APPENDIX

How to Teach with Teaching Screens

I have consciously excluded direct statements about the practical approaches to media pedagogy that could result from the theoretical and historical framework that I explore throughout the main text of *Teaching with the Screen*. Nothing becomes stale or soured or goes out of date more quickly than the practical aspects of how to teach with technology. I began my own professional career using a French curve to render ovals for print advertisements and later used Apple's HyperCard and Macromedia's Director programs to craft interactive media for use with high school and college students. While there are transferable skills that I acquired from both of these practical pedagogical experiences, the value of these now-defunct skills is deeply embedded within my own personal and professional history and is not necessarily obvious to the casual observer. Having said that, throughout the research and writing of this book I have thought deeply about the ways in which practical solutions to pedagogical problems could be included.

In the spirit of Sol Lewitt's 1969 *Art-Language* text "Sentences on Conceptual Art," I would like to provide a short list of statements that attempt to suggest heuristics—rules of thumb distilled from the case studies—regarding the best ways to use screens and media technologies in educational settings. Please tear out these pages and tack them to a wall near your classroom or work area (or scan and print so as not to deface this book). Also, please visit my blog (www.teach-screen.org) or follow me on Twitter (@dleopard) and join a discussion about the many ways to teach with screens and media technologies (the list below is certainly not meant to be an exhaustive accounting of the practical concerns associated with critical media pedagogy). Or start a discussion about other topics of interest that have occurred to you as you read this book. Visit: www.teach-screen.org or search online for keywords such as "Dan Leopard"

+ "Teaching Screens," "Teaching Machines," "Pedagogical Agents," "Media Education," "Media Pedagogy," and "Critical Media Pedagogy."

Sentences on Critical Media Pedagogy

1. Technology that is of great interest to information technology leaders is often frustrating and irrelevant to the average user.
2. Routine technology is useful technology. Technology that is exceptional resists being functional on a day-to-day basis.
3. Routine uses of technology are the most productive ones. These are not the sexiest approaches to media pedagogy, not those that get you written up in the *New York Times Education Supplement* or the *Chronicle of Higher Education*, but they provide solutions to specific problems of pedagogy.
4. Be a Luddite, but don't throw a wrench into the works.
5. Be skeptical of fads in new media and educational technology, especially when sponsored by someone with an incentive to sell you hardware or software.
6. However, explore new technologies to see what is possible. Be fearless in this regard.
7. Don't look askance at the experiences of those colleagues who have been around for a while. But, don't give their experience too much credence.
8. Experience as a trump card can block innovation.
9. Remediate, Remediate, Remediate. Media theorist Marshall McLuhan liked to say that society was looking in the rearview mirror as it moved toward the future. Perhaps that is the way it should be. We should use earlier approaches to media-based pedagogy to guide the development of current and future approaches.
10. People think that teaching with media and technology equals a one size fits all approach to instruction. But there are many ways to use media and technology in education.
11. Use media and technology as a form of broadcasting, as dissemination.
12. Use media and technology as a form of social interaction, as dialogue.
13. Use media and technology as a small-scale production studio.
14. Use the media as a text. Use the technology as a tool.
15. As human-created objects, the design of specific software and hardware configures the ways in which technology can be used as a pedagogical tool.
16. The simpler and more flexible the tool, the better.
17. To use media and technology as pedagogical tools, the use of media and technology as a tool must be taught.
18. Consider what each medium brings to the pedagogical arena and what that medium can achieve. An essay in print may be inherently more useful from a pedagogical perspective than a slideshow, video, interactive game, or social media site.

19. Embed media and technology within an instructional framework that includes books and bodies.
20. Prepare for courses by having a plan for technology-based instruction and then a backup plan that involves nothing more than you and your students.
21. Don't romanticize the tech abilities of youth. Dispense with the myth of the "digital natives."
22. Students are essentially no more friendly with technology than their teachers. They merely have more interest, time, and inclination to play and therefore they have mastered the current crop of media.
23. Furthermore, many students have mastered these technologies in ways that do not necessarily produce literacy. They use their chosen technologies along well-trod paths and if requested to leave these beaten paths they are often lost.
24. Those students who use technologies exceptionally well are exceptional students. In the past, these students would have been film monitors. Now they are webmasters.
25. Teachers need to help students use learning technologies in new, unexpected, and rigorous ways. Trust students and clear a space for them to exert their agency.
26. Speak the language of media and popular culture, but don't be a tourist.
27. Search for common ground with students. Overcome distance.
28. Digital literacy is a metaphor. It is not the same as written literacy.
29. Demand a reliable and well-maintained technological infrastructure.
30. Make it open.
31. Be skeptical of corporate sponsorship (it always comes with strings attached).
32. New technologies are ideologies made material in the palm of your hand (or in your backpack, purse, or briefcase).
33. Resist the privatization of education. Education is a public good. It should be treated as such.

These sentences comment on critical pedagogy, but are not critical pedagogy.