books.

Merrill, J. (1974). *The Imperative of Freedom.* New York: Hastings House.

Meyers, C. (1986). *Teaching Students to Think Critically: A Guide for Faculty in all Disciplines.* San Francisco: Jossey-Bass.

Meyrowitz, J. (1998). Multiple Media Literacies. *Journal of Communication*, 48 (1), pp.96-108.

Miles, M. B.,& Huberman A. M.(1984). *Qualitiative Data Analysis: A Sourcebook of New Methods.* Beverly Hill, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* (2nd Ed.). Thousand Oak, CA: Sage.

Mills, G. E., (2003). *Action Research: A Guide for the Teacher Researcher.* Upper Saddle River, N.J.: Merrill .Prentice Hall.

MOE (Ministry of Education in Taiwan) (2008). (n.d.) Retrived 1 Jan, 2008 from http://www.edu.tw/EDU_WEB/EDU_MGT/SOCIETY/EDU8465001/old/report/index1.htm

Morgan, M. & Shanahan, J. (1996). "Two Decades of Cultivation Research: An Appraisal and Meta-Analysis" in *Communication Yearbook 20*, Ed. Brunt R. Burleson, Newbury Park, CA: Sage, pp. 1-45.

Morrell, E. (2002). Toward a Critical Pedagogy of Popular Culture: Literacy Development among Urban Youth. *Journal of Adolescent and Adult Literacy*, vol. 46, 1, pp.72-77

Murray, J. & Kippax, S. (1979). "From the Early Window to the Late Night Show: International Trends in the Study of Television's Impact on Children and Adults". *Advances in Experimental Social Psychology* 12:pp. 253-320.

National Institutes of Mental Health, (1982). Television and Behaviour: Ten Years of Scientific Progress and Implications for the Eighties. vol. 1: Summary Report. Washington, D. C.: U. S. Government Printing Office

Nava, M. with O. Nava (1992). *"Discriminating or Duped? Young People as Consumers of Advertising/Art'*, in M. Nava,(1990). Changing Cultures: Feminism, Youth and Consumerism. London: Sage.

Nereu F. Kock Jr. , Robert J. McQueen, John L. Scott (n.d) ''Can Action Research be Made more Rigorous in a Positivist Sense?'' The Contribution of an Iterative Approach, Retrieved 25 Oct, 2007 from http://www.scu.edu.au/schools/gcm/ar/arr/arow/kms.html

Newman, J. H. (1996). *The Idea of a University:* Yale University Press.

Noblit, G. W., & Dempsey, W. O. (1993). *The Social Construction of Virture: The Moral Life of Schools. Albany*, New York: SUNY Press

Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education.* Berkeley: University of California Press.

Nielsen, A. C. (1995). *Nielsen Report on Television,* North-brook, IL: A. C. Nielsen.

Nielsen, A. C. (2000). Television Bureau of Advertising. Trends in Television: Television Households. Retrieved 24 Dec, 2006 from Emory H. Woodard, with Gridina, N. Media in the Home 2000. The 5th Annual Survey of Parents and Children. http://www.tvb.org/tvfacts/trends/tv/tvhouseholds.html

Niemi, H. (1999a). Recreating Values. In Niemi, H. (Ed.) Moving Horizons in Education: International Transformations and Challenges of Democracy. The University of Helsinki, The Department of Teacher Education.

Nunan, D. (1992). *Collaborative Language Learning and Teaching*. Cambridge: CUP.

Oakeshott, G. B., (1950), Geology of the Placerita Oil Field, Los Angeles County, California: California. *Journal of Mines and Geology,* vol. 46.

O'Guinn, Thomas, C. & Shrum, L. J. (1997). The Role of Television in the Construction of Consumer Reality. *Journal of Consumer Research,* 23 (Mar), pp. 278-294.

Ou, Y. S. (1999). Action Research and School Edition Innovation. The Ministry of Education Instructs. Actions Research International Academic Seminar Subject Collection (pp.1~16). The State-holded by Tai Tung National University Sponsors. From May 19 rd to 23rd, 1999. Taiwan

Parker, S. (1997). *Reflective Teaching in the Postmodern World: A Manifesto for Education in Postmodernity.* Buckingham: Open University Press.

Paul, R. W. (1990). *Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World.* (Rohnert Park, CA: Center for Critical Thinking and Moral Critique).

Paul, R. (1993). *Critical Thinking: What Every Student Needs to Survive in a Rapidly Changing World.* Dillon Beach, CA. Foundation for Critical Thinking.

Perry, W. G. (1970). *Forms of Intellectual and Ethical Development in the college Years: A Scheme.* New York: Holt, Rinehart.

Perry, W. G. (1981). "Cognitive and Ethical Growth: The Making of Meaning." In A. W. Chickering (Ed.), *The Modern American College: Responding to the New Realities of Diverse Students and a Changing Society.* pp 76-116. (Ed.). San Francisco: Jossey-Bass

Phillips, P. D. (1983). The Impact of Mass Media Violence on U.S. Homicides, *American Sociological Review* vol.48, No. 4, p.560.

Pollay, R. W. (1986). The Distorted Mirror: Reflections on the Unintended Consequences of Advertising, *Journal of Advertising* 50, pp. 18-36.

Postman, N. (1987). *Amusing Ourselves to Death* – Public Discourse in the Age of Show Business, Methuen, London.

Potter, W. J. (1998). *Media Literacy.* Thousand Oaks, CA: Sage.

Potter, W. J. (1999). *On Media Violence.* Thousand Oaks, CA: Sage Publications.

Potter, W. J. (2004). *Theory of Media Literacy: a Cognitive Approach.* Sage Publications, Inc.

PTS (Public Television Service) (2005) 'Different perspectives towards TV'-Adult Media Literacy, Taiwan Public Television Service foundation, DVD

Rapoport, R. (1970). 'Three Dilemmas in Action Research', *Human Relations,* vol. 23.

Reason, P. (1993). Sitting Between Appreciation and Disappointment: A Critique of the Special Edition of Human Relations on Action Research. *Human Relations,* 46 (10).

Reason, P. (1994). Three Approaches to Participative Inquiry. In N.K. Denzin & Y.S. Lincoln (Eds), Handbook of Qualitative Research. Newbury Park, CA: Sage.

Richards, L. (2005). *Handling Qualitative Data: A Practical Guide*. Thousand Oaks, London & New Delhi: Sage Publications.

Reiser, R. A., Williamson, N. & Suzuki, K. (1988). Using Sesame Street to Facilitate Children's Recognition of Letters and Numbers. *Educational Communications and Technology Journal.*

Riddle, K. (1999). Violent Media Effects: A Comparison of Scholar Research, Public Opinion, and Industry Rhetoric. Retrieved 12 Dec, 2006 from http://www.uweb.ucsb.edu/~ker/karyn2.htm

Riley, R. (1995). Media Literacy for America's Young People. Speech at Julius West Middle School, Rockville, MD, December 13.

Ritchie, J. & Lewis, J. (2005). *Qualitative Research Practice: A Guide for Social Science Students and Researchers.* London, Thousand Oaks and New Delhi: Sage Publications.

Donald, F. R. & Bachen, C. (1981). "Mass communication effects. "pp.307-356 in Mark R. Rosenzweig & Lyman W. in Mark R, Rosenzweig & Lyman W.Parker (Eds.), *Annual Review of Psychology. Palo Alto, CA: Annual Reviews.*

Rossman, G. B., & Wilson, B. L. (1984, April). Numbers and Words: Combining Quantitative and Qualitative Methods in a Single Large-scale Evaluation Study. *Evaluation Review*, 9(5), pp. 627-643.

Rubinstein, E. (1994). "Innovations on Campus", *Science,* vol. 266, Nov, 1994.

Shaull, R. (2000). Foreword Freire, P. (2000). Pedagogy of the Oppressed from published in 1970.

Scheffle, I. (1991). *In Praise of the Cognitive Emotions.* New York: Routledge.

Sholle, D., & Denki, S. (1994). *Critical Media Literacy: Reading, Remapping, Rewriting.* In P. McLaren, R. Hammer, D. Sholle, & S.S. Reilly (Eds.), Cognition and Survey Research (pp.95-109). New York: John Wiely.

Shor, I. (1993). *Education is Politics: Paulo Freire's Critical Pedagogy.* In McLaren, P. &Leonard, P.: Paulo Freire: A Critical Encounter. London: Routledge.

Shrum, L. J., & O'Guinn, T. C. (1993). Processes and Effects in the Construction of Social Reality: Construct Accessibility as an Explanatory Variable. *Communication Research,* 20, pp. 436-471.

Shrum. L. j. (1995). "Assessing the Social Influence of Television: A Social Cognition Perspective on Cultivation Effects. " *Communication Research*, 22 (August). pp. 402-429.

Shrum, L. J. (1996). Psychological Processes Underlying Cultivation Effects. *Human Communication Research*, 22, pp. 482-509.

Shrum, JR, Wyer & O'Guinn (1998). The Effects of Television Consumption on Social Perceptions: The Use of Priming Procedures to Investigate Psychological Processes, by L. J. Shrum; Robert S. Wyer, Jr.; Thomas C. O'Guinn, *The Journal of Consumer Research* vol. 24, No. 4, pp. 447-458 Inc. Published by The University of Chicago Press.

Siegel, H. (1988). *Educating Reason: Rationality, Critical Thinking, and Education,* New York: Routledge.

Silverblatt, A., & Eliceiri, E. (1997). *Dictionary of Media Literacy.* Greenwood Publishing.

Silverstone, R. (1999). *Why Study the Media.* London: Sage.

Silverblatt, A. (1995). *Media Literacy: Keys to Interpreting Media Messages.* Westport, CT: Praeger.

Silverman, D. (2000). *Doing Qualitative Research- a Practical Handbook*, London-Sage.

Smith, J. K. (1990). *Alternative Paradigms and the Problem of Criteria.* In E. G. Fuba (Ed.), The Paradigm Dialog (pp. 167-187). Newbury Park, CA; Sage.

Spiro, M. E. (1996). Postmodernist Anthropology, Subjectivity, and Science. A Modernist Critique. *In Comparative Studies in Society and History.* V. pp.759-780.

Stanton, T. M. (1987). *Liberal Arts, Experiential Learning and Public Service.* Paper presented at the Annual conference of the National Society for Internships and Experiential Education (16th Smuggler's Notch, VT, October 15)

Stice, J. (Ed.). (1987). *Developing Critical Thinking and Problem Solving Abilities: New Directions for Teaching and Learning.* San Francisco: Jossey-Bass.

Strauss, A. & (1987). *Qualitative Analysis for Social Scientists.* Cambridge: Cambridge University Press.

Strauss, A. L., & Corbin, J. (1998*). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (2nd Ed). Thousand Oaks, CA: Sage.

Su, P. S. (2006). Critical Thinking and Critical Pedagogy, The 5th Conscious and Education, Conference Proceeding Critical Pedagogy and Taiwan Education, Education Social Department of Nha-Hua University in Taiwan.

Sung, W. L. (1995) 'Critical Pedagogy's Problematic, *Journal of General Education*, vol. (2), No 4, pp. 1-15, 4 December, 1995.

Tallim, J. (n.d). What is Media Literacy?. *The Provincial Center of Excellence for Child and Youth Mental Health Children.* Ontario, Canada.

Thoman, E. (1995). Three Stages of Media Literacy. *Center for Media Literacy.* Los Angeles, CA. *Media Awareness Network.*

Trampiets, F. (1995). Media Literacy is the Message. *Momentum,* 26(4), pp. 11-13.

Usher, R., & Edwards, R. (1994). *Postmodernism and Education.* London: Routledge.

Wang, Q. R. (1999). Critique of Giroux and Freier's Interaction Education, *Social Education Journal,* vol. 17, pp. 147-172.

Ward, R. (1984). Race and Residence in Britain: Approach to Differential Treatment in Housing Monographs on Ethnic Relations No.2, ESRC Research Unit on Ethnic Relations, Aston University, Birmingham, England.

Webbet, E., Campbell, D., Schwartz, R. & Sechrest, L. (1996). *Unobtrusive Measures: Non-Reactive Research in the Social Sciences.* Chicago: Rand McNally.

Wieder, A. (2003). *Voices from Cape Town Classrooms: Oral Histories of Teachers Who fought Apartheid.* History of Schools and Schooling Series, vol. 39. New York: Peter Lang.

Weiler, K. (1991). 'Freire and a Feminist Pedagogy of difference', *Harvard Educational Review,* 61(4): pp.449-474.

Weiss S. & Wesley K. (n.d.). Anthrolpological Theories: A Guide Prepared by Students for Students, Department of Anthropology College of Arts and Sciences The University of Alabama, Retrieved 8 Oct, 2007 from http://www.as.ua.edu/ant/Faculty/Murphy/436/pomo.htm

Wink, J. (2000). *Critical Pedagogy: Notes from the Real World* (2rd Ed). NY: Addison Wesley Longman Publishers.

Williams, R. (1974). *Television: Technology and Cultural Form.* London: Fontana.

Williams, D. D. (1986). Naturalistic Evaluation: Potential Conflicts between Evaluation Standards and Criteria for Conducting Naturalistic Inquiry. *Educational Evaluation and Policy Analysis.* 8(1), pp. 87-99.

Winter, R. (1996). 'Some Principles and Procedures for the Conduct of Action Research', in O. Zuber-Skerritt (ed.) (1996). *New Directions in Action Research.* London: The Falmer Press.

Wober, M., & Gunter, B. (1988). *Television and Social Control.* Aldershot:Gower Publishing

Wolcott, H. F. (1994). *Transforming Qualitative Data: Description, Analysis and Interpretation.* California: Sage Publications.

Wu, C. Z. S. (1996). "Factors Affecting Children's Attention on TV Viewing". In R. Griffin et al. (Eds.), Vision Quest: Journeys Toward Visual Literacy. Sugar Grove, IL: International Visual Literacy Association.

Yates, B. L. (2002). Media Education's Present and Future: A Survey of Teachers. Studies in Media & Information Literacy Education, 2(3). Retrieved November 21, 2003 from http://www.utpjournals.com/simile/issue7/yates1.html

Young, R. (Ed.). (1980). *Fostering Critical Thinking: New Directions for Teaching and Learning.* San Francisco: Jossey-Bass.

Zettl, H. (1990/1995). *Sight Sound Motion: Applied Media Aesthetics.* California Wadsworth.

Zettl, H. (1998). Contextual Media Aesthetics as the Basis for Media Literacy. *Journal of Communication,* 48(1), pp. 81-95.

Zimmerman, J. D. (1996). A Prosocial Media Strategy: "Youth Against Violence: Choose to de-fuse". *American Journal of Orthopsychiatry*, 66, pp. 354-361.

Appendix: 1 Syllabus

Title of course: Viewing TV critically

Instructor: Huei Lan Wang
Class hour: 2 hrs, 18 weeks
Email address: hueilanw@yahoo.com

Course description and objectives

This course is designed to help students acquire media literacy which evokes critical consciousness with combative spirituality for our society. The content will focus on students' understanding of the correlation of culture, media and society. This study further discusses social issues such as gender, class, and race to discover dominant culture by hegemony. Further, the study will present classroom performance as a terrain of struggle to discuss critical multiculturalism, identity, stereotype and postmodernism. That is, this course attempts to help students understand how our lives have been affected by hegemony unconsciously and to learn methods to challenge oppression and the dominant culture. The aim for this course is to acquire not only knowledge of those social issues but also awareness and critical views to avoid manipulation to counter hegemony. The most important is, students are able to be aware of how to reflect and resist from hegemony in their daily lives.

Based on the theory of critical pedagogy, students and teacher will both discuss and share their life experiences to critically evaluate the visual media, to challenge unfairness and further to take action against hegemony. The study will discuss the reproduction of the dominant culture in the class. Material in the class will include a variety of Television programmes (Television news, political debate show, talk show, commercial, commercial sale channel, music TV, variety entertaining show, soap opera, and foreign series). Specifically, as a role of implementation for dominate culture of Television which is the most identified by youth. Each type of program genre will be observed, discussed and tied in with the various approaches to criticism by question propose as critical pedagogy characteristics.

At the end of this course student should see an improvement in their skill in evaluating the message of Television to critical conscious run into in their daily lives.

Format of class

The class will be composed of screening Television genre, lectures, evaluation, group discussions, role playing, and oral presentation on specific topic. Exercise from questionnaire of evaluation, and examples from popular television programme will be evaluated in class as a means for discussion. The teaching method will be based on

dialogue and conversation, not on stereotypical authoritarian teaching. Students will seat in the round table to discuss their life experience by the critical social issue. Diary once a week will be compulsory.

Grade

The structure of this course is centred around analysis of the messages and critical viewing of context of Television each class, one TV diary each week, one assignment as an essay for each group on reporting to the lesson, conversation in the class and one oral group presentation on critical viewing on Television programme.

Students will be divided into 4 groups, for group writing assignments; each group will be assigned on each lesson for evaluating the lesson. Each group will interact and apply one of the critical approaches to written analysis. (not under 800 words). For oral group presentation, they will discuss with their group on a specific topic or an episode from a show to make a critical view point on paper and at the end of course to do oral presentation to other students.

At times the class will watch television programs and have a task excise on evaluation. In other words, in class we will view various episodes or scenes from programs and students will write a critique based on one or two specific questions or approaches and then discuss with partner to have a small presentation. Beside the above, individual written diaries will be necessary as compulsory homework for each week. (above 300 words, deadline is the 1:00PM before class on Friday, if the diary is not submitted on time, 2 points will be. It will be necessary to submit12 diaries in one semester.)

Formal breakdown of grading is described below:
Assignment Point Value
Group critical reporting to the class (each group one lesson) 20%
Oral group presentation 20%
Conversation in the class 30%
TV Diary (ten weeks, each week 2 points) 30%

Paper projects

All written assignments must be typed. Please double space and use 12-point font. Oral presentation will have to include video clips or CD with paper; power point will be welcome. All assignment must be saved in your computer file after submission

Text book

Lisa Taylor/Andrew Willis, (2002) Media studies-Texts, unless Institutions and Audiences, Blackwell publishers LTD, whose name is the simple it is the wonderful if, etc. translate (2001).

Reference book

M. Neil Browne/Stuart M.Keeley, (2003). *Asking the Right Question,* Sunbright Publishing Co. /Business Weekly Publishing Group Brown /pay attention to base /Luo

Robert C. Allen, (1987). *Channels of Discourse: Television and Contemporary Criticism*, University of North Carolina tongued bell is translated day such as Li such as press, the TV and contemporary critical theory, flow out one edition of societies far Brooke Noel Moore/Richard Parker (2004) Critical thinking, California State University, Chico

Soner, M., &Perkins, S. (2005). *Making Sense of Messages: Critical Apprenticeship in Rhetorical Criticism*, Boston Honghton Mifflin

Fiske, J & Hartley, J (2002). *Reading Television*, by Methuen & Co. Ltd bright one Zheng translate, understands the TV, flow out one edition of societies far

Tentative course schedule

Lesson 1 9/16 Brief class procedures

1. Introduce each other and discuss what you want to learn from this class? What is expectation? Which issue will attract you?
2. Pair introduces each other afterwards
3. Student fills in TV survey
4. Teacher and student sharing their experience of watching TV
5. Screen video clip (clip on news, commercial, carton)
6. Student fills in survey work sheet
7. Collect back survey work sheet and TV survey sheet
8. Introduction: course description and objectives, format of class, grade, paper project, text book
9. Divide oral presentation group and timeline for each group
   Give student TV diary sheet and require submit before class in each week
   (Every class will take recording)

Lesson 2 9/23 What is media literacy? Who care?

Understand the relationship of media, culture and society. Identify the power of Television and the dominant features of media industry. Who created this message? How do the messages affect your life on value, perception, attitude and behaviour? Identify the different types of knowledge you gain from media and the positive and negative message that are found in television entertainment programs.

Part I The voice of society

Lesson3 9/30 How television news is constructed

Learn how television news is shaped and manipulated and how they, as audience members may be affected by this. You will analyse the relationship between television newscasts and their audiences, identify the characteristics of a television news

broadcast, analyse how the language and visuals used in television news influences the interpretation of message, compare your own and others' responses to television news

Lesson4 10/7 How to detect bias in the news (homosexual, children, elderly, teenager...)
Learn how to recognize how a single event could generate more than one news story, identify a point of view or bias, based on the language used, experience and understand the role of subjectivity and perception in the media, understand the role of the gatekeeper, critically analyse or deconstruct two newscasts for potential bias through comparison, focusing on language, story selection and story order.

Lesson 5 10/14 Deconstructing the facts?
Learn critically analyse how TV news can be fake by not ensure evidence resource, by not providing credibility number by using the investigation research method. Analysing explicit and implicit messages in the television news.

Lesson 6 10/21 Talking back to the media
Grade the news, and write a letter to the editor in response to a news story or editorial column or TV.

Part II How capitalism uses media

Lesson 7 10/28 Deconstructed commercial persuasion and hype
Learn skills related to persuasion and hype on credit cards, political or other commercials, deconstruct the message exploited and implicated in commercials, understand how hype affects our relationship with, and interpretation of the media, understand the commercial implications of media hype, learn how it has affected your life, not to get into the trap of being an wiser consumer

Lesson 8 11/4 why alcohol, tobacco and soft drink commercial works
Learn how take apart an alcohol or soft drink ad by analyzing it to see how it was designed to persuade and to see what's missing from a message designed to make drinking look like harmless fun. About tobacco, read about four techniques that have been proven effective in helping to make commercials effective in shaping people's attitudes. Producing an Anti-Drug printing contrast to Tobacco advertising. Design a storyboard of an Anti-drug for television, and write critical comments and send to Public Service Announcement to promote healthy lifestyle decisions among children, teens and adults.

Lesson 9 11/11 Popular music, music video and the function of music
An understanding of the importance of rock videos to music industry, an understanding of rock music's contribution to popular culture; develop an awareness of the functions of music in the community and beyond; understand how music can transcend its genre and become a symbol of an historical time, an historical event, and aspect of popular culture or a group of people; understand how music both reflects and affects societies. At the end of this session, bring up Global perspective to understanding how Hollywood industry invades the world; understand the meaning of hegemony through your life without conscious awareness.

Part III The distortion of the world

Lesson 10 11/26 Image of learning-stereotype
This lesson helps students become more aware of the stereotypes associated with portrayals of students and teacher on television and film.

Lesson 11 12/2 Myth of body image woman and gender
Learn the commercial, popular TV talk show, news, series how to portray the image of woman, and how they are 'killing us softly'.

Lesson 12 12/9 Stereotype on class, gender, race, teens, patriarchy
Learn stereotype on elderly, teens, children, race, gender....How has their life been portrayed on television?

Lesson 13 12/16 Foreign TV series on identity
Focus on popular foreign series discussion, what are you learn from it? Value? Perception? Attitude? Behaviour? What is the impact on your daily life? Understanding your identity on watching foreign series.

Lesson 14 12/23 Understanding public service announcements
Learn how to access and take anti-television media by individual, what is civil right for media? Take action on one week without watching television and share with others in the class, learn how to interact with television in your life.

Lesson 15 12/30 Group presentation-analysis TV programme

Lesson 16 1/7 Group presentation-analysis TV programme

Lesson 17 1/14 Group presentation-analysis TV programme

Lesson 18 1/21 Reflecting and discussion

Related and useful websites

1. Chinese Communication Society. http：//ccs.nccu.edu.tw/
2. Culture Study Association. http：//www.ncu.edu.tw/~eng/csa
3. Media Watch in Taiwan. http：//www.mediawatch.org.tw/
4. Media Literacy Centre. http：//tvcr.org.tw/
5. Association of Taiwan Journalist, http：//atj.yam.org.tw/

Appendix: 2 Example consent form

TITLE OF PROJECT:
(The participant should complete the whole of this sheet himself/herself)

Please cross out
As necessary

Have you read the Participant information Sheet?
YES/NO

Have you had an opportunity to ask questions and to discuss the study?
YES/NO

Have you received satisfactory answers to all of your questions? YES/NO
Have you received enough information about the study? YES/NO

Who have you spoken to? Dr/Mr/Mrs/Ms/Prof.....

Do you consent to participate in the study?
YES/NO

Do you understand that you are free to withdraw from the study?
*at anytime and
*without having to give a reason for withdrawing and *without affecting your position in the University?
YES/NO

Do you agree to be record video in this study?
YES/NO

Signed..... Date.....
(NAME IN BLOCK LETTERS).....

Signature of witness..... Date.....
(NAME IN BLOCK LETTERS).....

NOTES:

1) If you intend to make tape recordings or video recording of participants, your consent form should also include a section indicating that participants are aware of and consent to, any use you intend to make of the recordings after the end of the project..
2) The 'signature of a witness, section of the consent from is optional; if , however, you include this in your consent from, then the signature of each volunteer must be witnessed by someone other than the researcher.
3) The information sheet should contain the statement' Approved by Durham University's Ethics Advisory Committee' When approval has been given

Appendix: 3 TV survey

Name: **Gender:** **Register Number:** **Major:**

1. List in order your four favourite media activities, and explain on the back the reasons for your list? (Ex: reading/watching TV/go to cinema/internet.....)

2. Is there a difference between having a 'favourite' programme and one you watch 'most of the time'?

3. Do you watch more TV before school, after school, one the weekends, or in the evening?

4. Approximately how many hours do you watch TV each day?

5. Do you pay attention to TV commercials? Yes No ,
   if yes, what is your favourite TV commercial? Explain why for each on the back

6. Which programme is unacceptable for you? And why?(give the name of programme and type)

7. Share your thought and reflection on watching Television

Appendix: 4 Evaluation of the voice of society (1)

A. Overall impact of this lesson section
Rate the statements below using the following codes:
Very strongly agree (SA) agree (A) do not agree (F)Neutral (D) very strongly Disagree (SD)

Overall, this part of the lesson helps me to:

1. Enhance knowledge of the role of TV broadcast news SA A F D SD
2. Understand the news bias
3. Understand how news constructs reality
4. Learn skills for identifying truth and fallacies in news
5. Learn how to define differences between product placement news and general news
6. Learn how to analyze survey and statistical data quoted in the news
7. Define unfair portrayal of people in the news
8. Learn how to define the differences between facts and opinions
9. Understand the issues being discussed in class
10. Develop consciousness against unfair news reporting
11. Change my outlook on perception of TV news veracity
12. Become an active, thinking, acting participant in the judging and shaping of news media

B What is the most important thing you learned in this course, and how has it changed you?

C What are your other suggestions and comments for improving this course?

Appendix: 5 Evaluation of how capitalism uses media (2)

A. Overall impact of this lesson section

1. Rate the statements below using the following codes:
   Very strongly agree (SA) agree (A) do not agree (F) Neutral (D) very strongly disagree (SD)

Overall this part of lesson helps me to:

1. Enhance my knowledge of capitalism's logic SA A F D SD
2. Understand how Ads skilfully attract their audience
3. Understand Advertisers' motivations to hide messages that adversely impact their bottom line
4. Understand technical manipulations used in Ads
5. Understand the persuasion and hype used in Ads
6. Understand the ad messages
7. Learn how to skilfully analyze Ads
8. Understand the Music industry's role
9. Recognize the exaggerations and half-truths in Ads
10. Understand issue of message in Ads complete
11. Develop a consciousness against exaggerating and twisting the truth
12. Changed my views on viewing Ads
13. Take action with a critical attitude to eliminate unfair and deceptive commercials
14. Change my original consumer perceptions and purchasing patterns
15. Ads have less influence when I buying things

B What is the most important thing you learned in this course, and how has it changed you?

C What are your other suggestions and comments for improving this course?

Appendix: 6 Evaluation of the distortion of the world (3)

A. Rating the overall impact of this lesson section

2. Rate the statements below using the following codes:
   Very strongly agree (SA) agree (A) do not agree (F) Neutral (D) very strongly agree (SD)

Overall this part of the lesson helps me to:

1. Understand the definition of stereotype SA A F D SD
2. Enhance one's knowledge of constructed female images
3. Enhance one's knowledge of race and class
4. Understand TV's presentation of sexual ideology
5. Understand how stereotypes shape the meaning of identity
6. Understand issues related to the image of a woman's body
7. Understand issues relating to stereotypes
8. Combating negative stereotypes impacting particular groups
9. Change previously-held stereotypes
10. Has this course motivated you to take specific actions to address unfair stereotypes? propagated on TV

B What are the most important new insights you have gained from this course? Why?

C Suggestions and comments for improving this course

Appendix: 7 Class evaluation

A. Overall impact of the lesson
3. Rate the statements below using the following codes:
Strongly Agree (SA) Agree (A) Disagree (F) Neutral (D) Strongly Disagree (SD)

Overall this lesson experience helped me to:
1. Increase my knowledge of media literacy SA A N D SD
2. Improve my understanding of media literacy concepts
3. Increase my knowledge of Television
4. Gain practical TV critical thinking skills
5. Completed understand the issue deeply
6. Able to conscious to resist unfairness
7. Deepen my understanding of diversity
8. Value my perspectives of society and world
9. Change my original perception of TV
10. Learn how to take an active role in shaping the media
11. Become critical attitude and take action to face

Additional Feedback:
The course was useful
I gained knowledge of emerging best practices in television viewing
I had opportunities for dialogue with others about media literacy
I am better prepared to integrate diversity, related to my media, in my life
I will apply new perspectives in my daily interactions with family and friends as a result of this course
The course met my expectations

2. a) What I liked best about this course was:
b) The highlight of this course was:

3. The course would have been better if:

4. Would you recommend this course to your classmate? Yes No
Please explain why or why not:

5. Please describe one way you plan to take action in your life based on what you learned in this course?

6. What other topics / issues do you recommend the teacher include in future lesson activities?

B. Teaching methods & materials used in this course

7. Which activities are most helpful in this course? (Please rate the following seven items in descending order, with number 1 being the most helpful and number 7 the least helpful.)
   lecturing ( ) group discussions ( ) pair discussions ( ) survey sheet ( ) sharing life experiences ( ) role playing ( ) Screening TV videos ( )

8. Which homework most helps your learning? (Please rate the following seven items in descending order, with number 1 being the most helpful and number 7 the least helpful.)
   TV diary ( ) Group presentations ( ) Role playing ( ) Interviewing of people ( ) Writing letters to editors ( )

9. Which homework do you like most? Why?

10. Which part of this course do you like most? Why?

11. How has this course benefited your learning process?

12. How has this course changed your perceptions, attitudes, and behaviour?

13. Other comments or suggestion for the instructor related to this course

---

C. End of the lesson
Thank you for answering this questionnaire; please tear off this portion and deposit it in the box. When you hand in your evaluation, there will be a nice surprise waiting for you.

Appendix: 8 Students' interview questions

A. Pre-interview and post-interview

1. Which media do you use most of the time?
2. How often do you watch TV? How much time do you spend on TV?
3. What kind of TV programme do you watch most? Talk about it
4. What are the advantages and disadvantages in the way that TV affects our life?
5. How important is Television to your life?
6. How do you distinguish between good programme and bad programme?
7. Do you believe the 'truth' which is presented on TV?
8. Does television ever affect you? attitude? value? behaviour?
9. Do you normally pay attention to TV Commercials? Which one impresses you? Why?
10. If you see any unfairness or unsatisfactory things on TV, what shall you do?
11. Do you think Television shall he held responsible for causing problems in our society? Why?

B. (Based on evaluation for class, the questions will be based on evaluation form)

Appendix: 9 TV diary

MY TV DIARY

Name: gender:

Watching hours in this week?

Please write down the title of programme, type and your view on it, don't forget grades it by starts

★get fed up★★not very good★★★SoSo★★★★very good★★★★★I can't stop it

Name of programme	type	opinion	grading

背面還有喔》》》》》

Appendix: 10 Curriculum and teacher's diary

I planed the course in advance but made minor change as teaching course progress.

Topic	**Introduction-(Lesson1)**
Overview	This lesson gives a general outline of course procedures with clear objectives.
Learning outcomes	Understand the content of this course Understand the relationship between the media and themselves
Preparation and Materials	TV survey sheet The email address of every student who attends this course Video clips comparing two news clips with the same story Paper with questions about video clips Text book
Procedure	**Student Introductions** Sit round a table in groups (not formal lecturing)(5 minutes) Introduce one another in pairs Posing questions-(10 minutes) Why did you choose this course? What do you expect to learn from this course? Students sharing their thoughts on this course. **Students fill in TV survey (10 minutes)** (1).List in order of preference the four favourite types of media; why? (2).What is your favourite TV program; why?(name and tape) (3).When do you watch TV? What time? (4).How many hours do you watch TV each day? (5).What kind of TV programs do you dislike; why? (6).Share you're thought on watching Television. **Teacher and students sharing their experiences on watching TV(10 minutes)** Screen video clips (news clips)(5 minutes) **Take a comparison on the same news from different angles; if you are the editor, which one would you choose; why?** Here are two versions of X (news). Imagine that you are an editor and you have to choose one of these X for Y reason. Which do you choose and why? The reason (Y) will depend on what examples chosen. (10 minutes)

	Discuss students' views and why? (10 minutes) collect work sheet and TV survey sheet Introduction: course description and objectives, format of class, grades, paper project, text book (20 minutes) paper project: group report of at least 800 words Divide groups for oral presentations and provide timelines for each group give students TV diary sheet, TV survey sheet, and require they submit it before each week's class(every class will take recording to confirm submissions) Choose 5 students for interview and arrange meeting time
Student attendance	11 students (Some other sit in)
Home work	Say hello to everyone and register on the on-line website to share your TV viewing experiences
Teacher's diary	There are 11 students who attended my class, less than usual since this first class is just before the Chinese Moon Festival holiday; this is also the first class and students may have not yet decided on their class selections prior to the registration expiration date for class selections. I don't think it will impact on my proposal's aim since sample size is small. The class followed the lesson plan. In the beginning, most of them thought that the purpose of this class is to evaluate media, or learn about it from different angles to judge its visual messages. During this part of the discussion, students seem to have a general idea what this class will be like. In the process of teaching, some students seem to have their own critical view on survey news screening. They not only relate to their life experiences, but also challenged each other's views. The Sept. 15th news story is about a Taiwan school teacher's student whose parents wrote 200 times about why they delayed paying the high school's tuition. The studens' parent felt insulted by school. Different news versions presented different issues of concern to the media. One student, Jeff, mentioned that he had six bad write-ups by his high school teacher due to his drawing comic pictures in the class. He said that it is an unfair judgement by one teacher without any equality enforced in regulations. This is an example that reflects on the education system's severe sternness in our society. It should be discussed further either in the news or in the life. Further discussion is also necessary on how the news portrays stereotypes of teachers' faults. Students seem aware of the impacts of this news story's different angles, but one of the students refuted that it reflects on our education system. He said that its objective is simply to report the news. He disagreed that it brings further meaning of

	either good or bad to the audience; rather, it should be judged by the audience themselves. There were questions on the process of debating. It seems a good sign for starting this class. Whatever students' views are, I didn't give any comments since this is the right way to build their own critical thinking consciousness. My mission is to pose questions and build up a critical environment for students in this class. For the first class, I think I am doing well, but I should practise the skills of leading questions and talk about my life experiences more to link to the students' discussion. I believe this will induce students to talk more.

Topic	**Media literacy-(Lesson2)**
Overview	This lesson provides a general outline of media literacy and view points of visual literacy.
Learning outcomes	Understand the content of media literacy. Understand visual literacy view points and how they affect viewing.
Preparation and Materials	Media literacy content quiz -prepare 27 questions Power point for lecturing on visual literacy Video clip TV commercial 'diamond girl' to discuss visual view point
Procedure	**The content of media literacy** Divide two groups for quiz competition on their knowledge of media literacy **What is media literacy?** Visual literacy Show 'diamond girl' TV commercial and pose question for students' views on this commercial Lecturing on visual literacy **Media as constructed** Lecturing on how media is constructed PS Class report for first group PS Stick your picture on TV survey form PS Don't forget to write your TV diary

Student attendance	11students
Home work	Write TV diary
Teacher's diary	Due to the deadline for class selection class coming up next week, many students didn't attend class; there were only 11 students in my class, and 5 students were different from last week. I am very anxious and worry about it: It reflects that most of the students take this course as a supplementary class, as I had expected, and few students attend this class regularly. Whether or not more or less students join this class, I still proceeded on schedule for lecturing. This lesson gives students a general knowledge of "what is media literacy?" In the beginning, with the quiz game, the class atmosphere seemed a little bit cool. It is not only because of the dearth of students, but I also didn't control the atmosphere too well. The mood of my teaching is affected by the learning attitude of students. A teacher shouldn't be affected by this; otherwise it will negatively affect students' learning. On the other hand, for the media literacy quiz game, students answered correctly about two-thirds of the questions. The students' degree of media literacy seems to be much better than I had expected: Clearly, higher education helps students improve their critical thinking. For the second part of the lecture, the teaching aim was to give students the concept of media literacy on "what" "how" and "what". In the beginning, I gave students the definition of media literacy - i.e., that is to enhance how symbolic expression is influenced by culture, and the concept of visual literacy is based on the different perspectives of the views being affected. James, one of the students in the class, said he is very interested in it and asked for further reference books. That seems to be a good sign for students' learning; at least this student would like to spend more time on it: This puts less pressure on me considering there are only a few students in this class. William is like a seed for developing the sense of media literacy in the class. I don't expect many more students to join the class, but I do expect those who do will learn things that affect their family and/or friends, and will apply them in their daily lives. That is the real meaning of effective teaching. Regarding the question of why media literacy study is necessary, understanding the role of Symbolism is an important key component in media literacy. I assumed that students should know that all media are constructed, and students seemed to realize this too, but after lecturing, just to be sure, I sat down with students and further discussed today' s lesson. William raised questions about fairness, asking if one side resists another side, is it possible to

	reach true consensus and fairness in our society? I could not definitively answer this question, but I think the process of identifying unfairness could play a vital role in ultimately finding the truth. Jeff said that everything in our society is controlled by power. "How can we change it?" He posed a very important issue for this class just by sharing his thoughts. Most students understand how important media literacy is in our life whether they are able to change it or not. This issue raised very interesting discussions before the class ended, particularly how one goes about changing the status quo -- whether we can, in fact, actually change it or not? The actual answer to this question could not definitively be found of course, but I was satisfied to have stimulated their critical thinking enough to seriously consider such questions. Thinking critically is, after all, the major learning goal for our class. From this point of view, I avoided being overwhelmed with frustration by fewer students joining this class than I had originally expected. After all, effective learning, even if by a few students, fulfils the major part of my expectations for this class. Sitting down with them and discussing the importance of learning media literacy - where knowledge is constructed by their related life experiences, and not only by lecturing, will instil in their minds lessons that won't easily be forgotten. This is a key benefit of having a small class -- effective teaching and learning can become mutually reinforcing to a higher degree.

Topic	**Deconstructing the facts?(Lesson3)**
Overview	How television news is shaped and manipulated and how the audience may be affected by this manipulation. Students will discuss how a TV newscast is constructed; identify and discuss the use of entertainment in TV news; Identify, discuss and compare the values and ideologies presented in a variety of Taiwan TV news cast.
Learning outcomes	Analyze the relationship between television newscasts and their audiences Identify the characteristics of a television news broadcast Analyze how the language and visuals used in television news influence the interpretation of messages
Preparation and Materials	Selected news clips which contain false information (Different perspectives towards TV-adult media literacy made by PTS) Selected news clips, language, sensationalism, and conflicts. Video clip on 'adult media literacy-news introduction' made by public TV Print news from internet which lacks sufficient credibility Show selected television news about product positioning Power point on "The news media always tells the truth?"

	Related journal-Sur La television-Ch1 'scene and behind scene' by Pierre Bourdieu Related journal- "the sample of investigation method"
Procedure	**Discuss TV diary (10 minutes)---the topic will be based on students diary chosen by the instructor** Write in big letters on the chalkboard or tablet so everyone can read it, "The news media always tells the truth." Student share briefly whether they agree or disagree with the statement. They are asked to give examples of misleading news broadcasts they may have seen in the past. (10 minutes) **How television news is constructed by falsification(15 minutes)** -Show selected news clips (1-2 news clips) about non-truthful news (Adult media literacy-TVBS news) Pose question: Do you believe it? If not, why? Discuss in pairs and share your opinion Show commentary for "Different perspectives towards TV-adult media literacy"-made by PTS. Screen video clip "Different perspectives towards TV-adult media literacy-news introduction" made by PTS 00:00:00-00:05:28 which discusses the current general introduction of TV newscast in Taiwan and where their resources come from. (10 minutes) Posing question: What sources might not be truthful? Discussion… **How to tell whether news might not be true from the evidence provided?(20 minutes)** Give selected 5 print news articles from internet to each student Ask students to read them and think which ones might not be true? Divide into 5 groups and discuss why it cannot be true? Why do you question it? Groups present their thoughts; other groups add their views Posing questions: How will it impact our daily lives if it is not truthful? If you are a news reporter, how can you improve your sources of evidence? Which way? How can you manipulate by using "fake" news? Define claims and statements- I.e. This is a computer? President Chen is good. Define what is believable and unbelievable I.e. I can fly

	Life in New York is dangerous. **Deconstructed research method for investigation on numbers (10minutes)** Show selected news clip on presidential poll investigation Pose question: Do you believe it? If not, why? Share your opinion **Define fake events planted in the news? (30minutes)** Show selected relevant television news Divide into two groups for debate on this issue Posed question: If news is financed with product commercials, can you accept the news as being reliable and truthful? Why? Do you think commercials and news can really be separated? Debate by two groups
Student attendance	12 students
Home work	Analysis of TV news
Teacher's diary	This is third class but still only a few students attended; this shows students take this class as a supplementary cross-curriculum course only. In additional, the class timetable affects the number of class attendees. My class is on Friday afternoon, a time when students head back home for the weekend. This could be the reason for the low number of students attending. When surveying students who selected this class but dropped it, most told me: (1) they have a schedule conflict with a compulsory class for their major, (2) some just don't want to take too many classes, and (3) some don' t have a TV in their dorm. Some students said their decision had nothing to do with whether they liked or disliked TV critical thinking, but rather had to do with other personal factors. Today' s lesson is about deconstructing facts, and in the beginning of the discussion, I raised a news issue about NCC (National Communication Committee). The news is about establishing NCC to improve our media environment by legislation. The KMT and Green party legislators had a strong argument about NCC. The aim for establishing NCC is to avoid putting politics into media in order to have an objective and fair way to manage the media industry; but, nevertheless, it turned into a two party political argument about proportionality according to the ratios of current party occupation in the NCC legislature. Most students seem to not understand this issue though it was a major news headline this week. The students only mentioned about the scandalous affairs of a TV correspondent. This reflects that students do not care seriously about news, and

	only focus their attention on scandals: This is partially to blame on our media which always pays more attention to scandals while neglecting serious policy issues. This is a major news media problem in our society, and students are not aware of it. After a short lecture on the establishment of NCC, they seemed to understand the function of NCC. They were thinking that the freedom and right of the media's free speech could be impacted by NCC' s establishment. In this part of my teaching, I should probe into this question deeper and pose more critical questions -- even if students are not familiar with this issue - rather than just using lecturing to give students the answer. Apart from NCC, in the beginning of the discussion of the definition of "The news media always tell the truth," most students disagreed with it, citing many examples from their life experiences, and overall, it seems to be a very interesting topic for them. Students' degree of understanding seemed to be higher than I had expected, and they were able to point out the issues in a news screening of false information. That is the first step in critical thinking -- providing evidence and then talking more about it as it relates to their life experiences, especially as a real example that happened in their life. In this part of the discussion, we spent almost 30 minutes which seemed too long based on my original plan. I think a good teacher should have the ability to revise the lesson plan in the process of teaching based on students' face-to-face feedback. In this part of the discussion, students seemed more open minded to speak out. That is a good sign for teaching media literacy. At the end of our discussion, we talked about subtle product advertisements in the news, and I wasn't surprised by the students' reaction. Some of them are not concerned about subtle product advertisements in the news, saying it provides information for them, while others think it shouldn't appear in the news. They seemed to not understand why commercials and news should be clearly defined. The concept of media public ownership seems to still not be instilled in their minds. Due the need to end this class session, I didn't have time to further pursue this issue. I think the next lesson needs to have a shorter content discussion, but to probe deeper into the issues. Otherwise, the discussion and answers become too shallow. Generally, in this lesson, I improved my ability to pose questions and made students talk more, but I still need to improve how to dig deeper into the key issues.

Topic	**How to detect bias in the news –(homosexual, children, elderly, teenager, native, foreign bride...)-(Lesson 4)**

Overview	This lesson introduces students to the concept of bias in television newscasts. How the news effect audience's perception and stereotype image of people who are powerless? These newscasts will be analyzed based on language usage, story selection and story order.
Learning outcomes	Recognize how a single event could generate more than one news story Identify a point of view or bias based on the language used; experience and understand the role of subjectivity and perception in the media understand the role of the gatekeeper; critically analyze or deconstruct two newscasts for potential bias through comparison, focusing on language, story selection and story order.
Preparation and Materials	Selected news video clip with biased descriptive language and visuals Selected news video clip with bias towards homosexuals, children, elderly, teenagers, foreign brides... Related journal for Hand out- "How to detect bias in the news?" Two newscast headlines
Procedure	**Discuss TV diary (10minutes)---the topic will be based on students diary assigned by instructor** Students express their bias-related life experiences (10 minutes) **How description effects the perception of bias?(30 minutes)** Screen selected news video clip with biased descriptive language and clip from "Different perspectives towards TV-adult media literacy-foreign bride" Student write down biased descriptive language and visuals and discuss with each other(pair discussion) Students present their views and write them on the white broad Posing-question: How do you think those words and visuals impact the audience's perception? Subjective? Objective? Show clip on commentary by foreign organization " Different perspectives towards TV-adult media literacy" **How news portrays stereotypes of particular groups? (20 minutes)** Screening selected news video clip with potential bias Group discussion on "where is the bias in this news?" Group expresses their thoughts **Who plays the role of the "gatekeeper" ? (30 minutes)** Ask students to take a comparison of the same news, focusing on language story selection, story order, and then answer questions on: Why are they different? Which one do you like most? Why? How to be an editor : For newscasts, compare news headlines and order; Students Divide into four groups and list headlines in order (Each group has 6-8 non-ordered news headlines) Groups share the order of their preferences and why?

Student attendance	11 students
Home work	Write TV diary
Teacher's diary	This week the class selection period was finalized but only a few more students joined this class. I assumed students may go back home for an early holiday this coming weekend, since this class is on Friday afternoon. On the other hand, there are 3 new students, majoring in communications, Who joined my class? I still believe a small class allows for more in-depth discussion. In the beginning of class, we discussed a big TV scandal about a TV presenter who has been extorted by an actress. The story is very dramatic, with many people involve in it. It has become headline news for most newscasts last week. Students realized the news is mainly geared for gaining high ratings. Paul said that it is for gaining good ratings which explains why the same story is continuously repeated for 24 hours on the news channel. 'I get very tired of it' Hoffman said, saying that he doesn't understand why audiences like it with such high ratings. Some others student sympathized with the TV presenter; they think the TV presenter is stuck into a trap. Jeff said the TV presenter shall become a good example in our society. I then expressed my opinion to not sympathize with the TV presenter. I asked why he didn't behave himself; since he is well know in our society. Also, it wastes society's media resources covering him. We are not able to cover other news which may be more important with the media chasing him and feeding us this kind of unimportant news. Why must we accept it? I feel sick about our media and society in this way. Students seem to have same view as me but they just ignore it since it is not their business judging from their facial expressions. In this part of the discussion, I should probe into the relationship between society and media more. How best to strike a balance between ratings and social morals could be an issue to further discuss. Today's lesson was about bias in the news, and many students shared life experiences about bias in their own lives. They shared experiences such as parental prohibitions against dying one' s hair. ("They think I'm a bad Boy.") The people who live around campus always complain about the noise from students' motorcycles, which was felt to be unfair. Concerns about not achieving good grades were also expressed. ("Bad grades mean I' m a bad boy.") Concerns about one's reputation were expressed: "If I go to a pool bar, my parents will say I'm not a good girl." After hearing these expressed sentiments, I really feel we are living in a world filled with stereotypes and biases. I asked the students what they should do, since their values are based on culture. (If I ask students from other countries, they may have different experiences.) Things such as dying one's hair, playing pool, and academic excellence are all based on our cultural values. How do our media deal with them? What do your parents, your friends, and you yourself learn from them?

	Media could help us figure out these issues, since people who work in media are products of this society. So they instil cultural values in their programs. Students seems to understand that we do have bias, but don' t know how to change it -- this is a big issue for everyone. Additionally, we looked at the media's biases towards foreign brides. I asked students how to identify in language and visuals such biases in the news? Sean replied, "I can't see any bias since I have already feel biases towards foreign brides." That is a key point: Some people have already instilled in themselves strong biases, probably based on their own experiences. They are not even aware or care whether they are true or not, i.e., whether it is bias or not. Not getting involved in other's business are the main concerns of today's students in our society: For example, they do not care about the issue of foreign bridges unless they have relatives or friends who are themselves a foreign bride. This is not only the thinking of our youth, but also for adults who accept the news without clear evidence provided. I feel frustrated. I don' t think one semester of class can change anything, but at least education will help them to better understand culture and society. On the other hand, I feel rewarded by students' critical thinking about the news; they can point out what is biased language and visuals. Further discussions followed on a news story about an AIDS patient escaping from a hospital and being detained in the police station. The news portrayed the AIDS patient as not treated properly at the police station. Ben asked why police mistreated him in this way, despite his illness. He doesn't understand why the news ignores it. AIDS is a very frightening disease, and people are rightly scared by it, but should such minority groups be treated unfairly to such an extent? There is no clear answer to it. In this class, we learned more about our culture and society than about how to change critical evaluation by the media. It is easy to point out the media biases in our culture, but it seems difficult to change them.

Topic	**Deconstructing "language and facts"?-(Lesson5)**
Overview	Learn to critically distinguish language used for facts vs. opinion. Analyze explicit and implicit messages in television news.
Learning outcomes	Distinguish between fact and opinion Recognize bias and value judgments in written work Understand the reasons why bias might occur in news reports through language use
Preparation and Materials	Selected print news and TV news to define facts and opinions Power point on two sentences: A (facts) and B (opinions)

Procedure	**Discuss TV diary (10 minutes)---topics will be based on extracts from the students' diary as chosen by the instructor** Lecturing on language and facts Ask students to share their opinions **Define facts and opinions in the news (30 minutes)** Pose-questions on two statements in the news A.(fact) B.(opinion) Ask students which one they would choose as news, and why? Discuss wording used for facts vs. opinions(news having too much of the reporter's opinion) Show a selected Television news broadcast Ask students to write down 'where are the facts and opinions used in this news." Separate them into two columns. How television news is constructed by language (30 minutes) Show print news(TV) on language used, and ask students to determine what is and is not bias in this print news Discuss your opinion Show selected news clips (1-2 news clips) Show selected news with sound only, and ask students to take notes on the language used (10 minutes) Does the language affect the objective of the news? Why? Do you have better suggestions about appropriate language to use? Share your opinions (10 minutes) by writing them on the whiteboard **Examine the language and visual elements used in newscasts.** How might they contribute to sensationalism? Share your own opinion
Student attendance	13 Students
Home work	Interview people

Teacher's diary	I stopped worrying about having too few students join this class, since my interaction with the students goes very well in the class and the fewer nos. makes it easier to remember their names. I always feel students' level of media literacy is more than I expected. Especially their viewpoints after viewing video clips, but there remain problems about their knowledge of the news. In the beginning of class, I posed a question about what news has been released this week, but they seem to have no idea. I was surprised that most of them didn't mention headline news "NCC This week. Acquiring critical thinking skill is based on solid knowledge. How can they demonstrate critical thinking about news when they're not even aware of it? This is a very serious problem for our youth. Fortunately, one student mentioned that "NCC" is a continuing news story from last week. Two parties in the legislative meeting still argued and fought about it. Students seem to not understand why they are fighting. Ian said they provide an entertainment show for their audience, but causes a loss of face internationally. I believe that students are aware that something is wrong with the news media, but they seem to not have any strong comments or conviction to delve into a deeper discussion. They seem to get used to it like fish living in polluted water, but without any conscious idea on changing it to become a better environment. News always presents conflicts and sensationalism for us, but I asked, "Why don't we get angry about it?" The students' reply was as I had expected. Students said turn off the TV; or change to another channel; or ignore it. That is the passive thing to do, I reflected to myself, and I would probably do the same thing as well. Why should I have further expectations about them taking any concrete actions towards the media. Knowledge is not perfected in only one day or in only one class. A key issue for me is how to evoke their consciousness; this truly is a difficult issue for me. On the other hand, we discussed how to deconstruct language and fact. After lecturing and discussion, I assumed students would understand how to define fact and opinion on language use in the news. Most students disapproved of the use of sensationalistic language in the news but they have different views about it. John said that if I am a reporter, I know I shall use words to convey facts, but if I am the audience, I will use words to express the opinions and sensations I feel from watching the news. He said the audience is looking more for entertainment. Sean added his opinion, saying that opinions not only provide more entertainment and get higher ratings, but also brings in more discussion from different viewpoints: People can judge them from different viewpoints. He said there is nothing wrong with opinionated words used in the news. I am pleased that he said that, since different viewpoints are necessary. I totally agree with this, but I

	don't know how to address his concerns about high ratings. I felt that business value and attraction is the environment they live by: They are able to define right and wrong, and the level of quality news reporting, but they still follow the values our society always places on business results, ratings, and materialism as the top priorities, rather than morality or righteousness. That seems to be a big problem as far as I am concerned. Education is not a short cut, and I should appreciate their progress; at least they are able to define how language is used in the media, but I am thinking how to educate my students on finding the balance between profit and morality in our society. Excessive business competition can ruin our mental health in some ways. What is the best media environment we can have? I shall pose more questions like this to them in this class.

Topic	**Providing feedback to the media(Lesson 6)**
Overview	Letters to the editor are a way of giving feedback to the people who create newspaper content.
Learning outcomes	Survey on news Write a letter to the Editor Evaluation of the section on "The voice of society"
Preparation and Materials	Hand out on "tips for writing a letter to the editor" Critical comments on news papers and news Evaluation form Selected survey news for comparison The list of media contact addresses and key persons for sending letters to the media (envelopes and stamps)
Procedure	**Discuss TV diary (10 minutes)--- will be based on students' diary topics as selected by the instructor.** Screening news clips Find critical newspaper news and ask students to write their opinions as critical newspaper commentaries Students write their commentaries Show an actual newspaper critical commentary and compare its writing to that of the students' writing Discussion about students' writing **Talking back to the media (50 minutes)** Show selected news which is the same news story, but from a different newscast (Same news as survey) Ask students which one would be criticized by its audience? And

	ask students to write a letter to the editor expressing their views on how the editor can improve their newscast. Give hand out on " tips on writing a letter to the editor" The tip: 1.Respond to a recent news story or editorial. A good letter might begin…… 2.Make your letter short (under 600 words) and type it using word processing software. Your letter should contain a few striking claims that might surprise an editor or a reader. 3.Use descriptive words which communicate how passionately you feel about the issue. 4.At the end of the letter, include your name, address, age, phone number, and your e-mail address. 5. Send it out Reaction to media - students use a TV diary for homework Fill in evaluation form (10minutes)
Home work	Sent out your email Each student collects product promotional premiums and vouchers (as many as possible), and thinks about where are their implied manipulative messages Bring them to the next class.
Student attendance	13 students
Teacher's diary	Many students didn't write the TV diary, and just started to participate in the class; this shows that students take this cross-curriculum class as just a supplementary course. I can't really expect students to study hard and follow all the teacher's indications. Most of the students are very passive about their studies. It is not useful to just remind students to do on-line discussions and submit TV diaries every week, Some students just ignore these assignments and never submit their drafts in the class. There are only a few students who do on-line discussions and submit their TV diaries. This week, I mentioned that everyone must submit their TV diary next week since it counts towards their grades. I'm still concerned that the attitudes of many students will still not change. The challenge is to how best to energize the students' passion towards writing a TV diary? This seems to be part of my teaching mission for this class. I don' t really want to use grading to coerce students' learning; this is still a major challenge of my job, even after teaching in University for almost six years. In this week's lesson about "providing feedback to the media," I was planning to have a survey to compare with the students' survey knowledge before, but I changed it. The reason is I used a

	newly-released article to ask students to make comments regarding the issue of providing feedback to the media. This should not really impact students' critical views on the news itself. For building up their critical thinking skills about the news, I don't think students will still have completely passive viewpoints after they complete this course; rather, they seem to have developed more diverse viewpoints to a stronger degree than I had expected. For example, we discussed issues of justice in our society. Referring to this past week's news for example, there was a story about a man who had been sentenced to go to prison for seven and a half years since he used a bomb to protest our policy to join WTO. He said that farmers represent a group of people who benefit from the food imports of other countries. Alan said he should express his dissent with WTO by protesting on the streets, but he should not use violent means, like bombs, since this might hurt someone else. Most students will have open discussions about such issues since they have their own critical views, but they still lack sufficient knowledge to form truly informed opinions, especially about the topics in this week's lesson. This week, we discussed President Cheng's recent interview by Set TV. This is a very good topic for discussing the relationship between the media and politics. When I posed the question on what was your impression of our President's interview on Set TV, there was silence in the class for a moment. Then, Jeff said he knew nothing about it; Philip said he knew about it, but not in great detail. He said that he changed to a different TV channel, since he was not interested in what President Cheng was saying, and was more interested in other entertainment programs. I had expected other students would have watched it and would have some critical comments. Unfortunately, all students were still silent. I was really frustrated that students ignored such important news which impacts our lives. On the other hand, without any knowledge, how can they have critical views. Knowledge is power, and students know nothing about President Cheng so how can they critically judge this presidential interview? Critical views should be based on a foundation of knowledge. Teacher is the leader for learning, but some initiative should be taken by the students themselves. Otherwise, the benefits of learning will be limited. I posed further questions on whether the President was correct in the viewpoints he expressed in his broadcast interview. About eighty percent of the students said they agreed with the President. Only James disagreed, saying that our president might have released national secrets. Most students simply said, "it doesn't matter". There weren't any students who thought the President

	used his powers to manipulate the media on the issues discussed in class. This is but a reflection of the public's overall understanding of how the media works: Both students and the public lack a serious understanding of how the media was manipulated by President Cheng in his political interview. Lack of knowledge is indeed the key obstacle to furthering student understandings of important political issues. Apart from the above issues, we also discussed the news story about the Japanese prime minister's controversial visit to the "Yasukuni" Shrine for dead Japanese war criminals from the Second World War; this visit was strongly protested by China and South Korea. I am surprised that most students do not care about this issue. Only James said it sets a bad example for educating the next generation, and asserted that the Japanese prime minister's shouldn't have done it. Philip had a very strong comment saying war criminals shouldn't be treated in such a respectful way; however, he also said "history is history" and it will not change even with the passage of time over hundreds of years. Apart from that, others students didn't have any comments about it. Jeff said that dead people are always treated with respect in Chinese proverbs, so he didn't see anything wrong in accepting "history is history" and just leaving things alone. This makes me think about the national identity of our youth. Their consciousness for national identity is not very important in some ways. They seem to be more realistic about issues directly related to their daily lives rather than issues of righteousness or national identity. How can the teacher then evoke their sense of righteousness and nation identity? This seems to be a big responsibility for our society and education system, and cannot be blamed only on the shortcomings of our mass media.

Topic	**Deconstructing advertising persuasion and hype-(Lesson 7)**
Overview	Learn the concepts of persuasion and hype used in cash card commercials, political or other types of advertising; deconstruct the messages used to exploit and motivate in commercials; understand how hype affects our relationship with and interpretation of the media; understand the market-driven implications of media hype.
Learning outcomes	How advertising affects your life Become a wiser consumer by avoiding the traps set by advertisers

Preparation and Materials	Selected video clips showing examples of hype and persuasion such as cash card, political, and other forms of advertising. Video clip 'Beer" Paper for survey Fill in observation sheet Related journal "how to analyze an ad's semantics?" Related journal-media and capitalism
Procedure	**Discuss TV diary (10minutes)---the topic will be based on students' diary chosen by the instructor** **Survey on commercials of capitalism (20 minutes)** Show selected video clip of a commercial which is related to a specific topic and ask students to write down their opinions on a piece of paper, such as language, sound, subtext, relationship, colour and design. Colour: How is colour used to attract your attention? What kinds of technologies were used to construct this message? Relationships: What inferences can you make about the people pictured in this ad? What kind of relationship do they have? Who might want to be like them? Language: Read all the words used together with the visuals and sounds. What comes to mind when you see these words and phrases? What feelings do you experience when looking at this picture? Subtext: The ad suggests a meaning but doesn't state the meaning directly. What are some possible messages that the advertiser wants you to think or feel after viewing this ad? **Manipulation by advertising's persuasion and hype (20 minutes)** Student share their Ad collections and experiences of being manipulated by advertising Posed questions: Have you or your family or friends ever been impacted as consumers by commercials? What kind of commercials affect your buying decisions? Student share their experiences Show 4-5 selected cash card commercials (20minutes) Posed questions: Which commercials impress you the most? Why? Deconstruct it by your critical viewing. Show selected political show or commercial(20minutes) Ask students to write those words which show instances of Hype and Persuasion Share each other's opinions Posed questions:

	What are some examples of hype used in the media? What are some techniques or methods advertisers use to hype their products? (List responses on the board) Why should we not "believe their hype" ?
Student attendance	12 students
Home work	Write TV diary
Teacher's diary	How best can I motivate students to submit their diary regularly? This is still a challenge for a teacher who prefers not to use grading to coerce students. There are a few students who submit their TV diary every week, but most students just ignored it and complained they have too much homework. Last week, I mentioned that TV diary is 30% of their total grade so this means TV diary assignments are very important to get a good grade, but this did not seem to register for them. The value they place on it is disappointing, and they just seem to want to get something easily with less effort. Business drives our society and affects students' values as they reflect on education. I shouldn't complain about it too much -- the most important thing is how to acquaint students with responsibility and the importance of learning for themselves. This is always a difficult task for teachers. Regarding the TV diary, most students describe their feelings without commenting critically, but Susan's work is more critical than others. I do not intend to limit students' writing style or ideas about TV diary writing, but I think I should show them how to write more critical comments for their TV diaries. So I copied Susan's work for every student in the class to be used as a reference for writing TV diaries next week. I think this will be helpful to them to have as a reference, since I had also previously used such a reference in my public writing & reporting class. Regarding today's lesson, there was a new section on the logic of capitalism. In the beginning of this lesson, we discussed life experiences related to being deceived by commercials / advertising. It is very interesting that most students had experienced being deceived by commercials / advertising and was aware of their hype. They are more critical than I thought, but why are their TV diaries still lacking in critical analysis? I think posing such questions is very important to more effectively direct and develop their critical thinking skills.

Topic	**Why are tobacco, alcohol and soft drinks commercials effective?-(Lesson 8)**
Overview	More and more teens start consuming tobacco and alcohol at a young age as a result of being manipulated by TV images generated by the advertising industry. This lesson helps students discover the implied messages embedded in tobacco and alcohol commercials.
Learning outcomes	Identify how tobacco and alcohol commercials manipulate their audience Discover the implied messages in these ads Understand the anti-drug rights' movement
Preparation and Materials	Selected print tobacco and alcohol Ads for 6-7 groups A4 white paper, colour pen Selected tobacco and alcohol TV commercial video clip, "children media literacy-cigarettes" Selected video clip on tobacco or alcoholic by MEF
Procedure	**Discuss TV diary with students- the topic to be selected by instructor.** **How do tobacco and alcohol commercials persuade you? (20minutes)** Share your own experiences as well as those of your family and friends related to alcohol consumption or cigarette smoking. Posed questions: When is the first time you smoked tobacco? Influenced by what/whom? Have you ever been influenced by related TV commercials? What are your impressions of tobacco and alcohol commercials? Divide students into 4-5 groups and give each group a printed tobacco or alcohol ad; ask groups to then discuss how these industries are trying to persuade consumers to purchase their products (20 minutes). Each group presents their thoughts in front of the other students. **Disadvantages of consuming tobacco and alcohol (20 minutes)** Show selected video clips on, "introduction to tobacco's dangers" Show selected video clip on, "introduction to alcohol" Posed question: (discuss with your group) What are the implied messages behind these print ads? Each group will express their thoughts. Posed question: In what ways does the tobacco industry resist changes to their advertising policies? **Taking anti-tobacco and anti-alcohol positions (20 minutes)**

	Give each group a piece of paper and colour pen, and ask them to draw an anti-tobacco ad. Each group will present their work The students' completed drawings will be displayed on the campus bulletin boards.
Student attendance	13 students
Home work	Write TV diary
Teacher's diary	The news from last week is about a scandalous picture which had been released by a cable station, and the Government Information Office's coercive attempts to suppress its operations. This makes people think that politics is heavily involved in trying to shape the media. Unfortunately, however, few students seem to be interested in this kind of news. Students were quiet and do not seem to be aware of current issues being covered these days by the media. Students are apathetic about such current issues and are unaware how they can potentially impact their lives. I tried to explain the correlative impact of this news to the students, but I am sceptical about how seriously they considered it. Knowledge should be based on positive learning motivation. How can I most effectively motivate students' learning when the source of learning is not based solely on formal school education, but also originates from family and society? Lack of current events/news always posses a problem for our class discussions. I always get frustrated by it since I have to spend more time explaining current events in the class. After my explanation, students started to share their opinions and began to see different perspectives instead of only considering one side of an issue. That is really the purpose of this class - namely, to make students think critically. From my observation, this class will not only help to develop their critical thinking capacity, but will also, and more importantly, help them make better decisions and apply better judgment in their day to day lives, without just relying on one class or the "educational system." Regarding today's topic - "Why tobacco, alcoholic and soft drink commercials work?" — The smoking habits of most male students are influenced by their peers. I initially showed a video tape and lectured on the disadvantages of smoking, but unfortunately, these had no noticeable impact on the students. From their viewpoint, they know death is inevitable, but it does not merit their worry, since it probably won't happen (to them) immediately. I don't honestly expect this class to have a significant lasting effect on their thinking, as this is evidenced by many students insisting on continuing their smoking habit despite the incontestable factual evidence of smoking's many dangers I presented to them in this class. Probably only through real life experience will they eventually wake up to smoking's many dangers to their own health. Otherwise, they won't change their behaviour based solely on one

	classroom lesson, which is, of course, an unrealistic expectation. This is one of the many serious dilemmas and shortcomings of education i.e., some things can only truly be learned by constructing one's own knowledge through actual life experience, and not just by passively listening to classroom lectures. This is especially true for changing such things as attitudes and behaviours: These, I submit, can only be changed based on one's own experience. This is even truer for adults whose mind set is more fixed. I don't think this lesson is totally useless, but I believe that real change, for the most part, must be based on students' own life experiences. This dilemma i.e., classroom vs. real-life experiences impacting behaviour in a positive way - is indeed a major challenge facing educators.

Topic	**Music video deconstruction (Lesson 9)**
Overview	Popular music and music video are designed to introduce students to the concept of popular culture and the role that it plays in their life. In this lesson, students examine the importance of videos to the music industry and the role that music plays in popular culture. In pairs, students interview each other about their musical preferences. This information is then tallied as a class. Activities for this lesson include: viewing and listening to videos, with and without sound, in order to analyze aesthetic visual elements; exploring the history of the music video; and independent projects on music videos for selected musical genres.
Learning outcomes	Understanding of the importance of music videos to the music industry Understanding of pop music's contribution to popular culture
Preparation and Materials	Selected popular music video which portrays stereotypes on love relationships, female images Related journal hand out Paper Questionnaire Evaluation form

Procedure	**Discuss TV diary (10minutes)---the topic will be based on students' diary by the instructor** **Outline relationship between music and youth** Working in pairs, have students bring examples of their own popular music to share with their partners, asking the following questions: How much time do you spend listening to music each day? What is your favourite type of music? What is it that you really like about the music that you brought to class? Do you like the music loud or soft? Why? The first time that you saw the video for this song, did it match your interpretation from just listening to it? Does the music video influence your liking of it? Have you ever seen this band live? Did they meet your expectations? Students Share their thoughts Screen popular music video with sound and without sound and ask students to write down on questionnaire: Are the video and the song compatible? Do they tell the same story? Were they predisposed in their interpretation of the song after seeing the video? Does the video add depth or value to the song, or does it seem to be more of a marketing ploy? Which would convince them more to buy a tape or CD: watching a video or hearing a song? Screening and analyzing music video Selected music video (2-3) with stereotypes of particular group, and romantic situations Pose question: What is dominant focus of the videos? What are the similarities between these videos? What are the differences? How are the following individuals depicted in their videos?(visible minorities, teenagers, women, men, parents, authority ,figures) What lifestyle choices are promoted in these videos? What trends in popular culture have been inspired by these videos? How has this music influenced your lives? Students fill in the form (20 minutes) **Introduction of the music industry** Will you change your attitude on viewing music video?
Student attendance	12 Students
Home work	Write TV diary

Teacher's diary	MTV is always very popular among students. Students seem to be attracted to its visual image and ignore the issue being highlighted than the clips. I found students pay attention more do visual images per say rather than the underlying theoretical perspective represented in those visual image. In this case, visual image are less effective in evoking than consciousness about issues highlighted. The good news is they seem to be more critical on the aesthetic parts of the video and the video making technique.

Topic	**Images of learning: gender stereotypes (Lesson 10)**
Overview	This lesson helps students become more aware of the stereotypes associated with how students and teachers are portrayed in television and films.
Learning outcomes	Recognize that media constructs reality Examine how teachers and students are portrayed in television programs and explain the biases and beliefs revealed in the conveyed messages Analyze representations of social, political and cultural issues in the media Students will examine their own stereotypical perceptions
Preparation and Materials	Selected video clip on "The Simpson's" or series with stereotypical images. 'adult media literacy-stereotype' PowerPoint on "the definition of stereotype" Disney carton' video discussing stereotype issues and images Related journal
Procedure	**Discuss TV diary-the topic will be selected by the instructor** **The definition of "stereotype" "representation" (10 minutes)** Write the words "stereotype" and "representation" on the board, and then ask students to define these terms. After students share their definitions, distribute a handout providing definitions of stereotype and representation. Posed questions: What are the advantages of using stereotypical representations on television? What is the disadvantages of using stereotypical representations on television? Ask students to write down their answers on a piece of paper (as survey)

	How television portrays gender stereotypes (30 minutes) Ask male students to represent "the male" in front of all students, and then ask students to brainstorm on how to show typical male-gender features; list these features on the board. Ask female students to represent "the female" in front of all students, and then ask students to brainstorm on how to show typical female-gender features; list these features on the board. Posed question: Do you agree with these gender-based characteristics as experienced in your own lives? Share your life experiences on managing relationships with others. Show selected 'Disney carton' video on how TV represents gender stereotypes Posed questions: .Do these gender features shown on Television reflect your own lives? Of these programs, which do you believe most accurately represents the lives of males and females? Why? **How television portrays class-based stereotypes (20 minutes)** Ask students to brainstorm on movies that they have seen that feature class issues facing students and teachers Posed question: Do these class issues as seen on TV or in movies influence your own attitudes towards learning? In what ways?
Student attendance	12 students
Home work	Bring samples collected on body images portrayed in posters and magazines
Teacher's diary	Today, we discussed recent news, but I still observed many puzzled faces in my class. Eventually Susan suggested that I had better explain the entire topic story before beginning the discussions. This made me think, "Why are students so passive about learning?" I only have time to cover a limited amount of material in class, so they cannot just sit back in my class and expect to be fully informed about all current events happening in the world today. Some level of student initiative is necessary which requires they read newspapers and watch TV news programs on their own. In the past, when I was a student, I would have been embarrassed if I could not answer current event-related questions posed by my teachers. I can't believe that every time I pose questions regarding the day's headline news, the students are completely unfamiliar with them.

	This is not only a teaching-related problem, but is also related to their lack of overall literacy. Regarding body and image stereotypes, when we discussed the different roles of woman, teacher, and man, it soon became clear that students' cognitive perceptions have been heavily influenced by their families. Sean provided an example of his father still insisting that his sister maintain long hair as a part of tradition values. As a result, Sean said that he also prefers long rather than short hair for girls. That is a typical example of the influence wielded by one's parents. According to Chinese culture, children must respect their parent' s values. When I was a child, for example, I was also heavily influenced by and always followed my parents' values, and never even considered resisting or opposing them. In the past, there was never any doubt that passive silence for women was also considered a good value in our society. In many ways, Sean holds similar values as do I, and sometimes a voice in my heart asks the question" Since we are so similar in our thinking and outlook, am I really qualified to teach these students? The only difference is I am proactively expanding my base of knowledge step by step in pursuit of a PhD. I believed my job is not necessarily to change someone's values (which I would hate to try and do), but rather my job is to encourage Sean and the other students to develop more objective viewpoints by sharpening their critical thinking skills: This is clearly very different from trying to change them by force. They need to be made aware that, in this world, there are a wide range of viewpoints on issues, many of which will differ from what they may initially believe: This seems to be one of the difficult aspects of being a teacher, since students only sit in the teacher's class two hours per week. I am not frustrated by this limitation and believe education is gained slowly but surely and day-by-day. During our discussion of teacher stereotypes, Jeff shared his experiences and impressions of his high school teacher, and these were quite interesting. He said his high school teacher was very strict. His teacher would not accept his excuses for arriving late to school. His teacher told Jeff that he didn't have any acceptable excuse for being late, and this is a typical authoritarian stereotype of the teacher in Chinese society. This makes me reflect as to what kind of attitude I should bring to my students as their teacher. Perhaps it would be best if, rather than considering this an issue of authoritarian vs. non- authoritarian teaching styles, I should instead focus on methods to positively motivate and reward students. This may be a more enlightened philosophy for constructing a productive learning environment and relationship between teacher and students.

Topic	**Body images (Lesson 11)**
Overview	Commercials of a woman's body are not only for consumer products but also present society's values and attitudes about love and relationships, as well as the subjective tastes of men in that society. This helps us to better understand perceptions of a woman's body and its effect on youth. This lesson will discuss these and such other related issues including: perception and artificiality; objectification, fragmentation, femininity, Appearance and Slimness; Humiliation of girls; sexuality; infantilization and pornography; the trivialization of sexual violence; polarizing femininity and masculinity; and progress and activism related to these issues.
Learning outcomes	Gain awareness of the implications and hidden messages about the female body Understand gender stereotypes Understand the myth of diet Identify effects of female body images
Preparation and Materials	Selected images of women from diet, beauty, underwear, etc., commercials which represent typical female stereotypes Video clips on "killing us softly" Related journal for hand out
Procedure	**Discuss TV diary: the topic as chosen by instructor (10 minutes)** Students to show their pictures of body images collected from ads or magazines, and discuss how woman and men have been portrayed in public. **How images have been portrayed in public (20 minutes)** Posed questions: Do the pictures you collected portray images of woman or men? What are the similarities of those pictures? Do you agree or disagree? Why? **The myth of beauty as measured by slimness (30 minutes)** Students share their own (or a friend's) diet experiences Show 3-5 selected TV commercials related to a woman's image as influenced by diet, youth, and beauty. Which commercial impressed you most? Why? Write it down in your notepad Posed questions: Why are woman always dissatisfied with their body? Why is slim-type/size the standard for a women's desirable figure? Who constructed the myth that a woman's body is perennially in need of dieting? Discuss objective vs. subjective women's body type as defined as desirable by men. How does computer technology play a role in promoting the myth of women's body?

	The effect a woman's body images can have on violence, self-esteem, eating disorders, sexuality, and the stereotype of gender (20 minutes) Show selected video clip "killing us softly"(20 minutes) Posed questions: What will be the effect on your own life after today's lesson? Will you change your attitude on issues of body image in your own life? In which way? Share an example with others.
Student attendance	12 Students
Home work	Design 10-minute drama of character stereotyping and present it to the class next week
Teacher's diary	The subject of this lesson is the "image of body," and students were very talkative about this subject since it relates to their own life experiences. In our society, women always rely on men, and a woman's position is lower than a man's. So woman seem to always be playing a role which pleases men. For example, most women try to diet to have a nice figure for men. Alan (a student) mentioned his female friend who weights only 38 kg but still wants to diet. He thinks this is unbelievable. Most students agreed that woman is always unsatisfied with their body image: No woman thinks they are perfect. Most male students also agree that woman is not just an object for men. Sean said that his sister is only 10 years old, but still, she only cares about her beauty and body. He said that he doesn't think his sister's overriding mission should be to attract males. From my point of view, I think such attitudes by young women have been greatly affected by our culture, perhaps unconsciously. Women should think that their beauty is for one's own self-satisfaction, and not only for attracting males, but in fact this expression is part of a woman's struggle to define her female gender role as being different from that of males. That is a kind of limit to women's own thinking. Woman should try to keep control over their own lives, and not depend on men, but women are clearly still strongly controlled by a patriarchal society. Our class had a very interesting discussion about this topic. In order to discuss it further, we viewed a commercial in which the actress is 14 years old and wears sexy clothes to promote a youthful culture of Beauty. When I asked students what they think about this commercial, they expressed different views about morals vs. overt body sexuality. I didn't judge them, and just let they express their thinking. Whatever it is, I believe this is a process of learning. At the end of class, I raised further questions related to this lesson: Has anything in your thinking changed regarding body images and weight loss to gain the socially-desirable slim body-type? Most of them didn't think they changed their original views, since they don't

	them didn't think they changed their original views, since they don't think beauty is very important, but rather believe that health is most important. They think they already have healthy viewpoints about body images, even though they are influenced by the media. I am glad to see their level of media literacy is higher than I had expected. Apart from this lesson, I am still upset that some students did not submit their TV diaries properly. I don't want to use the force of authority since I try to teach in an educationally progressive manner. I think I should try some other approach and this will be a big challenge for me. Some students still think they can get a good grade with little effort and consider this to be only a "supplementary" class.

Lesson 12 Public holiday

Topic	**Foreign series on identity (Lesson 13)**
Overview	This lesson examines how foreign series influences youth identity, and helps students to understand these influences through watching foreign series. The lesson will use some of the most popular foreign series as an example to demonstrate the level of students' cultural awareness.
Learning outcomes	Understand how cultural awareness, identity, attitudes, perceptions, and behaviours are influenced by foreign series
Preparation and Materials	Selected video clip of popular foreign series in Taiwan (also, Korean series and Japanese series) Give a survey form to every student pledging they will turn off the TV for one week White paper for survey
Procedure	**Discuss TV diary -- the topic to be selected by the instructor** **The symbolism of a country** A student hands out a piece of paper with the name of a country to each group; then one student in each group has to act out the characteristics of their selected country without speaking. Each group of students will then try to figure out what is the name of country. (Teacher will also do acting for the two groups.) Share your acting on how to symbolize a country Posed questions: What are stereotypical images of people in the country? Where do these images come from? Do you have any experiences of culture shock to share? Do you r respect different cultures?

	Show selected video clips on popular Korea series Show selected video clips on popular Japanese series Posed questions: How are stereotypes of class, gender and race portrayed in these societies? What is the different perceptions of values, attitudes and behaviours compared to our own culture? Posed questions: Share your experiences viewing foreign series: Have they had any effect on the lives of you or your friends? Do you like them or not? Why? What is the risk (if any?) in our society of people watching too many foreign series? **Understanding you individual identity** What is the advantages of using stereotypical representations on television? What is the disadvantages of using stereotypical representations on television? Ask students to write down their answers on a piece of paper to compare them with lesson 10's survey.
Student attendance	11 students
Home work	Fill in form on turning off TV for one week.
Teacher's diary	Recently, we haven't discussed news issues since the section has changed, but we still continue discussing stereotypes and identity issues in our society. I am very surprised that students shared lots of life experiences with me. Susan said that she interviewed her high school friend and her aunt who is a single mother. They all think they do not represent the images portrayed on Television. John also agreed and mentioned his classmate -- who suffers from depression -- but is very nice to people and gets good grades most of the time. John believes one shouldn't look down on people with this kind of disease. All students related to their own experiences and realized that the portrayal of stereotypes is common in society. How can we resist the depiction of stereotypes being constantly portrayed in the media? There is no answer: Most students kept silent. From my point of view, I understand students are able to clearly define stereotype images on TV, but they seem paralyzed to take action. They think they are too small and insignificant to take positive action so they just ignore that which is not right. This is our common problem - i.e., that most people just give up their rights too easily. This is also the cause of many injustices that exist in society - and explains why people are mainly dominated by power rather than by rational persuasion. That explains how and why

	rather than by rational persuasion. That explains how and why societal values are passed from generation to generation. As Sean said, stereotypes don't change from generation to generation since they are influenced heavily by values and education. I totally agree with him but at least education can play a positive role in combating false stereotypes and thus make the world a little better day by day. Apart from discussing stereotypes, we are focusing on identity as the topic of today's lesson. It is very interesting to act out the identity of a country's name without using any verbal communication. I also participated in acting, and the students got very excited and had lots of fun. Students like to have fun as do I, and I could feel their vibrant energy as it was concentrated on the acting task. It is much better to incorporate a game into the lesson rather than just sitting in the classroom quietly. I recall from my own elementary school memories being very excited when the teacher designed acting or drama into the classroom lesson. Learning with games is one of the best ways to facilitate education: I believe it is useful not only in elementary school but also in higher education. The most important point is successfully linking the game and the knowledge into one. Apart from teaching some technical points, we also discussed stereotypes and culture shock, but I was quite surprised to find that students only have local experience and are completely lacking in international experience. All they know about foreign cultures are from the impression given to them by the media. Acquiring international viewpoints befitting university students should be a common educational goal, since globalization is now a popular platform on the global stage. Although they couldn't relate directly from their own personal experiences with foreign countries and cultures, they did relate to their many life experiences with different races within Taiwan. Many students took as an example what had happened in their daily life. Most of them have observed a variety of local cultures and this provided them with some level of sensitivity on how to respect cultures, whether they are international or local. At the end of class, we further discussed identity issues and how they have been affected by foreign series. Are there any risks if foreign series "invades" our country? John said that our culture might become extinct after the next generation. Ian said that it not only represents an economic threat but also a threat to our own identity and cultural style. Without our own culture how can we have a country and motherland? On the other hand, foreign cultures could be a new stimulus and inspiration for our own culture. They grasp the importance of our cultural identity, but they also know it is not always easy to experience it through the popular culture in their daily lives.

Topic	**Understanding your civil rights-(Lesson 14)**
Overview	This lesson helps student understand how their civil rights are defined by the media.
Learning outcomes	Understand how to gain access to the media Understand your civil rights
Preparation and Materials	Video clip "adult media literacy - the audience is the master" Hand out for related journal "civil rights & adult media literacy"
Procedure	**Discuss TV diary - the topic to be selected by the instructor** Students will share their experiences of not watching TV for one week. (Fill out a log covering the past week's experiences and bring it to class to share with others) Show video clip on "adult media literacy - the audience is the master" (40 minutes) Posed questions on the video content: How do you reconcile the relationship between TV and yourself? How will you change after this class? In perception? Attitude? Behaviour? Fill in evaluation form
Student attendance	6 students
Teacher's diary	Only a small number of students attended class since it is just before the Christmas holiday. Is this an acceptable excuse for missing class? Probably not. I shouldn't make excuses for students, since learning is primarily their responsibility; but human nature being what it is, unfortunately, serves to sometimes inhibit the fulfilment of one's responsibilities. Laziness, when it comes to learning, coupled with a desire to just "pass" the course seems to be the prevailing attitude among today's student body. Motivating students' desire to learn in a positive and proactive way is still the main mission for today's teacher. Students talked a lot about the relationship between Television and themselves, and this reflected their understanding of civil rights. After one week of not watching television, they realized that television is not a vital part of their lives. They were able to do things they would not ordinarily have done thanks to the free time they now had as a result of switching off the TV. Most students are not addicted to TV except for Susan. Only Susan felt unable to control herself, and could resist not watching TV for a mere two days. Students also mentioned the influence that habit and environment has on deciding whether or not to watch TV. If there is

	no TV in their dormitory or if they are busy, then TV is less important in their lives. And most also recognize the importance that peer interactions play both in socializing and for gaining information. Otherwise, isolation could adversely affect their lives. During class discussion, Ben provided an example of his brother-in-law who never watched TV is his life but still got along well with friends and always received good grades when he was in school. From this real-life story, I believe the environment in our society always plays a very important role in influencing TV viewing habits. I shouldn't be overly judgmental on one's particular TV viewing habits, since to a certain degree, judging the quality and social benefits of a TV program in our media environment as being either "good or bad" is somewhat subjective. Respecting the individual needs of viewers is a very important media literacy concept too. I believe students understand, more than we give them credit for, the actual relationship between themselves and Television. This class is not anti-Television, but rather strives to better understand the interrelationships between a person's life, their culture, media and society.

Topic	**Oral presentation –(Lessons 15 – 17)**
Overview	These lessons present the understanding of media concept. Students will choose a television programme and analyze it; this not only shows students' exercising critical analysis but also how they evaluate media in their life.
Learning outcomes	Understand the content of this course Understand the relationship between media and their self acquire critical skill learn how to interact with others
Preparation and Materials	Technical providing
Procedure	**Oral presentation** Divide oral presentation into 3-4 groups, with a time limit of 50 minutes for each group; student have to show their work on screen and use Power point to describe their critical views on the television programme which they choose. Week15—group 1 Week16—group 2 Week17—group 3 Five students interview and arrange time (same as in the beginning of interview).
Student attendance	13 Students

Home work	Prepare presentation
Teacher's Diary	In final semester, students do group presentations together with their group members. They chose the topic they like, but they only focus on presenting video clips having strong visual impact. Some students use material which is from their major class, such as William who is always very critical in the class; he presented MTV which explains similarities theory. Students were all surprised and really learned a lot from his presentation. Other group presentations, although not delving deep into relevant theory still do a fairly good job presenting their learning. In fact, I don't require their presentation skills be too polished; Nevertheless, I really do feel their attitude for critical thought is making progress.

Week18—fill in evaluation form and focus group for discussing the course

Appendix: 11 Assignment guidelines

Divide students into 4 groups, for group writing assignments each group will assign on each lesson for evaluate the lesson. Each group will interact and apply one of the critical approaches to written analysis. (Not under 800 words) and submit on each week.

Reference as following question but write in essay format

1. Does this lesson have a clear objective for teaching?
2. Does the structure of the teaching proceed systematically?
3. Does this lesson provide enough material?
4. Does the teaching material chosen help you?
5. Does this lesson help you understand the concept of television literacy?
6. Does this lesson help you with understanding Television?
7. Does this lesson improve your perception, attitude, critical thinking on Television?
8. Does this lesson help you understand our society and world?
9. How much harvest you receive from this class?
10. Does homework help you understand the concept?

Open questionnaire:

11. Which homework you like most? Why?
12. Which part of class you like most? And why?
13. What kind of teaching style you like most? Why?
14. What is most harvest on the process of learning?
15. What kind of perception, attitude, and behaviour you will change after class?

Give your comments for this lesson:

Appendix: 12 List of 47 codes

List of code:

A. Social issue

1. Culture issue
2. Stereotype
3. Gender
4. Politic
5. Education
6. Symbiotic
7. Media
8. Cut down size
9. Class
10. Capitalism
11. Race
12. Identity
13. Privacy
14. Hegemony

B. Students learning

1. Reflection
2. Resist to hegemony
3. Change original thought
4. Life experience
5. Different perspective
6. Confidence
7. Behaviour
8. Action
9. Critical thinking
10. Change
11. Oral expression
12. Attitude
13. Value
14. Know how to question
15. The degree of logic thinking

C. Reactions to teaching in the classroom

1. Gain and learn a lot
2. Teacher's teaching
3. Assignment

4. Motivation
5. Effective
6. Impression
7. Life
8. Suggestion
9. Class actives
10. Reaction of class

D. <u>Correlation between media and students</u>

1. Students and media
2. Habit of watching
3. Reason of watching TV
4. Comments on TV
5. View of TV
6. The function of TV
7. Relate to life
8. Effective

Appendix: 13 Explains the categorization process

Key to data analysis

The following terminology is used in the data analysis, taken from the use of the software Winmax.

TEXT = the origin or route of the data used
CODE= Codes used for analysing the data, the first term is one of the 47 main codes; other terms are from the sub coding, for example:

TEXT: Class transcript introduction 1.txt (350/369)
This means the source is the transcript of introduction- lesson 1, and has been classified by the software Winmax as text from line 350 to line 369

Second example:
Code: 04 media and student/ commentary/fairness

In this example 04 is one of four general categories (social issue, teaching, learning and media and students) and is one of the 47 main codes, and 'commentary' and 'fairness' are from the 200/500 codes. All names of students have been changed to ensure anonymity.

Hierarchy for categorization

The evaluation criteria for critical thinking, as Ch5 mentioned, is based on the Barnett model of critical reason, self-reflection and action. The domain includes knowledge, self and world (Barnett, 1997). The hierarchy for this research changed with research question answers and reveals reason, self-reflection and action grouped into two main categories 1) knowledge enhancing understanding of the function of television/media reproduction for society, and further to evaluate achievement of teaching aims for each class, and further to 2) define the degree of critical thinking. Defining the hierarchy dovetails with the theme of three sections, the criteria are divided into four to five categorizes – from unconscious, conscious, linking, critical thought development and critical thought illumination: Their interpretation is based on revealed keywords, and below are examples revealing criteria for each.

1) **Understanding - This reveals how students understand the TV/media text or function for the society, and the achievement of each theme's teaching aim. Here is an example of understanding stereotype;**

TEXT: Assignment, Jeff, React to media, txt (15/19)
CODE: 01 Social issue, Stereotype
Jeff: One time I watched news, I think it is in October, the slogan is 'young people always over credit" It means young people always use credit card and make interest circle by circle, so they always make over credit. Can you

image how reporter interview young people on the street but worn short selves' cloth?

2) **The hierarchy of critical thinking - Five levels of criticality have been distinguished by example.**

a. Unconscious-Unaware of significant problems in their thinking

TEXT: Class transcript, Lesson 15, txt (581/588)
CODE: 04 Students and media, After viewing, Commercial
Jeff: Take an example on ice cream, a slogan on a commercial 'Tea, coffee or Me' it is girl presented. So it makes audience easy to remember it.

b. Conscious-Aware of significant problems in their thinking

TEXT: Interview transcript, (After) Jeff and Susan, txt (85/92)
CODE: 02 Students' learning, Truth, Question
Jeff: The visual data maybe is false. That is a hot summer but the interviewee is wearing long sleeve. It is a contradiction and strange when I watch the TV news.

c. Linking-With ability relevant to the problem and able to identify the issue

TEXT: Class transcript, Lesson 4, txt (529/536)
CODE: 04 Students and media, Commentary, Authentic
Sean: They didn't provide evidence, just question mark on news screen, looks truly happened, there is no filming just a table and the scene is darker on purpose. It really makes me feel foreign bride will do sex business.

d. Critical thought has been developed- Reasoning ability evidenced in their thinking

TEXT: Final group presentation, Commercial technical, txt (21/26)
CODE: 04 Students and media, After viewing, Commercial
Jeff: Consumerism uses the woman's image to invade economic war; woman becomes a weapon for use by business. For television to have an educational impact it should identify woman's independent character and not just use it as a tool in the media.

e. Further thinking illustrate criticality-Depth, breadth and logic to make sense of the problem

TEXT: Questionnaire in semester, Lesson 8, Woman image, txt (43/48)
CODE: 01 Social issue, Cut down size

Rob: After viewing these commercial, I only can see the result of fatalism applied in the definition of beauty that is to be as slim as possible They just instil the beauty concept to woman's mind, it looks into the end of world once woman lose their youth and become fat, we can see the hidden power has been developed. I think different stages should have different definitions of beauty, why do we need to just follow it blindly?

3) On what changes occur in students-This is about students' behavioural changes in a different hierarchy, also as included in the example below

a. Trust and blindly-cold, and indifferent due to no direct impact

TEXT: Class transcript, (Before) Ian, txt (793/796)
CODE: 02 Students' learning, After conscious, Without change
Ian: I won't take any action if nothing is related to me.

b. Never thought to thought- Attitude behavioural changes

TEXT: Class transcript, Lesson 17, txt (438/444)
CODE: 02 Student's learning, Change
Susan: in the past Ididn't watch news on TV since my father always explained what is going on in the world for me but now it is different;, last time we watched news in the classroom and when I get back home. I discussed it with my father.

c. Becoming critical attitude-Acquiring critical cognitive and attitude

TEXT: Interview transcript, (After), Jeff and Susan, txt (535/539)
CODE: 03 Teaching and learning, Productive, Different perspective
Susan: My attitude developed more in the middle, I won't think it is right. And on cognitive way, I think they have bias since I gained more knowledge.

d. Behavioural is changed

TEXT: Class transcript, Lesson 14, txt (968/979)
CODE: 02 Student's learning, Change
Susan: Due to this class, I have changed a little bit, I used to watch TV without any question, never thought about anything, now my views are more objects and I do not believe it all.

e. Taking action or not- After change, how student takes action

TEXT: Interview transcript, (Before) Linda, txt (263/270)
CODE: 02 Student's learning, Reflection, Different perspective
Linda: I am not set in my mind anymore...But in the past, I totally trusted what was reported on TV news, I thought it must be the truth. I followed it blindly before but now I realize more why the views I didn't catch up and why I was so blind before.

f. Apart from action-Other change apart from action

TEXT: Class transcript, Lesson 14, txt (998/1005)
CODE: 02 Student's learning, Change
John: I will help to change children's view, after this class, we knew what is wrong and right, I will revise it if I watching TV with children.

To summarize students' responses are divided into the categories below:

The theme of three sections	The level of critical thinking
1) The voice of society	a. Unconscious-lack of knowledge b. Conscious c. Linking d. Critical thought has been developed
2) How capitalism uses media	a. Unconscious b. Conscious c. Critical thought has been developed
3) The distortion of the world.	A. Presenting images of Women's body a. Ideology by society unconsciously b. Conscious c. Critical thought has been developed d. Further thinking illustrate criticality

	B. Stereotypes portrayed in television a. Unconscious held stereotypes b. Conscious c. Critical thinking on distorted images in the media d. Critical thought has been developed
4) What changes occur in students	a. Trust and blindly b. Never thought to thought c. Becoming critical attitude d. Behaviour is changed e. Taking action or not f. Apart from action

These are criteria of how I define the line for each categorization and to further interpret their meaning for fulfilling the hierarchy of critical thinking.

UNIVERSITI MALAYA 506