

The First Tool: Media Genres, Genre Pedagogy



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Overview on media education in Finnish schools

- Genre pedagogy is written in the Finnish Curricula
- Children should be taught genres from at least 3rd grade (10 years old), the reality might be from 7th grade
- 'Media education' usually refers to ict-skills, not that much to learning how to read different kind of texts
- Media criticism is not a subject as such but should be taught in all classes

- The Curriculum of comprehensive schools 2016 in Finland has some concepts that are used especially in genre pedagogy:
 - Multiliteracy
 - Literary across the curriculum: a new attitude towards all the subjects and the culture of schools
 - The latter has to do with the fact that Finnish students' reading skills have weakened (measured e.g. in PISA-studies).

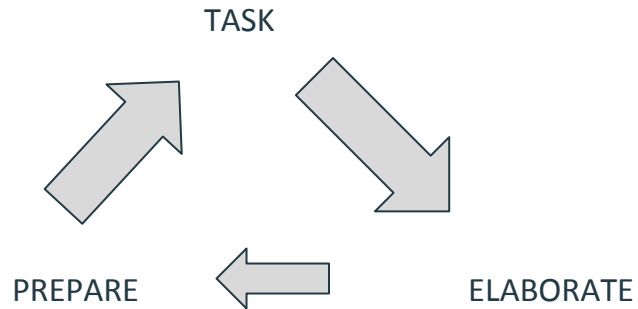
Genre pedagogy - theoretical background, an overview

- Relies on systemic-functional linguistics:
- Michael Halliday, from the 60's onwards in London, UK -> in the 70's and 80's in Sydney, Australia -> "The Sydney School"
- Language is seen as a potential of creation of meaning - not as an example of good/ bad grammar.

- As students need to build knowledge by giving meanings to things they see and study, the language is always a part of studying.
- No subject can be free of language! - Literary across the curriculum!
- Teaching a subject is also teaching it's way to talk.
- Basil Bernstein's Sociology of learning

- Vygotskian idea of learning as a social practice:
 - Learning is happening in communication with others
 - The idea of the Zone of Proximal Development (ZPD)
 - 'Scaffolding'
 - Teacher is an interacting guide that helps students to build knowledge

The learning cycle (ÄOL 2014, s. 11)



What is a genre? Three points!

1) Certain genres have certain kind of **goals** -> **Genre families**

- Involving or emotionally touching the reader (narratives, such as novel or short prose, maybe also news, 'human interest' articles, reportage)
- Sharing information (e.g. news, histories, articles, reportage)
- Argumenting (e.g. editorials, reader's comments in magazines, reviews)

Something **is done** with the text!

2) The genres have a known **structure** (with exceptions, of course)

- Elements of texts in journalistic genres: Headlines, subtitles, ingress, columns, paragraphs, pictures, captions, byline, highlights, organization
- All the parts have certain goals and work together to build the meaning of the text.

3) **Language** is used in a way that supports the objectives of the text

- Involving the reader: **telling** stories (chronologically or otherwise), **describing** events
- Sharing information: using sources (**multiple voices**), showing **causalities**, making **analogies**, **explaining** and describing phenomena
- Argumenting: **argumentation**, rhetorical **figures**, contextualising phenomena

Of course all the ways to use language can be present in one text but the most important ones of the genre (family) should be clearly there!

Genre Pedagogy: Reading to Learn -method (R2L)

- The method can be used in analyzing sentences, short sections of texts or whole texts.
- 'The learning cycle' is always there: prepare, task, elaborate

The ideal R2L-working

Teacher has chosen a good text as a model. He/ she prepares the text to be read.

Teacher reads it aloud and students follow on their paper.

Teacher asks well prepared questions to point out some important sentences or words.

The elements and goal of the text are discussed with the group.

The students write a text with a similar structure but different contents (e.g. short prose, critique).

The students write their own texts of a certain genre. In the evaluation the teacher can see whether the student can use the basic elements of the genre.

Adaptation of R2L in our project (Literary across the media!)

Four points: goals, the teacher-led working, students' own work, elaboration + evaluation

Goals:

- to learn genres:
 - article (sharing information)
 - column, editorial (argumentative texts) and
 - reportage (sharing information/ touching the reader - human interest)
- to choose the best genre for one's own topic
- to write a text of a certain genre (published in our e-magazine)

The teacher-led working (Prepare - task - elaborate)


- Tasks to study the genres with the chosen texts (file)
- Texts from American Newspapers' websites
- Noted and clear versions in peda.net - choose how you wish or collect your own material

Students' own work

- Students have chosen the topic that they are interested in in the beginning of the phenomenon-based learning. For further planning use the “Questions to build knowledge on a topic” - file.
 - I ask to send it to peda.net on a certain date and ask some more questions etc. and give tips for finding information.
- They need to search for and collect information (teacher guides this more when needed).
- Students have to decide whether to write an argumentative text (column or editorial: know the difference!) or information sharing (article) or information sharing and emotionally involving text (reportage).
 - Students need to explain their choice to the teacher.
- Students write the first version.

Elaboration + evaluation

- Students peer evaluate each other's texts. Teacher also reads them and the evaluation paper.
- Students write another version of the text. Teacher gives some feedback with an evaluation form (or some other way).
- Students write third versions and put them in peda.net.
- The process is evaluated (one's own knowledge in writing and the process in Google-form).



Plan a timeline for the work!
Deadline for the finished
texts:

