

Checklist for Process Evaluation of Media Literacy Strategy

Goal: Gender Equity

Create and market social norms in New Jersey that promote gender equity and respect for women and girls by reducing rigid sexual stereotypes and increasing male accountability for the prevention of sexual violence

Outcome:

- Recognition of the impact of sexualized mass media on gender inequality, healthy sexuality and gender roles will increase by 20% as measured by periodic community and school-based pre- and post-tests.

Recommended Strategies:

- New Mexico Media Literacy adapted for gender equity outcomes

Process Checklist

The purpose of the Process Checklist is to accomplish the following:

1. Maintain fidelity of implemented strategies
2. Track adaptations of strategies
3. Continuous Quality Improvement (CQI)
4. Enhance tracking for potential funding opportunities
5. This checklist is being designed for use by an “impartial” observer - either a member of the County Coalition or other trained volunteer.

To Be Completed By Facilitator Before Session:

Name of Facilitator/Presenter: _____

Gender of Facilitator(s) : Male_____ Female_____

Name of Observer: _____

Type of Observer: Coalition Member _____ Volunteer _____

AmeriCorpsMember_____ Staff Advocate _____

Other (Specify):_____

Name of Implementation Site:

Date of Session: _____ Duration of Session:_____ Session # _____

Sexual Violence Program Name: _____

| | | |
|--|-----|----|
| Have you, the evaluator, been trained in any type of media literacy program? | Yes | No |
|--|-----|----|

To be completed by observer after session:

We are interested in refining this tool better. Please give us your feedback with regards to the following questions:

- Please describe how easy was it to understand the questions and use this tool overall?

- Please give us specific examples of questions that you found especially unclear or difficult to answer.

- Are there any changes you would like to see with this tool?

Table of Contents by Sections

1. Activity Used – Each session should cover one or more activity
2. Media Literacy Concepts – May be covered in all sessions but most of the description will occur in early sessions
3. Clips Used in Session – Documentation of clips used in each session
4. Persuasion Techniques – Should be covered to some degree in all sessions
5. Deconstructing Media – Should be covered in all session except last one or two
6. Reconstructing Media – Should be covered in last one to two sessions
7. Linkage to Sexual Violence – May be covered in all sessions to some degree
8. Group Demographics & Comments – Facilitator completes after last session

1. Activity Used

| <i>Circle the session # for those activities conducted in this session</i> | Session number |
|--|-------------------|
| Agree/disagree – usually completed in first few sessions | 1 2 3 4 5 6 7 8 9 |
| People Search – usually completed in first few sessions | 1 2 3 4 5 6 7 8 9 |
| Gender Boxes – usually completed early but referenced often | 1 2 3 4 5 6 7 8 9 |
| Deconstructing Ads – done throughout | 1 2 3 4 5 6 7 8 9 |
| Reconstructing/Making A Counter Ad – usually last few sessions | 1 2 3 4 5 6 7 8 9 |

2. Media Literacy Concepts

| <i>Circle the session # if any of the following concepts were explained/discussed in this session</i> | L | Session number |
|--|--------|----------------------|
| Media shapes our culture | B | 1 2 3 4 5 6 7 8 9 |
| Media messages affect our thoughts, attitudes and actions | B | 1 2 3 4 5 6 7 8 9 |
| Media use “the language of persuasion” | B | 1 2 3 4 5 6 7 8 9 |
| Media literate youth and adults should be active, versus passive, consumers of media | B | 1 2 3 4 5 6 7 8 9 |
| No one tells the whole story | B | 1 2 3 4 5 6 7 8 9 |
| Media messages contain “texts & subtexts” whose effects can be subtle | B I | 1 2 3 4 5 6 7 8 9 |
| Media messages reflect the values and viewpoints of media makers | B | 1 2 3 4 5 6 7 8 9 |
| The human brain processes images differently than words (emotional versus rational). Media uses a variety of strategies to enhance emotional impact. | I | 1 2 3 4 5 6 7 8 9 |
| We all now create media (FB, Twitter, videos etc) | I | 1 2 3 4 5 6 7 8 9 |
| Our media system reflects the power dynamics and inequalities in our society | A | 1 2 3 4 5 6 7 8 9 |
| Media literate youth and adults can be media activists | A | 1 2 3 4 5 6 7 8 9 |
| Other | | 1 2 3 4 5 6 7 8 9 |
| Other | | 1 2 3 4 5 6 7 8 9 |

3. Media Clips Used

Please record the clip # for any clips used in this session or describe other clips used in this session that are not on the attached list.

| Session # | Clip # or name | Type of Clip* | Product Sold/Main Message |
|-----------|----------------|---------------|---------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |

*Type of clip:

1. TV Ad 2. Radio Ad 3. Music Lyrics 4. Online video 5. Print Ad

4. Persuasion Techniques

| <i>Circle the session # if any of the following concepts were explained/discussed in this session</i> | L | Session number |
|---|-------------|---|
| Association – linking product or message to cultural norms <ul style="list-style-type: none"> Beautiful people Symbols – links to words/images about lifestyle, family, gender | B | 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 |
| Bandwagon – message is that everyone is doing/using it <ul style="list-style-type: none"> Group dynamics – visual of groups that use/do this Majority belief – gives data on who uses/does this | B A A | 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 |
| Testimonials <ul style="list-style-type: none"> Celebrities – implicit or explicit endorsement Plain folk – use of “regular” people | B | 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 |
| Fear – offers product/message as solution to something you fear (i.e.- bad skin) <ul style="list-style-type: none"> Name Calling – use of undesirable personal or gender traits | B I | 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 |
| Humor – connects laughter to the product to make it more memorable | B | 1 2 3 4 5 6 7 8 9 |
| Repetition – words, sounds or images within an ad/message or the frequency of repeating the ad | B | 1 2 3 4 5 6 7 8 9 |
| Rhetorical Questions – The “correct” answer is obvious | I | 1 2 3 4 5 6 7 8 9 |
| Simple solutions, instant gratification – Ignore the complexity, offer the easy solution | I | 1 2 3 4 5 6 7 8 9 |
| Cause vs correlation – associating product/message with unrelated outcomes | A | 1 2 3 4 5 6 7 8 9 |
| Scapegoating – gender specific blame | A | 1 2 3 4 5 6 7 8 9 |
| Timing – when the message is delivered matters, ie. Flowers for Valentines’s Day | A | 1 2 3 4 5 6 7 8 9 |
| Scientific Evidence – use of charts, statistics and lab coats to “prove” something | A | 1 2 3 4 5 6 7 8 9 |
| Other | | 1 2 3 4 5 6 7 8 9 |
| Other | | 1 2 3 4 5 6 7 8 9 |

5. Deconstructing Media

| <i>Please check if any of the following concepts were discussed in this session</i> | L | Session number |
|---|---|-------------------|
| Was clip # 39 used in this session? | | 1 2 3 4 5 6 7 8 9 |
| Discussion of source – Whose message is this? Who has control over the content? | B | 1 2 3 4 5 6 7 8 9 |
| Discussion of audience – Who is the target audience? How do you know? | B | 1 2 3 4 5 6 7 8 9 |
| Text – What story is being told? | B | 1 2 3 4 5 6 7 8 9 |
| Subtext – what are the possible different individual interpretations of the story? | B | 1 2 3 4 5 6 7 8 9 |
| What tools of persuasion are being used? | B | 1 2 3 4 5 6 7 8 9 |
| What part of the story is not being told? | B | 1 2 3 4 5 6 7 8 9 |
| What positive or negative messages are presented, especially as they pertain to gender norms/sexuality? | B | 1 2 3 4 5 6 7 8 9 |
| What kind of lifestyle is being presented? | A | 1 2 3 4 5 6 7 8 9 |
| What groups of people does this message empower? | A | 1 2 3 4 5 6 7 8 9 |
| What groups of people does the message disempower? | A | 1 2 3 4 5 6 7 8 9 |
| How does it serve the media maker's interest to empower or disempower certain groups | A | 1 2 3 4 5 6 7 8 9 |
| How and where can you get more information about the untold story? | A | 1 2 3 4 5 6 7 8 9 |
| | | |

6. Reconstructing Media

| <i>Circle the session # if any of the following concepts were explained/discussed in this session</i> | Session number |
|---|-------------------|
| Was the ad being reconstructed also deconstructed in a previous session or just prior to reconstruction? | 1 2 3 4 5 6 7 8 9 |
| Did the facilitator show media clips #40 or #41? | 1 2 3 4 5 6 7 8 9 |
| Did the facilitator discuss what works in making ads? | 1 2 3 4 5 6 7 8 9 |
| Individuals can be proactive consumers of media – know, react, don't buy | 1 2 3 4 5 6 7 8 9 |
| Individuals can have conversations about media messages in their sphere of influence and encourage others to be proactive (or help others to deconstruct ads) | 1 2 3 4 5 6 7 8 9 |
| Individuals/groups can push back against the producers of media and make their feelings known about media messages that are objectionable or manipulative. | 1 2 3 4 5 6 7 8 9 |
| | |

8. Linkage to Sexual Violence

| <i>Circle the session # if any of the following concepts were explained/discussed in this session</i> | Session number |
|---|-------------------|
| Gender roles/gender equity - use of gender boxes, discussion of rigid gender stereotypes etc. | 1 2 3 4 5 6 7 8 9 |
| Age appropriate healthy sexuality or healthy relationships across genders | 1 2 3 4 5 6 7 8 9 |
| The linkage between media and sexual violence | 1 2 3 4 5 6 7 8 9 |

Facilitator Only: After Last Session

Observable Demographics of Participants:

Average # of attendees in audience: _____ # of facilitators/presenters: _____

Broadly categorize the observable racial breakup for this group (%)?

_____ White

_____ People of Color

Broadly categorize the observable gender breakup for this group (%)?

_____ Male

_____ Female

Broadly categorize the observable age breakup for this group (%)?

Students:

Elementary school (K-5th grade, about 5-11 years old) _____

Middle school (6-8th grade, about 12-14 years old) _____

High school (9-12th grade, about 15-18 years old) _____

College _____

Adults age range:

18-25 _____

26-40 _____

41-64 _____

65+ _____

Type of Group:

School _____

Church/Faith based _____

Civic Organization

Other

Any specific comments on why a specific core principle or specific curriculum requirement was not met.

Did the site provide any follow up between sessions using the curriculum? Please describe.
