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Editors' Notes

Bree Trisler, University of Minnesota
Joshua N. Morrison, University of Minnesota
Runchao Liu, University of Minnesota

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This issue of *Teaching Media Quarterly* presents four lesson plans that explore relevant topics in media studies today: political humor and perception of politics, participatory culture and misinformation, news literacy, and critical analysis of post-production color technologies. First, "Teaching Political Humor: Entertainment, Exaggeration, and Echo Chambers" by **Emily Stones** explores the role and circulation of mediated humor in the public perception of politics. More specifically, this lesson plan enables students to identify forms of political humor in and beyond political parody, examine the intertextual nature of mediated political humor, and explore the amplification of select perspectives through echo chambers and media framing. Over two or three days (the second day is optional or can be adapted into an individual exercise via discussion board for an online course) students will engage in readings, brief screenings, group activities, and discussion. Each of these components are designed to foster conversation about current events or issues preoccupying the political-cultural landscape at the time of class instruction.

Sulafa Zidani and **Rachel E. Moran** in "Memes and the Spread of Misinformation: Establishing the Importance of Media Literacy in the Era of Information Disorder" aim to equip students with the skills to tackle misinformation and participate in online conversations critically and ethically. The lesson does so through introducing core concepts in media literacy and participatory culture, such as "user-generated content," "memes," and "information disorder," and facilitated student activities to examine their everyday social media consumption. Students will learn to identify the characteristics of culture and technology, connect user-generated content with the spread of dis/misinformation, and apply learned theories by remaking a meme or a different form of user-generated content to serve a different informational purpose.

R. Alan Berry, **Jennifer L. Bonnet**, and **Judith E. Rosenbaum**'s "Teaching News Literacy During a Pandemic: Adapting to the Virtual Learning Environment" provides readers with a systematic overview of a strategy for teaching news literacy at a distance. Their five-day, scaffolded unit folds together critical media literacy, news literacy, and information literacy to help students gain a deeper understanding of how news media is produced and consumed. Throughout these authors' contribution is a variety of examples and activities for instructors' use or adaption, and the activities range from news gathering, analysis of content, and even content generation to provide a comprehensive understanding of the lifecycle of news media content.

In "Digital Color Technologies: Color Grading, Restoration, Archives and Criticism," **Jennifer O'Meara** zooms in on film aesthetics and film color by exploring the trends brought by the new post-production color technologies. The lesson plan, designed for a 2-hour class period, covers the unit of "digital data, archives, and aesthetics" in a Digital Theory and Practice course. The lesson facilitates students to approach film and digital color analysis through a critical lens and

can be adapted for a variety of critical media studies, visual studies, and digital studies courses. During the lesson, the instructor will offer an hour-long lecture, covering topics of analog and digital color grading, racial dynamics of color technologies, black-and-white media, digital restorations and color analysis tools, and digital color appreciation. After the lesson, students are expected to complete a practical task of creating a color palette, which will become part of their digital portfolio.