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


#GMK17
Frankfurt, November 18, 2017
How can high quality media literacy education be implemented along the entire education chain in the short and long term?
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.

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.”

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

# 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

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

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ACT
- Plan and implement action
TRENDSETTER

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

You want students to gain content knowledge by using media and technology to advance learning goals.
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
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ACT
Plan and implement action
HOW DID SUCH CONSENSUS EMERGE?
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The Term that Conceals More than it Reveals

It's time to reject the term "fake news"
WTO 5 News

Pope Francis Shocks World, Endorses Donald Trump for President, Releases Statement

TOPICS: Pope Francis Endorses Donald Trump

960,000 Facebook shares by November 8, 2016
Are We Living in a Post-Truth Era?

<table>
<thead>
<tr>
<th>Truth</th>
<th>Post-truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think therefore I am</td>
<td>I believe therefore I'm right!</td>
</tr>
</tbody>
</table>

@reneehobbs
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.
Sample:

A representative sample of 1,684 UK adults

Method.

Participants were shown 6 news stories: 3 were true, 3 were false

Findings:

• Only 4% accurately identified the stories that were accurate and those which were fake
• 49% thought at least one of the fake stories was true
• Among those who consider Facebook a primary source of news, 71% thought at least one of the fake stories was true


Fukushima Nuclear Flowers

Not much more to say, this is what happens when flowers get nuclear birth defects
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Only 20% of American HS students questioned the photo’s source
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

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
Stakeholders for digital & media literacy
Teachers must recognize and assess the values & points of view that are embedded in curriculum resources.
PROPAGANDA IS ALL AROUND US.

Do you know how to recognize and respond to it?

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.
THE IRONY OF REFUSING AID AND ASSISTANCE TO REFUGEES / MIGRANTS

WHILE PREPARING TO CELEBRATE A HOLIDAY
ABOUT RECEIVING AID AND ASSISTANCE AS
REFUGEES / MIGRANTS

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.
The irony of refusing aid and assistance to refugees / migrants while preparing to celebrate a holiday about receiving aid and assistance as refugees / migrants.

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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.
Free learning tools on media literacy and our First Amendment freedoms.
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.
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.”
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.
Module 4:
How to Know What to Believe
850 Total Points

Start

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
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
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.
Curriculum resources always have a point of view
Teachers must recognize and assess the values & points of view that are embedded in curriculum resources.
Digital and media literacy increases intellectual curiosity
Online dialogue promotes respect
For diverse interpretations

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

www.ant.umn.edu
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.
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.digiURL.com

- 120 participants from 25 states and 12 countries
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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.

#GMK17
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