

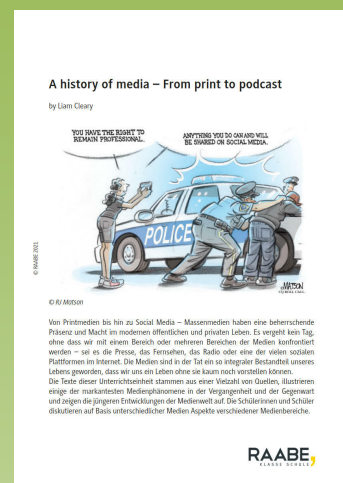
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Auszug aus: *A history of media*

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A history of media – From print to podcast

by Liam Cleary



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Von Printmedien bis hin zu Social Media – Massenmedien haben eine beherrschende Präsenz und Macht im modernen öffentlichen und privaten Leben. Es vergeht kein Tag, ohne dass wir mit einem Bereich oder mehreren Bereichen der Medien konfrontiert werden – sei es die Presse, das Fernsehen, das Radio oder eine der vielen sozialen Plattformen im Internet. Die Medien sind in der Tat ein so integraler Bestandteil unseres Lebens geworden, dass wir uns ein Leben ohne sie kaum noch vorstellen können.

Die Texte dieser Unterrichtseinheit stammen aus einer Vielzahl von Quellen, illustrieren einige der markantesten Medienphänomene in der Vergangenheit und der Gegenwart und zeigen die jüngeren Entwicklungen der Medienwelt auf. Die Schülerinnen und Schüler diskutieren auf Basis unterschiedlicher Medien Aspekte verschiedener Medienbereiche.

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Competences and skills:

The overarching goal is to give students an opportunity to examine and discuss various aspects of different branches of the media. To achieve this, students demonstrate their **reading skills** as they work with texts and their **listening skills** when they engage themselves with a radio programme. They apply their **analysing and writing competences** by working on the texts and the radio programme. Students interact with partners and, thus, use their **communicative** as well as their **social competences**. By completing various research tasks, they acquire additional **media competences**.

Overview:

List of abbreviations:

A Analysis	C Comment	CT Creative Task
D Discussion/debate	G Group work	L Language
LC Listening comprehension	M Mind map	P Working with a picture/cartoon
PR Presentation	R Research	RC Reading comprehension
S Summary	T Working with a text	
VI Working with a video	W Writing	

Topic	Material	Methods/Skills
1: Radio – <i>The Wireless Set</i>	M1–M2	A, D, R, RC, S, T
2: Television in America, 1951	M3	LC, P
3: Print journalism – The death of Bobby Kennedy	M4	PR, R, T, W
4: Print journalism – Front page analysis	M5–M6	A, L, PR, R
5: Citizen journalism	M7	L, P, W
6: Podcast – Chat speak	M8	LC
7: Social Media – Trump on <i>Twitter</i>	M9	D, L, T

A history of media – From print to podcast

Facts

Modern media has developed into something which early newspaper owners such as Lord Northcliffe or John Astor could never have imagined. In fact, the media now reaches into our lives to a degree unimaginable even 25 years ago. The experience of watching the *Super Bowl*, a police drug raid, or the impeachment of a U.S. president serves as a daily reminder of its power and scope. Media influence has grown stronger and more political in the first decades of the 21st century. Sometimes referred to as the *Fourth Estate*, it is now difficult to imagine a world when there was no TV, radio, film or social media. Often a career or a life can be ruined on account of one rash tweet. A video of a rowdy town council meeting can go viral overnight, embarrass all participants and lead to front page articles in *The Times*. The more people turn to computers, mobile phones and cameras, the more interconnected they become and the greater significance media acquires in their lives.

Essentially, media serves four basic needs in one way or another: it provides an outlet for imaginative ideas, entertains people, educates and informs them but also acts as a controlling force over government and business. Of course, its current use far exceeds these needs. Nowadays, media also allows people to contribute to news feeds, to sell and to buy, to express political beliefs and even to organise uprisings such as the *Arab Spring*. Media today is changing the lives of ordinary people at breathtaking speed. Social media apps and platforms allow people to fall in love, to pursue interests and hobbies across international borders, to find jobs and to profile themselves, to conduct banking, to book holidays, to stay in close contact with loved ones. And when the Corona pandemic struck in 2020, educators worldwide resorted to *Microsoft Teams*, *Zoom* or other video software to continue schooling their students from a distance.

The prevalence of screens in our daily lives is, consequently, on the increase, as is the time young people spend on the Internet. Both of these themes are topics which pose huge challenges to parents and educators alike. As media-related themes become more varied and more significant so, too, does the difficulty in deciding how best one should interact with them and how one should guide young people towards a healthy relationship

with media. At the height of a pandemic, and with the continuing emergence of what is now commonly referred to as fake news, the issue of free speech and what people are entitled to say, using the platforms at their disposal, remains the most fundamental and difficult issue of all. The responsibility it brings with it was best summed up by Marquis de Lafayette who said, when defining liberty, that “[L]iberty consists in the freedom to do everything which injures no one else.” Only time will tell how humans come to terms with the media forms their own creativity has spawned.

Notes on the material

The worksheets, tasks and other material offered in this unit allow the teacher to deal with many aspects of media studies at higher level in secondary school. The material is presented chronologically. However, that does not prevent the teacher from doing the texts and tasks in any order he or she may see fit. It is also possible to incorporate many of the texts into other units which must be taught at senior level. Topics such as the short story, American history, current political developments in the USA and linguistics spring immediately to mind in this context.

Topic 1 deals with the influence of radio and fake news via the short story *The Wireless Set* by George Mackay Brown. This is one of the great Scottish short stories and is ideal for use in the context of a unit on Scotland, Scottish literature or the media itself. The worksheet involves an in-depth analysis of the story and provides students with a debating activity which is designed to allow for group work on the issue of fake news and propaganda. **Topic 2** investigates the impact of TV on American lives in the 1950s via an edition of *Letter from America* by Alistair Cooke, with accompanying listening comprehension tasks. There is also cartoon work to be done which allows students to examine the portrayal of women at the time. **Topic 3** has been selected to allow students read a prime example of print journalism in its heyday when people relied heavily on newspapers. The text on the death of Bobby Kennedy from *The Guardian* is accompanied by a worksheet which gets students to work with the text and appreciate a journalist’s skill. Links to video material of the event are also provided. **Topic 4** consists of a *Daily Telegraph* front page and tasks students with analysing it and also learning the

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