



Project: Media Literacy
Activity C1 - Joint Staff Training Event
Laboratory: “Digital and Media Literacy”

Dates: 8th- 10th November 2021 - Baronissi, Italy

Hosting Organization: Istituto Margherita Hack (formerly ‘IIS Baronissi’)

Address: Via M. Galdi, 26 - 84081 Baronissi (SA), Italy

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Learning styles and different kind of media

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How humans perceive the word: the context

Our understanding of words may differ depending on where we encounter them.

The context affects mental processes, from how people see things to how they behave with others.

Everything we do is influenced by the situation in which we do it.

The situation that surrounds an action is called its context.

Analyzing context is crucial for social interaction.



Language and culture go together

Language isn't just a way to communicate, it's a component of culture that makes it unique.

Language is culture and culture is language.



Different kinds of communications

- 1) Verbal
- 2) Non-verbal
- 3) Paraverbal



Verbal communication

Verbal communication is what we say.

People that are skilled as speakers are direct, use a clear message.

They often pause a bit when you ask them something and then answer direct to the point.

Their sentences are well structured, and they use the minimum amount of words to phrase their answers when answering your question.



Nonverbal communication

Nonverbal communication is what your body and micro-expressions are displaying.

Our brains are watching out for signs of nonverbal communication, as this helps you get a better understanding of the person that is in front of you.

Your brain is scanning the person that is telling you something, for signs of nonverbal communication.



Paraverbal communication

Paraverbal communication is how we say what we say.

It is a bit like the vehicle that is carrying your spoken word: tonality, volume, length of speech, accent, fluidity/rhythm, speed, clarity, pauses between sentences or words.

Cognitive load theory of J. Sweller

In cognitive psychology, cognitive load refers to the used amount of working memory resources.

There are three types of cognitive load:

- 1) germane cognitive load refers to the work put into creating a permanent store of knowledge (a schema);
- 2) intrinsic cognitive load is the inherent level of difficulty associated with a specific instructional topic;
- 3) extraneous cognitive load refers to the way information or tasks are presented to a learner.

Extraneous cognitive load should be minimized

Extraneous cognitive load is generated by the manner in which information is presented to learners and is under the control of instructional designers. An instructor can describe a square in a verbal medium, but it takes just a second and far less effort to see what the instructor is talking about when a learner is shown a square, rather than having one described verbally. In this instance, the efficiency of the visual medium is preferred and the verbal medium represents extraneous cognitive load.

The different learning styles of the students

The Theory of Mental Self-Government of R. J. Sternberg predicts three learning thinking styles:

- 1) legislative (creative thinking);
- 2) executive (practical sense);
- 3) judicial (analytical thinking).



Legislative style (creative thinking)

Predilection for tasks, projects, and situations that require creation, formulation, planning of ideas, strategies, products. This kind of individual likes to decide what to do and how to do it, rather than to be told.



Executive style (practical sense)

Predilection for tasks, projects, and situations that provide structure, procedures, or rules to work with, and that, although modifiable, can serve as guidelines to measure progress. The executively oriented student will often prefer to be told what to do, and will then give it his or her best shot at doing it well.



Judicial style (analytical thinking)

Predilection for tasks, projects, and situations that require evaluation, analysis, comparison–contrast, and judgment of existing ideas, strategies, projects.



To stimulate any learning style

It's important to make training materials that involves and stimulate any learning style.

Different kinds of communications

- 1) One-to-Many
- 2) Many-to-many
- 3) Many-to-One



One-To-Many

One-To-Many: is the type of communication commonly found in old media such as print, radio, and television.

In this type of communication, a single source provides information to multiple receivers.



Many-To-Many

Many-To-Many: in this model where information is generated from multiple sources and is received by multiple sources.

The Many-to-many information sharing is often found on modern networked platforms such as social media and other internet-based forms of communication.



Many-To-One

Many-To-One: is the reverse of One-to-Many. In a Many-to-One model, several different points of information are received by a single reception. This information sharing model is commonly used to receive feedbacks.



The sense the different kind of media involve

Print Media uses text.

Radio uses sounds.

TV uses sounds & video.

Online Media uses multimedia.



The audience

Print Media and Online Media have educated audience.
Radio and TV can have illiterate audience.



Opportunity for rewind

Print Media and Online Media: give opportunity for rewind.
Radio and TV: no opportunity for going back.



Constraints

Print Media: space.

Radio and TV: time.

Online Media: readers' attention.



Sentences complexity

Print Media: can include complex sentences.

Radio, TV, Online Media: use simple and brief sentences.



Content selection

Print Media and Online Media: readers can choose the contents.
Radio and TV: audience need to wait for their contents.



Feedback

Print Media, Radio and TV: audience can't give feedbacks.
Online Media: audience can give feedbacks.



Good entertainment !

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