

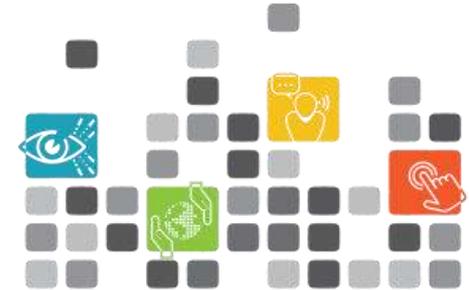
Renee Hobbs

Professor of Communication Studies

Director, Media Education Lab

University of Rhode Island USA

Twitter: @reenehobbs



media education lab

Digital and Media Literacy Education in the Context of Global Information, Entertainment & Culture

ACCESS SLIDES: <http://bit.ly/hobbsgmk17>

#GMK17

Frankfurt, November 18, 2017



For Educators

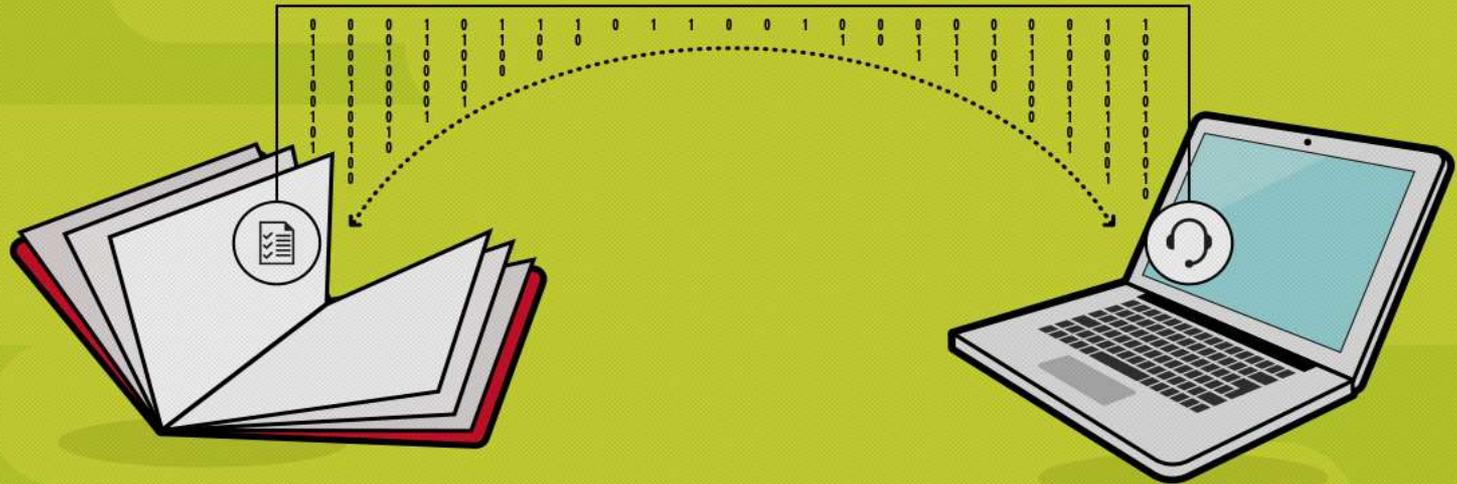


For Researchers



For Learners





#GMK17 THEME

How can high quality media literacy education be implemented along the entire education chain in the short and long term?

PREVIEW OF KEY IDEAS

1

The state of digital and media literacy education is highly fragmented but educators have a general consensus on the instructional practices that support lifelong learning

2

While the rise of so-called “fake news” is providing increased visibility for media literacy education, it is also increasing the diversity of pedagogical approaches that contain “hidden agendas”

3

Teachers and students need to ask critical questions about new forms of digital media, using digital tools to activate critical thinking through media creation

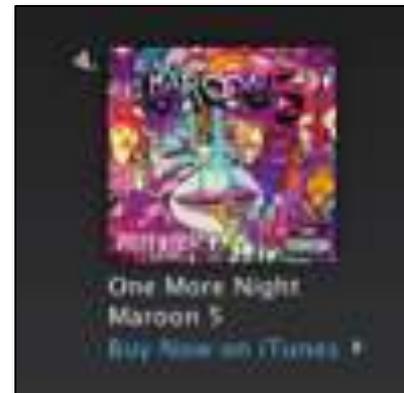
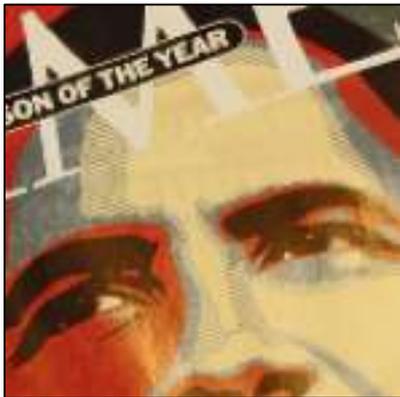
Sources of Fragmentation in Digital & Media Literacy Education

- Rapid changes in media & technology
- Attitudes about media formats & genres
- Attitudes about educational technology
- New terminology
- New stakeholders
- Teacher motivations
- Influx of multidisciplinary paradigms
- Historic questions about best practices

LOVE



HATE



PRINT

VISUAL

SOUND

DIGITAL

Educators have a love-hate relationship with media, technology and popular culture

LOVE



HATE



SMARTBOARDS



PLATFORMS



MULTIMEDIA



CREATIVE TOOLS

Educators have a love-hate relationship with educational technology

Rhetoric
Print Literacy
Visual Literacy
Information Literacy
Media Literacy
Computer Literacy
Critical Literacy
News Literacy
Digital Literacy



Changing Terminology

expanding variety of **approaches** and **terms**



SKILLS & ABILITIES

- Computer Use and Knowledge
- ICT Skills & Digital Skills

LITERACY

- Online Reading & New Literacies
- Media Production / Youth Media
- Coding & Programming

TEACHING WITH

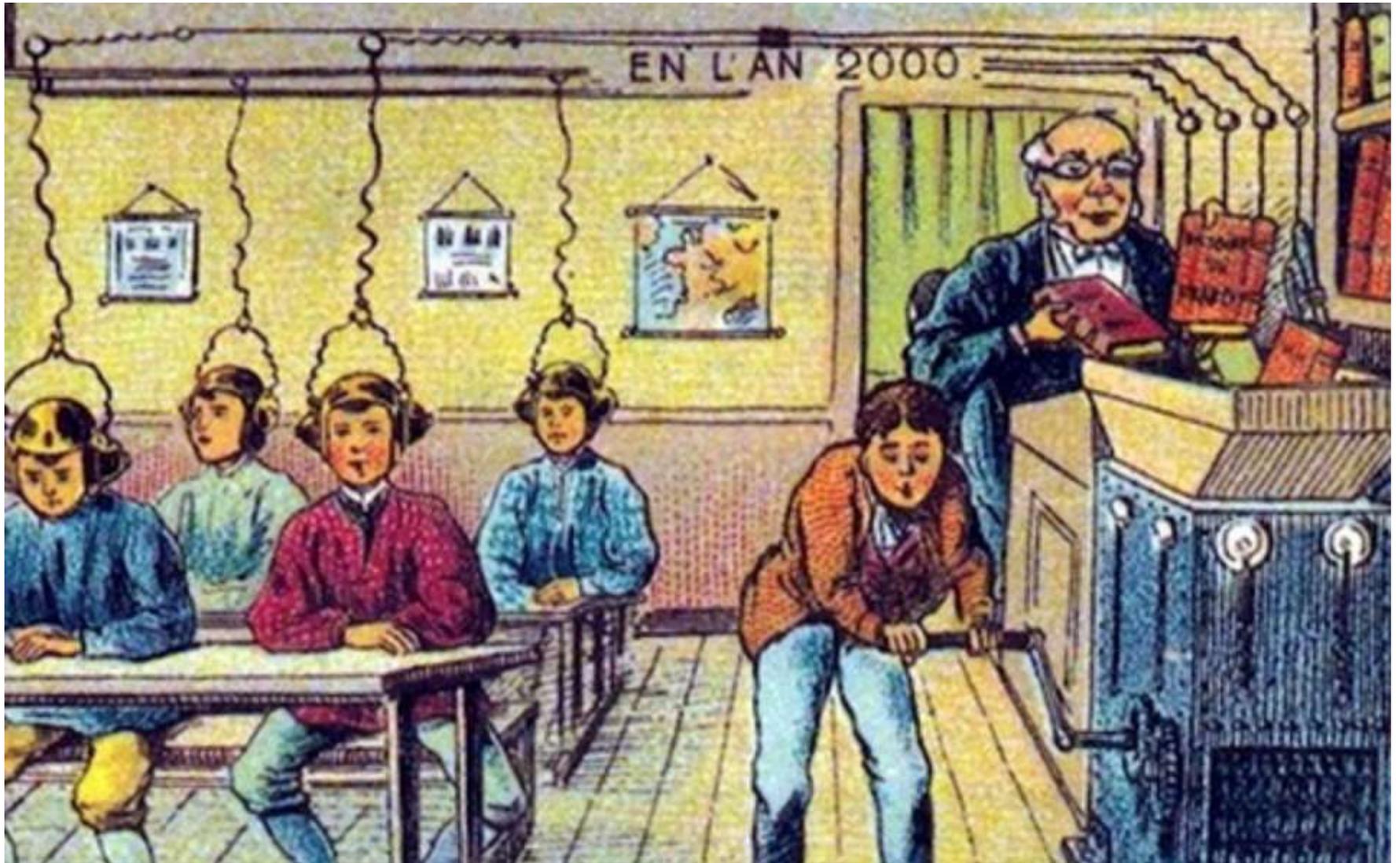
- Technology Integration
- Digital Platforms
- Online Learning

TEACHING ABOUT

- Information Literacy
- Media Literacy
- Digital Literacy
- Digital Citizenship

THE GREAT DEBATES IN MEDIA LITERACY EDUCATION

1. Empower or protect?
2. Multimedia production?
3. Focus on popular culture texts?
4. Explicit ideological framing?
5. Inside or outside of formal education?
6. Integrated into curriculum or separate subject?
7. Supported financially by media organizations?



Are we reproducing, transforming or challenging the educational status quo?

Educators have differing perspectives about the most important priorities for the practice of media education

slido

3

event code

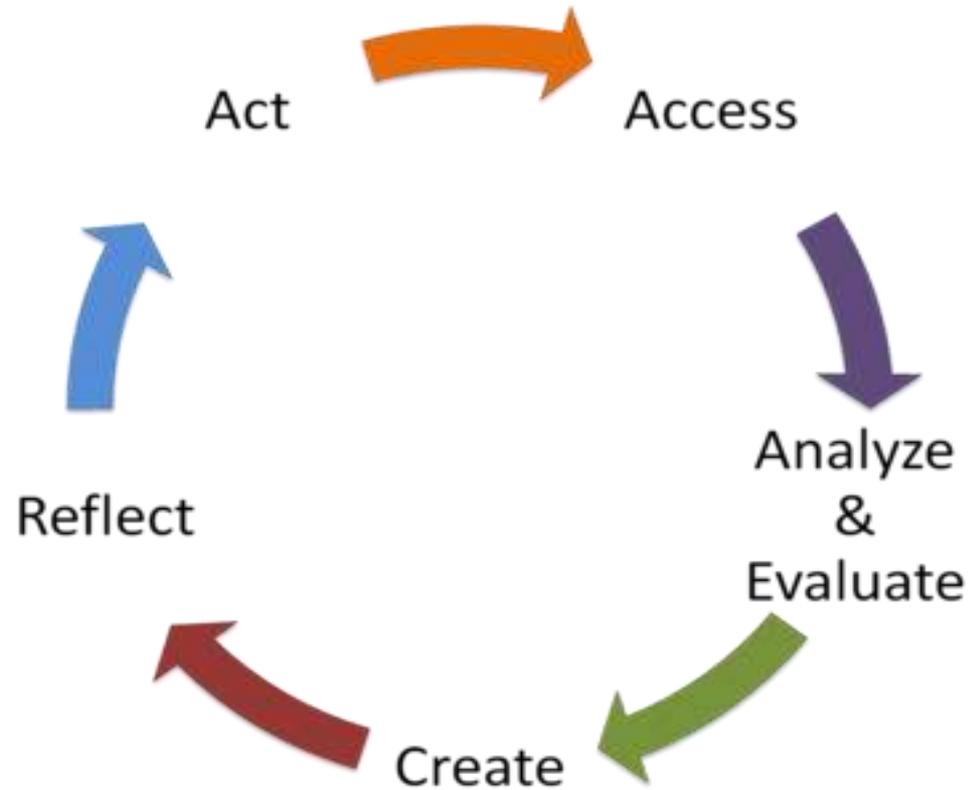
A957

Join

Educators have differing perspectives about the most important priorities for the practice of media education BUT

There is widespread consensus about the instructional processes that promote lifelong learning

Learning Processes for Digital & Media Literacy



ACCESS



Find, comprehend and interpret content



Gain knowledge & information

ANALYZE



Examine the quality of information resources



Critically analyze how media messages are constructed

CREATE



Compose or create messages in a variety of forms

REFLECT



Collaborate & share ideas through dialogue & discussion

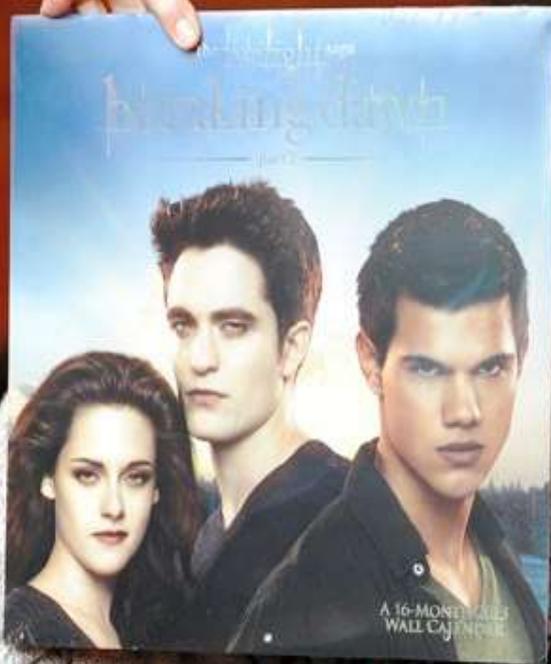


Reflect on expected & unanticipated consequences

ACT



Plan and implement action



MOTIVATOR

You cultivate students' autonomy as independent learners who go where their creativity takes them.



<http://discovermedialiteracy.com>

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ACTIVIST

You support students' civic engagement by engaging with media and technology to address real-world issues.





Grade 3 students research the topic of homelessness and produce a 14-page comic book using original art & digital software tools.



Hobbs, R. (2013). Improvisation and strategic risk taking in informal learning with digital media literacy. *Learning, Media and Technology, 38*(2), 182-197.

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TRENDSETTER

You meet students "where they live" by connecting the classroom to contemporary popular culture.





<http://uccollab.org/program/poppyn/>

ACCESS



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Plan and implement action



PROFESSOR

You want students to gain content knowledge by using media and technology to advance learning goals.



<https://newseumed.org/ed-tools/>

ACCESS



Find, comprehend and interpret content



Gain knowledge & information

ANALYZE



Examine the quality of information resources



Critically analyze how media messages are constructed

CREATE



Compose or create messages in a variety of forms

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Plan and implement action

HOW DID SUCH CONSENSUS EMERGE?



PREVIEW OF KEY IDEAS

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The state of digital and media literacy education is highly fragmented but educators have a general consensus on the instructional practices that support lifelong learning

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While the rise of so-called “fake news” is providing increased visibility for media literacy education, it is also increasing the diversity of pedagogical approaches that contain “hidden agendas”

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Teachers and students need to ask critical questions about new forms of digital media, using digital tools to activate critical thinking through media creation

The Term that Conceals More than it Reveals



WTO 5 News



960,000 Facebook shares by November 8, 2016

Are We Living in a Post-Truth Era?





**Stanford History
Education Group**

You are researching the Fukushima nuclear plant disaster. Please decide if this website is a trustworthy source of information. You can open a new tab and do an Internet search if you want. Take about 5 minutes to complete this task.

1. Is this website a trustworthy source?
2. Explain your answer, citing evidence from the webpages you used. Be sure to provide the URLs to the webpages you cite.

imgur

upload images

Search

sign in

sign up

Fukushima Nuclear Flowers

by [pleasegoogle](#)[ShakerAamer](#)[pleasegoogle](#)[DavidKelly](#) · a month ago

f

Not much more to say, this is what happens when flowers get nuclear birth defects

t

r

+



Only 20% of American HS students questioned the photo's source



Exposure to media literacy education improves judgments of accuracy

Sample: A representative sample of 1,501 US young adults ages 15 - 27

Method. Experimental design

Findings:

- Participants evaluated the accuracy of misinformation, emotional & evidence-based arguments
- Assessments of accuracy depend on the participant's political knowledge
- Participants who reported more exposure to media literacy education **make a clear distinction between evidence-based arguments and misinformation even when arguments are aligned with existing beliefs**



90% of the rich don't pay any taxes at all. Their taxes should go up!

FAKE

Measure of Exposure to Media and Information Literacy

Respondents were asked about their school experiences:

- **How often have you discussed how to tell if the information you find online is trustworthy?**
- **How often have you discussed the importance of evaluating the evidence that backs up people's opinions?**

Media Literacy: A Pedagogy of Inquiry



TIME TO DISCUSS



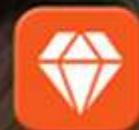
Reality
Check



Private Gain or
Public Good?



What's
Left Out?



Values
Check



Read Between
the Lines



Stereotype
Alert



Solutions
too Easy



Record/Save
for Later

Stakeholders for digital & media literacy



MEDIA & TECH



GOVERNMENT



EDUCATION



ACTIVIST



CIVIL SOCIETY



CREATIVE

Teachers must recognize and assess the values & points of view that are embedded in curriculum resources

HIDDEN AGENDA

LEARN 

RATE 

BROWSE 

UPLOAD 

For Teachers

Propaganda Techniques 

PROPAGANDA IS ALL AROUND US.

Do you know how to recognize and respond to it?



The screenshot shows the website's main interface. At the top, it has the same navigation menu as the main page. Below that is a video player showing a close-up of Earth from space. To the right of the video is a 'Filter By' dropdown menu set to 'All Techniques'. Below the video is a rating slider labeled 'RATE THIS EXAMPLE FROM "BENEFICIAL" TO "HARMFUL"'. The slider has four orange dots on the left and two black dots on the right. A blue 'Rate More' button is to the right of the slider. Below the slider, the words 'BENEFICIAL' and 'HARMFUL' are written in small yellow text.



LEARN

...how to recognize propaganda when you



RATE

...examples, interpret their messages, and



BROWSE

...and sort examples uploaded to this site.



UPLOAD

...and share examples from your community.

LEARN ?

RATE 

BROWSE 

UPLOAD 

For Teachers

Propaganda Techniques 



Filter By

All Techniques 

The Mind Over Media website uses crowdsourcing to create a Propaganda Gallery. Users upload content, share their personal interpretations, and then evaluate the potential impact of the images, websites and videos they share.



RATE THIS EXAMPLE FROM "BENEFICIAL" TO "HARMFUL"



Rate More 

BENEFICIAL

HARMFUL

LEARN ?

RATE 

BROWSE 

UPLOAD 

For Teachers

Propaganda Techniques ▾



Filter By

All Techniques ▾

The Mind Over Media website uses crowdsourcing to create a Propaganda Gallery. Users upload content, share their personal interpretations, and then evaluate the potential impact of the images, websites and videos they share.



SEE HOW YOUR RATING COMPARES TO OTHERS:



HIDDEN AGENDA

Students do not need to be protected from propaganda. They need opportunities to discuss & evaluate it.

Propaganda may be beneficial or harmful, depending on the interpretation of the reader.

The screenshot shows the MIND OVER MEDIA website interface. At the top, the logo reads "MIND OVER MEDIA ANALYZING CONTEMPORARY PROPAGANDA". Navigation tabs include "LEARN", "RATE", "BROWSE", and "UPLOAD". A sidebar on the right contains "For Teachers" and "Propaganda Techniques". The main content area features a video player with the title "PROPAGANDA IS ALL AROUND US." and the question "Do you know how to recognize and respond to it?". Below the video player is a navigation bar with four colored buttons: "LEARN" (blue), "RATE" (orange), "BROWSE" (green), and "UPLOAD" (purple). Each button has a brief description of its function.



Hello, Renee!

[EDIT PROFILE](#)

[SIGN OUT](#)



EDTools



EDClasses & Training



EDCollections



EDIdeas



EDCommunity



+

NEWSEUM ED

Free learning tools on media literacy and our First Amendment freedoms.



Make the most of your Newseum visit with itineraries and activity guides.



Find primary sources, lesson plans, activities and more.



Enroll in programs offered at the Newseum and virtually.



Explore our thematic,



Get ideas for teaching the



Exchange tips and hacks

TEACHING ABOUT THE FIRST AMENDMENT

If we didn't have the First Amendment ...

- ❑ Religious minorities could be persecuted.
- ❑ The government could establish a national religion.
- ❑ Individuals could be punished for expressing unpopular ideas.
- ❑ Protesters could be silenced.
- ❑ The press could be banned from criticizing government.
- ❑ Citizens could be prevented from gathering together to work for or against social change.

HIDDEN AGENDA

There are no disadvantages to the First Amendment's protections on freedom of expression.

There are no legal alternatives to balancing freedom and social responsibility apart from "tolerating the speech we hate."

NEWSEUMED



Can your students tell the difference between fact and fiction?

NLP's **checkology**[®] virtual classroom can help.

Sign up today and get Premium access to the **checkology**[®] platform at no charge for use throughout the 2017-18 school year.

Get Started

Module 4:

How to Know What to Believe

850 Total Points

Start



Hide Lessons ^

Core Lessons



Getting the Story: Practicing Quality Journalism

30 Total Points



Start



Recognizing Bias

475 Total Points



Start



Checking Credibility: Evaluating Information

145 Total Points



Start

HIDDEN AGENDA

Mainstream media professionals use processes of verification that ensure that information is unbiased, trustworthy & believable.

Online learning enables student to learn news literacy competencies independent of peers or teacher.





Protecting Students' Online Privacy in the Classroom



By **Lauren Farrar**
NOVEMBER 15, 2017



HIDDEN AGENDA

Privacy issues go deeper than merely student use of social media.

Students should be suspicious of ed tech tools because many educational technology companies merely want to collect big data.



Spying on Students

SCHOOL-ISSUED DEVICES AND STUDENT PRIVACY

Curriculum resources always have a point of view



MEDIA & TECH



GOVERNMENT



EDUCATION



ACTIVIST



CIVIL SOCIETY

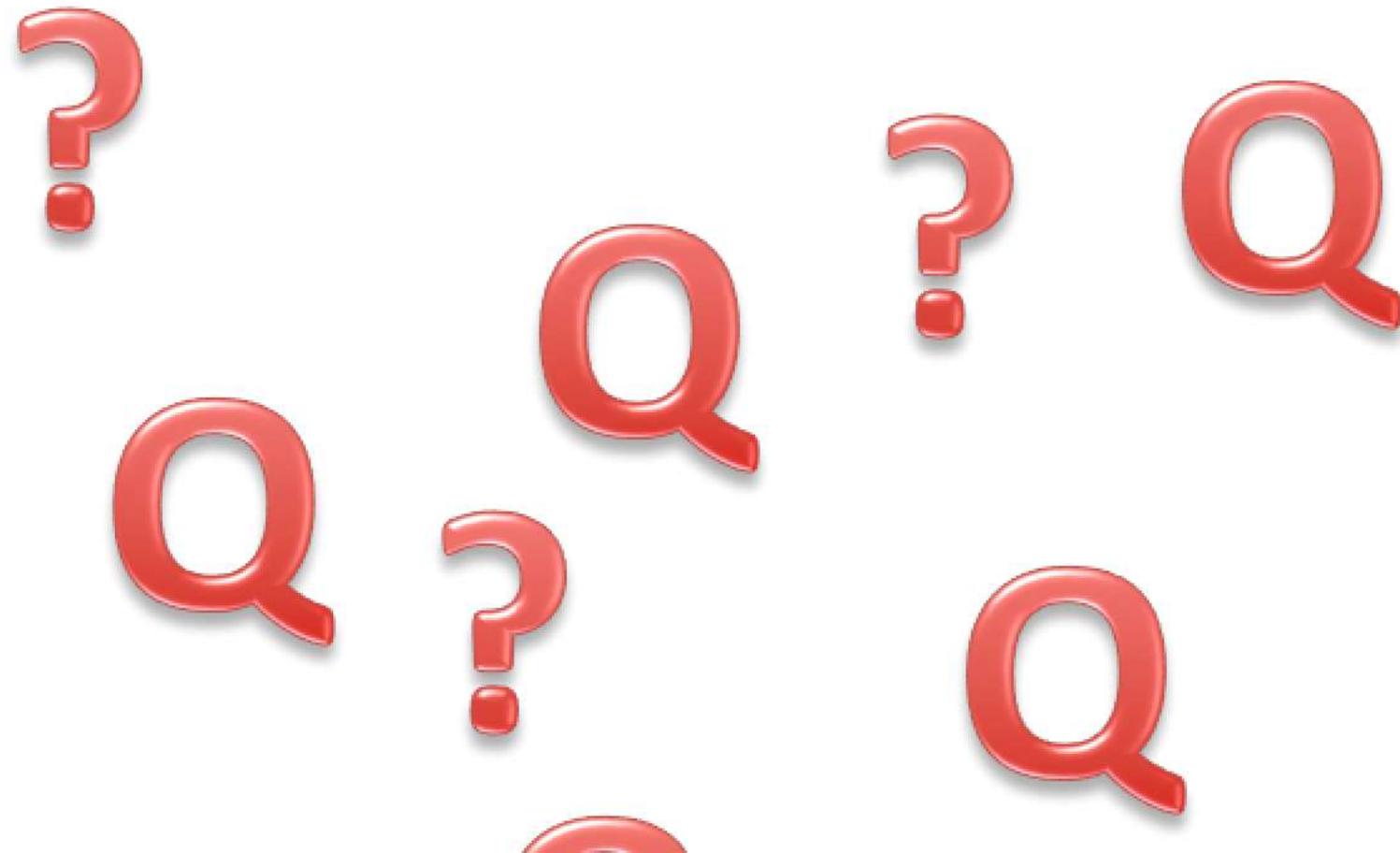


CREATIVE

Teachers must recognize and assess the values & points of view that are embedded in curriculum resources

HIDDEN AGENDA

Digital and media literacy increases intellectual curiosity



Online dialogue promotes respect For diverse interpretations



Code: a7d962



Justine M Sep 27
Chapter 22-24



Eric C Sep 26
Chapters 19-21



Candice M Sep 26
Chapters 22-24



Antonia B Sep 26
Chapters 22-24



Jenna Z Sep 26
Chapt 13-15



Addison P Sep 26
Chapter 16-18



Ben F Sep 26
Ryan Holiday ch. 16-18



Kristen B Sep 26



Jenna M Sep 26
Ch. 13-15



Hacer D Sep 26



Flipgrid.com

VideoAnt Renee Hobbs

Google Censoring Anti-Hillary Search Results



Clinton vs. Trump 0:00

Shouldn't we then also check how this experiment would work out with Trump?? Would we have the "same" result?

Renee Hobbs on 5/16/2017 10:29:13 AM Respond

Private gain vs. public good 0:00

Technically could go both ways. If Google is really manipulating the searches, it would be for the public good. On the private side, his website would benefit from this "reveal" by selling more of his books. Hmmm

Renee Hobbs on 5/16/2017 10:36:55 AM Respond

We think... 0:00

Mark Dice doesn't want you to trust anything that is on the internet which doesn't reflect your own values. Famous example. Reliable language. Only one search topic, only pictures, one sided view. Supports right wing.

Nan Djedovic on 5/16/2017 10:37:12 AM Respond

Timing? 0:00

When were the searches each done? He could have searched Bing directly after Ms. Clinton collapsed due to her lung issue in front of the UN.

Renee Hobbs on 5/16/2017 10:36:48 AM Respond

Who is this guy? 0:07

Mark Dice is a noted conspiracy theorist who has hundreds of videos about conspiracies including the illuminati, 9/11 and

AUTHOR DETAILS
Renee Hobbs

0:00 / 4:46

Video annotation is a powerful tool for critically analyzing “fake news”

www.ant.umn.edu

A CHALLENGE

Create a sequence of 5 -7 photos to capture key ideas and information from the #GMk17 conference. Then create a 30-second slide show using Sharalike.



CREATE to LEARN

INTRODUCTION TO DIGITAL LITERACY



RENEE HOBBS

WILEY Blackwell

THE BEST WAY TO LEARN

**Create media to
represent your
interpretation of
key ideas and
information**



SUMMER INSTITUTE IN DIGITAL LITERACY

- Elementary & secondary educators
- College faculty
- Librarians
- Media professionals
- Youth media staff

JULY 15 – 20, 2018
www.digiURI.com

- 120 participants from 25 states and 12 countries

REVIEW

1

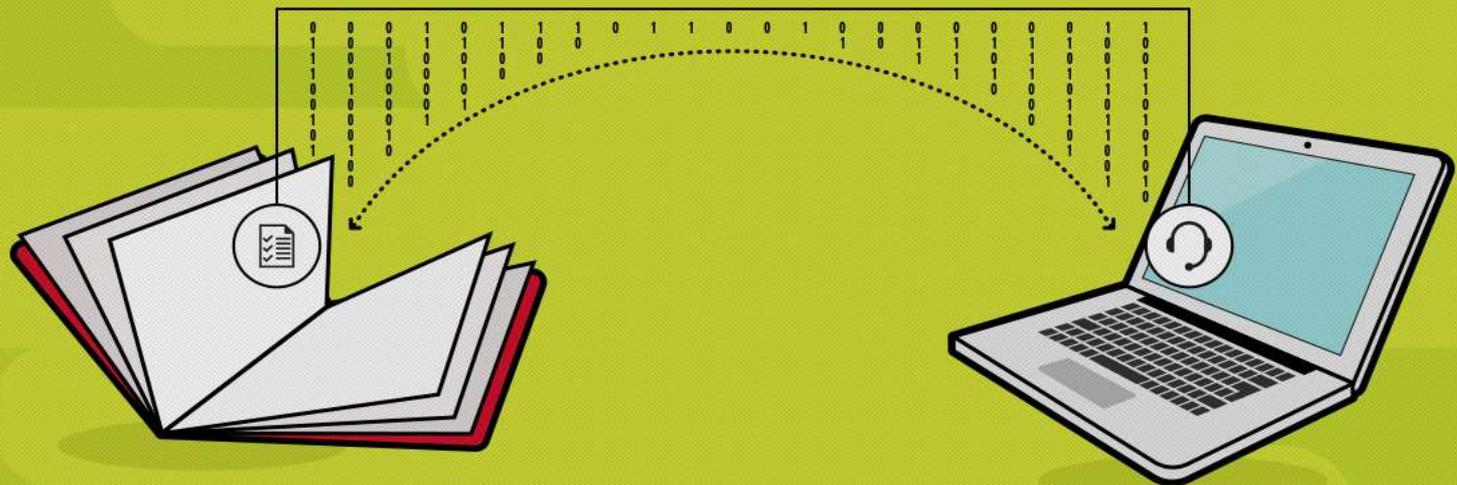
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#GMK17

We are jointly responsible for advancing digital and media literacy and the future of education depends on making bold & strategic efforts with learners of all ages



CONTACT INFORMATION:

Renee Hobbs

Professor of Communication Studies
Director, Media Education Lab
Harrington School of Communication & Media
University of Rhode Island USA

Email: hobbs@uri.edu

Twitter: @reenehobbs

LEARN MORE

Web: www.mediaeducationlab.com

