
"City Voices, City Visions" Digital Video Awards Festival

Media acquisition worries with serving to students developmentally Associate in Nursing knowing and important understanding of the character of mass media, the techniques utilized by them, and therefore the impact of those techniques. A lot of specifics, it's education that aims to extend the students' understanding and pleasure of however the-media work, however, they manufacture which means, however they're organized, and the way they construct reality. Media acquisition conjointly aims to produce students with the flexibility to form media products.

City Voices, City Visions

A teacher-education initiative from the Graduate School of Education at the University at Buffalo, has been providing Buffalo city teachers and students with digital video training since 2000. According to the City Voices, City Visions website. The first annual "City Voices, City Visions" Digital Video Awards Festival, a project directed by Suzanne Miller.

A definitive objective of CVCV is encouraging student achievement by enabling them with digital video tools for visual/analytic thinking and understanding. To meet this objective, City Voices, City Visions digital video project has three key goals:

Providing professional development for urban teachers to learn the use of digital video arts and communication technologies to help their students meet higher learning standards in literacy and the academic disciplines;

Providing greater access for urban students to wise uses of these powerful learning tools by engaging them in innovative curriculum projects to meet challenging academic standards;

Publishing and archiving the student- and teacher-produced digital videos as curriculum and community resources, including their use in development of present and future urban teachers.

City Voices, City Visions is evaluated on many levels: through in-class valuation of student work, student film festivals, and comprehensive academic research. Teachers use the rubrics they make during the summer institute to appraise the quality of student productions further as however well students understand subject area of ideas. The program additionally hosts a film festival where external judges assess student work. The best are then shown on a big screen, which, according to City Voices, City Visions director, Dr. Suzanne Miller, "gives credibility to student work and affirms students as composers."

The students who use digital video as a tool for learning are able to successfully "transmediate," or understand and transfer information through several media forms. City Voices, City Visions digital video training has an impact on students' abilities to write essays and understand social studies concepts. There is many examples of students whose use of digital video allowed them to well understand print texts when students create videos relating to assigned novels.

"Some of these videos astounded teachers; they didn't know their students could produce such

persuasive work," says Miller, associate professor of learning and instruction in UB's Graduate School of Education and director of the "City Voices, City Vision" project. "Teens who have been in this country less than a year worked to show their feelings about being Russian in America, about their African pride, about being citizens in the world," she says. "When viewing these videos, the UB team laughed and cried, and felt informed. "We get to see the lives these students are leading through their own eyes and ears." The three key goals:

Providing professional development for urban teachers to learn the use of digital video arts and communication technologies to help their students meet higher learning standards in literacy and the academic disciplines; The City voices, city visions project focuses on supporting teachers in learning how to use digital video composing as a powerful tool for students to learn in the school syllabus.

Providing greater access for urban students to wise uses of these powerful learning tools by engaging them in innovative curriculum projects to meet challenging academic standards;

There is some classifications that address the curriculum-based focus of the program, including Best Literature-based Video and Best History-based Video. They connected the English, history and science concepts to their personal and media lives. These films represent their media knowledge to demonstrate their understanding of Shakespeare or immigration.

Publishing and archiving the student- and teacher-produced digital videos as curriculum and community resources, including their use in development of present and future urban teachers. They do the most of the movies about history in general. For example, fourteen days in October; the Cuban missile crisis. Also, they have other genre like, poetry videos and 60 minute style investigations.

The director of the school is Professor Suzanne M. Miller. Some of the students did specials movies from grade 10 and from period 3-4 BDF. The movies about the history in general like, (WAMB PAM) why herby sharpen drop the bomb by Patrick Eckborg student in school, (why was Hiroshima bombed?) And (the Cuban missile crisis). There is something they are doing during the day that matters to them and that does not happen a lot.

The twelve best digital videos chosen from over forty appointive by Buffalo Public School teachers are shown and recognized as winners. There is several issues facing urban teachers: pressure to teach to standardized tests, absence of administrative support, and technological obstructions and security features. "These issues loom large for urban teachers who are trying to do something innovative," says Miller. The program is looking to continue working with urban teachers while also expanding into suburban and rural schools. CVCV depends on grant funding, and securing funding for this sort of expansion is a challenge. However, scaling the program up to include multiple school districts both in and outside of the city will also the project's researchers to obtain the kind of large scale quantitative proof that so many funders still prefer to see.

The winning videos will be posted online on the night of the film festival. DVDs of the certain videos will be available at the Market Arcade for teachers and students, in addition to a limited number for those in the audience. This festival is a chance for Buffalo Public School teachers to indicate the fruits of their innovative practices and students to showcase their powerful voices and visions. Student-made digital videos provide a peek at the digital and media expertise

student bring to school and often don't have the chance to draw on for classroom learning. The CVCV project focuses on supporting teachers in learning to use digital video composing as a strong tool for students to learn in the school curriculum. The 3 judges selecting the winning videos are Dorothea Braemer, executive director of Squeaky Wheel; Jonathan Federick, English and media teacher at Cheektowaga High School; and Paul Lamont, senior producer at WNED, the Western New York Public Broadcasting Association. The festival is funded, in part, by the John R. Oishei Foundation.

This study aims at knowing whether university students in Egypt possess specific advertising literacy skills and to specify some variables (which are gender, university ownership, specialization/ college and socio- economic status) that affect these skills and to know how these variables affect This is done through analysing the content of a small sample of TV and internet advertisements. The ads sample was specified in a pilot study and then it was tested on an available sample of 400 university students in 4 applied and social specializations in different universities; governmental and private. The tools of data collection included a content analysis sheet and a Results of the study show that the majority of the respondents possess the skills of advertising literacy studied in this research except for the ability to identify the slogan of an advertisement.

Recommendations for future research include studying a wider range of respondents and investigating more and various skills of advertising literacy and how social media and internet advertising affect them. We live in a world saturated with media messages. We receive messages not just every day, but also every hour, minute and second through different types of media. Because of such an invasion to our lives, it was important to develop some kind of mechanism in order not to take media messages for granted.

Media literacy offers audience the opportunity to develop some critical skills to protect themselves from the harmful effects of media and at the same time enjoy the several useful and enjoyable advantages that different media have to offer.