



McGill

Faculty of **Education**
Department of **Educational & Counselling**
Psychology (ECP)

Creating and Using Media For Learning (EDPT 204 Winter '25)

General Information

EDPT 200-001 CRN: 2759

Location: Education Building, rm B129; Tuesday 6:05 to 8:55 pm

Course & Instructor Information

Adjunct Professor: Sam Bruzzese

Email: sam.bruzzese@mcgill.ca

Personal website: <http://sbruzzese.org>

Class Website: <https://sites.google.com/view/edpt204w25/home>

Class blogs: this year they are private on the MyCourses discussion forum

Bluesky: [@samb52.bsky.social](https://bsky.app/profile/samb52.bsky.social)

Course hashtag: #edpt204

Office : Education Building, rm. 513

Office hours: Tuesday: 5:00 to 6:00 (by apt)

Course Description

Official Calendar Description: Creating and using media for learning. The course reviews audio-visual education (text, visuals, audio, video, and augmented reality), media and information literacy for K-11, higher education, and society, and how data are represented and used in education and research in different disciplines. The rationale and underlying principles for the design, production and effective use of media are emphasized.

Learning Outcomes / Objectives

The course reviews :

1. **audio-visual education** (words and pictures, sounds and images).
2. **media and information literacy** - we will explore how we as media consumers engage with the media; special focus throughout the semester will be on improving our ability to critically analyze the media and their messages.

3. the rationale and underlying principles for the **design, production** and **effective** use of media are emphasized.

The course takes a studio teaching and project-based learning method. This semester I am using a 'spiral' approach to teaching the course. We come back to the same topic with a different lens several times throughout the course

- Students are introduced to the topic (i.e. books, movies, etc.) through an online (LaunchPad) module.
- We then come back to the topic (several weeks later) through student created media projects & mini presentations.
- Finally while student present & share their media creations we conduct a critical media analysis (Bruzzeese & Ott) weeks 7 through 12.

Students are expected to **view, listen, or read** the assigned material **BEFORE** each class, participate in the classroom and on-line discussions, as well as actively engage in the production activities.

This semester (if there are any face to face classes) there will be a **45/50 minute tech free zone** (i.e. the media labs) while we engage in **face to face socratic dialogue** with each other & in the groups. This means absolutely no technology :) -- paper & pen. I'll explain why during the first class and you will love it !!! Guaranteed.

The course consists of three major components:

- Media Essentials (week 2 to 6) --> history --> audiovisual --> mass media --> educational media --> media / digital literacy
- Critical Media Theory (week 7 to 12) --> Marxist Analysis --> Rhetorical Analysis --> Cultural Analysis --> Psychoanalytic Analysis--> Feminist Analysis --> Sociological Analysis
- Creating Media for Learning (week 1 to 12) --> text --> image --> audio --> video --> animation --> multimedia --> ebooks --> augmented & virtual reality

By the end of this course you will:

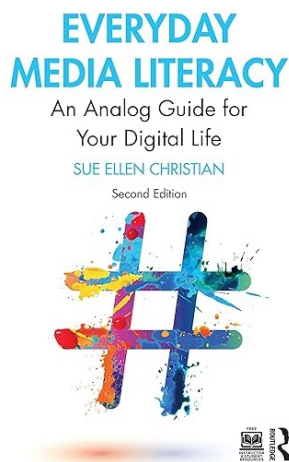
- Be able to think critically about the power and influence of media in our daily lives.
- Demonstrate how to foster media literacy in course design and practice from K to university levels.
- Demonstrate instructional design and assessment principles for effectively creating, using, and evaluating a variety of educational media and technology devices.

- Demonstrate your understanding of these principles through the creation and evaluation of learning materials for specific pedagogical objectives (i.e. the Quebec Education Program) when relevant.

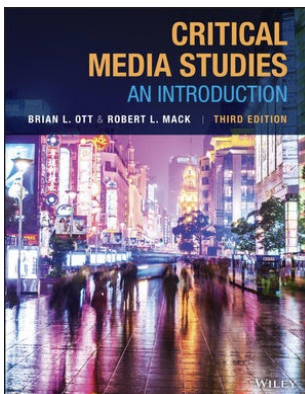
This course directly targets the development and mastery of the following professional teacher competencies ([Revised professional competencies, 2021](#)):

- **#1 Act as a cultural facilitator when carrying out duties**
- **#2 Master the language of instruction**
- **#3 Plan teaching and learning situations**
- **#4 Implement teaching and learning situations**
- **#5 Evaluate learning**
- **#6 Manage how the class operates**
- **#7 Take into account student diversity**
- **#8 Support students' love of learning**
- **#11 Commit to own professional development and to the profession**
- **#12 Mobilize digital technologies**

Required Course Materials (read on Perusall)



Everyday Media Literacy: An Analog Guide for Your Digital Life by Sue Ellen Christian (2nd. edition).



The 3rd edition was published in 2020 and the McGill Library has kindly purchased unlimited downloads of the ebook for students. Here is the [link to the ebook version](#).

You will need to log in to the McGill Library to view/ download the book.

I have uploaded the selected chapters on Perusall along with other readings and articles

Creating & Using Media for Learning (EDPT 204) Advance Organizer (Winter '25)

Media Essentials (Christian & Bruzzese):

Class #:

1. Why Media Literacy & Why You?
2. Protecting Your Daily Allotment of Attention
3. How Audiences Are Bought
4. How Media Messages Deliver Meaning
5. How to Create Messages with Purpose...
6. Media Use for Positive Sense of Self
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

Critical Analysis (Ott & Bruzzese):

Class #:

- 1.
- 2.
- 3.
- 4.
- 5.
6. Marxist analysis (intro to Ott)
7. Asynchronous class (work on presentations)
8. Rhetorical analysis & presentation 1, 2
9. Cultural analysis & presentation 3, 4
10. Psychoanalytic analysis & presentations 5, 6
11. Feminist analysis & presentations 7, 9
12. Sociological analysis & presentations 9, 10
13. The 'big' ideas revisited



Creating Media for Learning (Bruzzese):

Class #:

- 1.
2. Intro to AI (Microsoft Pilot)
3. Social Media: BlueSkye
4. Adobe Express #1
5. Pear Deck Lab (use for presentations)
6. Media lab 1 (Marx)
7. Adobe Express #2 (webpage)
8. Media lab 2 (rhetorical) & SEESAW
9. Media lab 3 (cultural) & video
10. Media lab 4 (psychoanalytic) & Book Creator
11. Media lab 5 (feminist) & Book Creator cont'd
12. Media lab 6 (sociological) & Remix
13. Student showcase celebration & wrap-up

Evaluation / Assessment

Course expectations and requirements include:

- active classroom participation; timely completion of assignments.
- reading of assigned articles, research, writing, a collaborative programming project, and a demonstration of technical fluency.
- creative thinking, problem solving, risk taking, humour and joyful exploration will be valued highly.
- Respecting the tech free zone for part of the class (**approximately 45/50 minutes**) while we engage in **face to face Socratic dialogue** with each other & in the groups. This means absolutely no technology :) -- paper & pen.
- attendance at all classes is expected, learning and playing with technology requires considerable time and practice, it is therefore important that you will attend ALL classes. A bonus mark will be given for perfect attendance.

Assignments

All assignments must be uploaded on myCourses unless otherwise agreed to by students and the instructor.

1. Blogging / My Courses Discussion Forum (25%)

- The EDPT 204 blog is **different** from the EDPT 200 blog. We will share blogs about the course readings and resources.
- I'm looking for 'synthesis' and the 'big' ideas, not a class summary like in EDPT 200.
- Give your blog posts a catchy or revealing title and keep them **to 4-5 paragraphs** ~ not longer.
- Be sure to also comment on at least two peer blogs (from weeks 7 onwards).
- Sometimes your post may also include a self-reflection component:
 - What did you learn this week? How did you learn it? What questions remain unclear? etc.
- The blog post is due **before the start of the following class**. Be sure to #TAG the posts (i.e. weekly topic).

2. Perusall readings and annotations (25%)

- Each week you must prepare for class by reading the assigned texts and annotating them on Perusall ~ usually, 6 annotations are required for the main readings.
- The readings and your comments are an important part of the course and that's why I made this assignment worth 25 marks.

3. Collaborative Work (30 %)

- **In-class media labs (15 marks)**
 - You will be responsible for participating in all small group discussions around the class activities and media labs
 - You must also complete the weekly media labs.
- **Small gr. discussion (5 marks)**
 - You will be responsible for leading the discussion around the media labs once during the semester (weeks 7 - 12). This will be explained during the first class.
- **Bluesky (5 marks)**
 - You must post to Bluesky and or another media platform ~ a couple of times a week ~ we will monitor what's going on at Twitter as part of our media literacy activities
- **Digital Portfolio (5 marks)**
 - This portfolio will showcase everything you have created for the class from weeks 2 to 12.
 - Media materials created for the presentations
 - We will have a digital showcase in class 13 where we share the work.

- This semester we use Adobe Express Webpage or Google Sites **OR** Wakelet —> <https://wakelet.com>
- Starting with the 2023 class, we will use Wakelet (use this guide to help you get started):
https://drive.google.com/file/d/1oMdXV07mxMH2CcInMWVmwX4pfA_yXvdk/view?usp=drivesdk
- This year students will have choice of which platform to use

4. Media Presentation (20% marks ~ classes 7 to 12)

- We will use this [evaluation rubric](#) during the presentation to be completed by everyone in the class.
 - Students will review and present on one of the following mass media --> books, newspapers, magazines, radio & music, film, TV, comic books, advertising, and social media. **(15%)**
 - What We Have Learned Presentation must use the creation/design principles / learned/discussed in class. Students presenting will be using @Peardeck to interact with the class and **must include links to materials (posters, infographics, pictures, podcasts, videos, Adobe Page, etc.) created by students. (5%)** ~ look at work from last year's class, it will inspire you~
 - You may use any tools learned in class as well as [any of the following tools](#) shared by [Dr. Torrey Trust's grad students](#)

All assignments must be uploaded on myCourses unless otherwise agreed by the student and the instructor.

Please make every effort to attend ALL classes. One or two bonus points will be awarded at the end of the course to students with perfect attendance.

Mark Breakdown:

- **Blogging on Discussion Forum (MyCourses) (25%)**
 - Flip Grid video hello (wk.1) & video goodbye (wk 13)(5%)
 - Blogs 2-4 (max. points 9)
 - Blogs 5-8 (max. points 12)
 - Blogs 9-12 (max. points 12)
- **Perusall readings and annotations(25%)**
- **Collaboration Work (30%)**
 - Media Labs (15 marks)
 - Small Group discussion (5 marks)
 - Bluesky (5 marks)
 - Digital Portfolio (5 marks)

- **Media Presentations (20%)**
 - Presentation 15 marks
 - Presentation digital magazine & video (5 marks)

Course website and live syllabus (always look here for latest updates):

<https://bit.ly/edpt204w25>

Grading Scale

- A Exceptionally well done; original
- A- Meets all the requirements of the assignments at a high level
- B+ Meets all the requirements of the assignments at a competent level
- B Meets the basic requirements of the assignments but is weak on one or two elements.

Grade	Grade Points	Numerical Scale
A	4.0	85 - 100%
A-	3.7	80 - 84%
B+	3.3	75 - 79%
B	3.0	70 - 74%
B-	2.7	65 - 69%
F(Fail)	0	0 - 64%

Latest Version of Live Syllabus ([click here](#))

MCGILL POLICY STATEMENTS

LANGUAGE OF ASSESSMENT/SUBMISSION:

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Note: In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course.)”

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

ACADEMIC INTEGRITY:

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (see www.mcgill.ca/students/srr/honest/ for more information).

(Approved by Senate on 29 January 2003)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»

TEXT-MATCHING SOFTWARE:

Text-matching software is used in this course. Item 2 of the text-matching policy states, in part:

2. Students shall also be informed in writing before the end of the drop/add period that they are free, without penalty of grade, to choose an alternative way of attesting to the authenticity of their work. Instructors shall provide students with at least two possible alternatives that are not unduly onerous and that are appropriate for the type of written work.

If you prefer that an alternative way of attesting to your work's authenticity be used, you may choose from these alternatives:

- a. submitting copies of multiple drafts;
- b. submitting an annotated bibliography;
- c. taking an oral examination directed at issues of originality;

ADDITIONAL STATEMENTS

- **“EMAIL POLICY:** E-mail is one of the official means of communication between McGill University and its students. As with all official University communications, it is the student's responsibility to ensure that time-critical e-mail is assessed, read, and acted upon in a timely fashion. If a student chooses to forward University email to another email mailbox, it is that student's responsibility to ensure that the alternate account is

viable. Please note that to protect the privacy of students, the University will only reply to students on their McGill e-mail account.”

- “The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.”
- “© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”
 - “As the instructor of this course I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.”
 - “[End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.”
 - “In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.”
 - “Additional policies governing academic issues which affect students can be found in the McGill Charter of Students’ Rights (see the [Handbook on Student Rights and Responsibilities](#)).”
 - “McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#).)”
 - [Accommodation of Religious Holy Days](#). Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. While sessional dates, classroom and faculty activities, and examination dates take into account academic constraints and statutory holidays, where there is flexibility, efforts are to be made to select dates which do not conflict with religious holy days or to find other appropriate accommodations.
 - [Guidelines for the academic accommodation of pregnant students and students caring for dependants](#)
 - [Exam/Class/Laboratory Conflicts with Sport Events](#)

STUDENT SERVICES

Various services such as Walksafe, McGill Libraries, the Writing Centre, the bookstore, etc., are available to Continuing Education students.

STUDENTS WITH DISABILITIES

Students who have a documented disability and require academic accommodation must contact McGill's [Office for Students with Disabilities](#), 514-398-6009

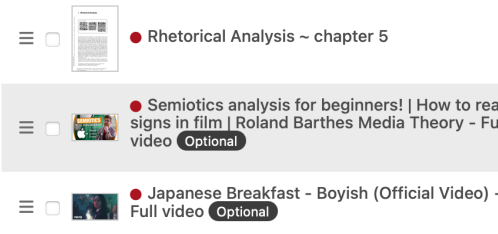
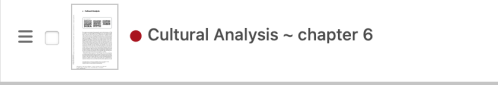
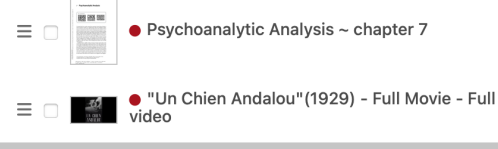
Website: <https://sites.google.com/view/edpt204w25/home> ~ Blogs : on MyCourses ~ Course hashtag: #edpt204

*** links and assignments posted and must be submitted on myCourses ***

Date	Topic	Lecture & Chapter Focus	Readings / Assignments / Creating & Using Media (weekly labs)
Part 1	Media Literacy		
Jan. 7 #1	Overview: Introductions & Learning Goals Questions & the 'big ideas: Why Media Literacy & Why You?	What is educational media? Consider your identity as a digital author Defining 'digital' literacies Convergence Critical media studies Setup small groups	Readings (on Perusall) Due Tue Jan 7, 2025 6:05 pm EST  Making the most of learning with Perusall Optional 6 parts  Classroom without walls edpt204 - Entire document Optional  How Perusall Scoring Works Optional Tech Lab 1: Padlet (AI intro) To do's: ☐ Finish intro (Padlet) ~ if not done ☐ set up discussion forum on MyCourses ☐ set up Perusall (through myCourses) ☐ Bluesky / LindedIn accounts Assignments: details start in wk. 4
Jan. 14 #2	Protecting You Daily Allotment of Attention	Meaning through text and image Visual literacy (text & photo) --> PLEXERS & NYT photo...	Readings (on Perusall): Due Tue Jan 14, 2025 6:05 pm EST  Everyday Media Literacy - 1 & 2 --> Why Medi Literacy and Why You? Tech Lab 2: Bluesky or LindedIn To do's:

		Video clip: W..... (20 min.)	☐ Lab on Padlet & Bluesky (in class) at home if absent ☐ Readings
Jan. 21 #3	How Audiences Are Bought	Visualization continued Video clip: U.. (20 min.) ** prep class for ZOOM in case of snowstorm Presentation rubric: shared with class for upcoming presentations *start thinking about your presentation topic (starts wk.6) → 20 - 25 min MAX	Readings (on Perusal): Due Tue Jan 21, 2025 6:05 pm EST  ● Everyday Media Literacy - chapters 3 & 4 Tech Lab 3: Adobe Favourite Quote and Personal Logo To do's: ☐ lab on Adobe & Bluesky (in class) at home if absent ☐ set up Adobe ☐ Explore Dr. Trust site either for presentation or to do in class 11 ☐ Blog #1 due after class 3
Jan. 28 #4	How Media Messages Deliver Meaning	Why do people prefer different kinds of music, movies, and TV(7)? Movie clip: HS & V **30 minutes to organize a group for presentation	Readings Due Tue Jan 28, 2025 6:05 pm EST  ● Everyday Media Literacy - chapters 5 and 6 Tech Lab 4: Adobe Creative Challenge To do's: ☐ Reading & finish lab if absent ☐ Think about what media you want to present for your group project
Feb. 4 #5	How to Create Messages with Purpose	Work on presentations ~ they start on February 25 (books) Working Session (60 minutes): ***** Pick 1 of the following: books, newspapers, magazines, recordings (music), radio, film, TV, comic books(?), advertising ~~ is there any other medium you'd like to present on? any I missed or you think belong here? Presentation is made up of 3 parts (keynote, infographic	Readings Due Tue Feb 4, 2025 6:05 pm EST  ● Everyday Media Literacy - chapters 7, 8, 9 Tech Lab 5: Pear Deck To do's: ☐ Finish lab if absent ☐ Blog #2 due after class 5 New Assignment & rubric

		or sketchnote, short video) ~ work divided between group members	
Feb. 11 #6	How to Curate Your Media Use to Positively Shape Your Sense of Self Presentation overview	Go through Sam's Pear Deck & watch Black Mirror episode -Wrap up first part of the course Group Class Presentation (15 -20 min. max) Discuss the Creativity chapters from your textbook & be sure to play with Pear Deck	Readings Due Tue Feb 11, 2025 6:05 pm EST  ● Everyday Media Literacy - chapters 10, 11, 12 and Index To do's: ☐ Watch Black Mirror episode ☐ Update digital portfolio if you have fallen behind ☐ Organize mini meeting to work on upcoming presentations
Part 2	Critical Media Analysis	Lecture & Chapter Focus	Readings / Assignments / Creating & Using Media (weekly labs)
Feb. 18 #7	ZOOM / ASYNCHRONOUS class ~ this week done at home at your leisure Marxist Analysis	Class overview: Work on presentations with your group Group Class Presentation (20 - 25 min. max): 2 of 3 (use new rubric Small group discussion on: ● Media Lab 1: Marxist Analysis (30 minutes) Movie clip: no clip since we don't meet this week	Readings Due Tue Feb 18, 2025 6:05 pm EST  ● Marxist Analysis ~Asynchronous class ~ please read, readings get more difficult moving forward.  ● Mass Communication, Media and Culture  Understanding Media and Culture ~ READ ONE CHAPTER ONLY Optional Tech Lab 7: N/A To do's: ☐ One person per group takes notes on Marx discussion ☐ Groups presenting next week send Sam the Google slide presentation before class (video and magazine due two weeks after the presentation)
Feb. 25 #8	Rhetorical Analysis (ch. 5)	Class overview: Group Class Presentation (20 - 25 min. max): 2 of 3 (use new rubric) Books (presentation)	Readings

		Small group discussion on: Media Lab 1: Rhetorical Analysis (30 minutes) Movie clip: J. B / Zombie	Due Tue Feb 25, 2025 6:05 pm EST  Tech Lab 8: N/A → Seesaw moved to class 10 or 11 To do's: ☐ If absent complete the media lab questions ☐ submit blog #3 due after class 7 ☐ Update your digital portfolio (Sam will check)
Mar. 3	Mar. 3 to 7	Spring Break	Enjoy the break !
Mar. 11 #9	Cultural Analysis (ch. 6)	Class overview Group Class Presentation (20 - 25 min. max): Magazines, Music 1 and 2 Presentations (1 hr.) Small group discussion on: Media Lab 3: Cultural Analysis (30 minutes) Video clip: D....2025 //Zombie live	Readings Due Tue Mar 11, 2025 6:05 pm EDT  Tech Lab 9: N/A due to 3 presentations To do's: ☐ Finish media lab at home ☐ Submit blog #4 after class 9
Mar. 18 #10	Psychoanalytic Analysis	Class overview: Presentations (each 30 min. max): Film 1 (beginning to 30's) Small group discussion on: Media Lab 4: Psychoanalytic Analysis (30 minutes) Video clip: DD & Watch 3	Readings Due Tue Mar 18, 2025 6:05 pm EDT  Tech Lab 10: Book Creator 1 To do's: ☐ Readings ☐ Finish media lab and Book Creator Lab if absent

		video clips on myCourses before class (Un Chien Dandalou, 'male' & 'female' gaze in cinema)	
Mar. 25 #11	Feminist Analysis	Class overview Presentations (30 min. max): Film 2 (sound to present) Film 3 (sound to present) TV Small group discussion on: - Media Lab 5: Feminist Analysis (30 minutes) - Post answers to questions on myCourses group foot locker (5 marks) Video clip: NG	Readings Due Tue Mar 25, 2025 6:05 pm EDT ☐  Feminist Analysis ~ chapter 8 ☐  Are women still objectified? Laura Mulvey Male Gaze theory explained! - Full video Optional ☐  Film Theory 101 - Laura Mulvey: The Male Gaze Theory Film Inquiry - Entire web page Optional ☐  What is patriarchy, and how do films encourage it? - Full video Optional ☐  The Kissing Booth (2018) - "What an Ass" Opening Pool Scene - Full video Optional Tech Lab 11: Book Creator #2 To do's: ☐ Finish media lab ☐ Submit blog #5 after class 11
Apr. 1 #12	Sociological Analysis	Class overview Presentations (each 30 min. max): Advertising Social Media Small group discussion on: Media Lab 6: Sociological Analysis (30 minutes) Video clip: SP	Readings Due Tue Apr 1, 2025 6:05 pm EDT ☐  Sociological Analysis ~ chapter 11 ☐  Is there a FEMALE gaze (and what is it)? - Full video Optional ☐  selfcare distance learning playbook ☐  How to Picture A.I. The New Yorker (Presentation #12? on AI?? if needed) Optional Tech Lab 12: remix or Seesaw or Screencastify To do's: ☐ Work on Portfolio ☐ Finish labs
April 8 #13	Ques: The 'big' ideas revisited Student Showcase	Read & comment in blog #12 --> Media and the Urban Night	Readings:

	& digital portfolios ~ by feedback by table Wrap-up	Final reflection should be on the big ideas & what you've learned should be done on your video reflection blog	Due Tue Apr 8, 2025 6:05 pm EDT Media and the Urban Night Taking Virtual Reality for a Test Drive The New Yorker
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