

Media Literacy

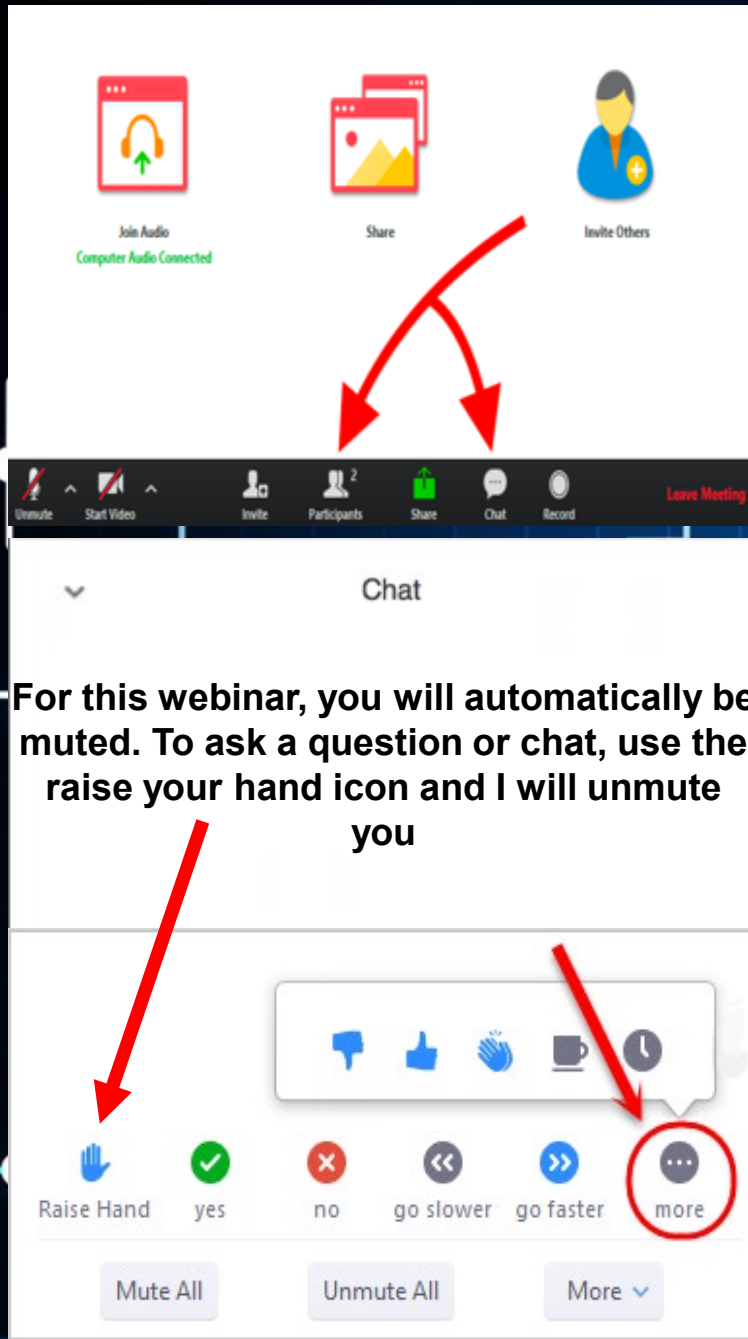
Presented by Marisol De Leon;

TA Trainer ACT for Youth

Center for Community Action



HOUSE KEEPING



The screenshot shows the top portion of a Zoom meeting interface. At the top, there are three icons: 'Join Audio' with a green status 'Computer Audio Connected', 'Share', and 'Invite Others'. Below these is a toolbar with icons for 'Unmute', 'Start Video', 'Invite', 'Participants', 'Share', 'Chat', and 'Record'. A 'Leave Meeting' button is on the far right. Below the toolbar is a 'Chat' window. At the bottom, there is a control bar with icons for 'Raise Hand', 'yes', 'no', 'go slower', 'go faster', and 'more'. The 'more' icon is circled in red. At the very bottom are buttons for 'Mute All', 'Unmute All', and 'More'.

Join Audio
Computer Audio Connected

Share

Invite Others

Unmute Start Video Invite Participants Share Chat Record Leave Meeting

Chat

Raise Hand yes no go slower go faster more

Mute All Unmute All More

For this webinar, you will automatically be muted. To ask a question or chat, use the raise your hand icon and I will unmute you



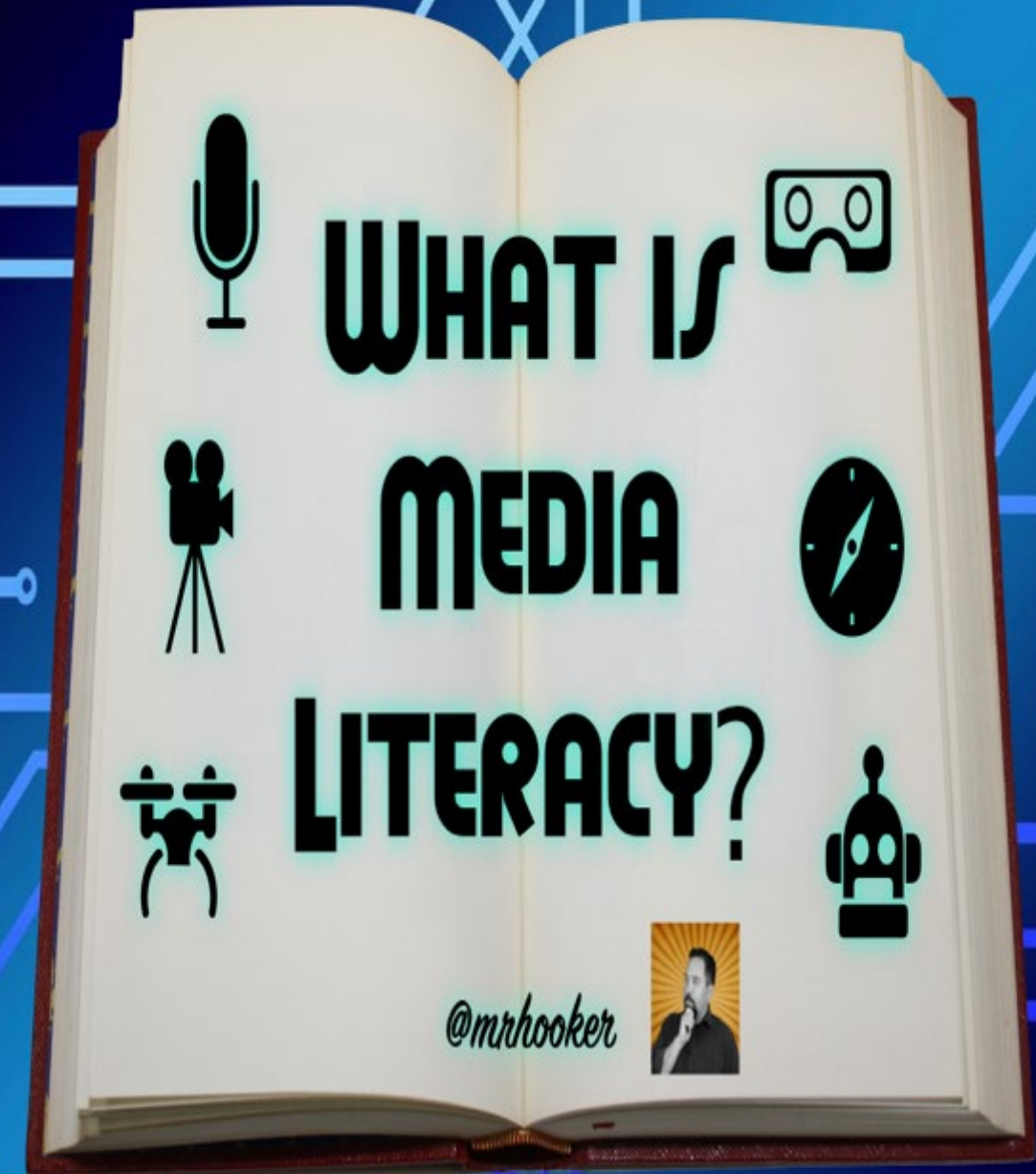
Experiencing delays?
Try closing out the other programs running on your computer



Audio
You control your volume. There'll be a few videos on this webinar, I'll control the volume on my end, but you can also control it on your end

AGENDA

- ❖ Check In Poll
- ❖ Define Media Literacy
- ❖ How Do We Decipher The Facts From The Fake
- ❖ The Role Our Own Biases Play
- ❖ Practice Research
 - ❖ You'll need to access a browser in order to participate in the practice research. This isn't mandatory.
- ❖ Resources
 - ❖ We have tons of resources for you and we will share them all
- ❖ Questions



Take A Minute Or Two to
Read The Animal Story On How
They're Handling Things....

On a Scale of 1-10, How're You
Feeling Today OR About Media
Literacy?



Respond on the poll!



When it comes to Media Literacy, we may find ourselves debating, comparing, balancing or even defending what we know and have yet to learn.



The reality is that we are all on the “literacy” spectrum.

Let's define it & see where we land.





**Media
Literacy
101**



Discovering MEDIA LITERACY

That was fast,
let's review

- Not too long ago, being literate meant that a person had the ability to read, write or both.
- Today being literate has an entirely new meaning and digitally, it encompasses these 5 elements:
 - **Accessing**
 - **Analyzing**
 - **Evaluating**
 - **Creating**
 - **Taking action with the information**
- So what does this mean for/to you?
 - Start **where** you are

So, how *do* you decipher information?



Let's try something new/different!





- **Type** in the chat box
- How do you know that your research is
 - Real
 - Valid
 - Trustworthy



We want to be careful with
what we:

- ✓ Find
- ✓ Consume
- ✓ Believe

Not Everything we Find is Fact

❖ Take the time to question and verify your source



❖ Ask yourself if the source is credible



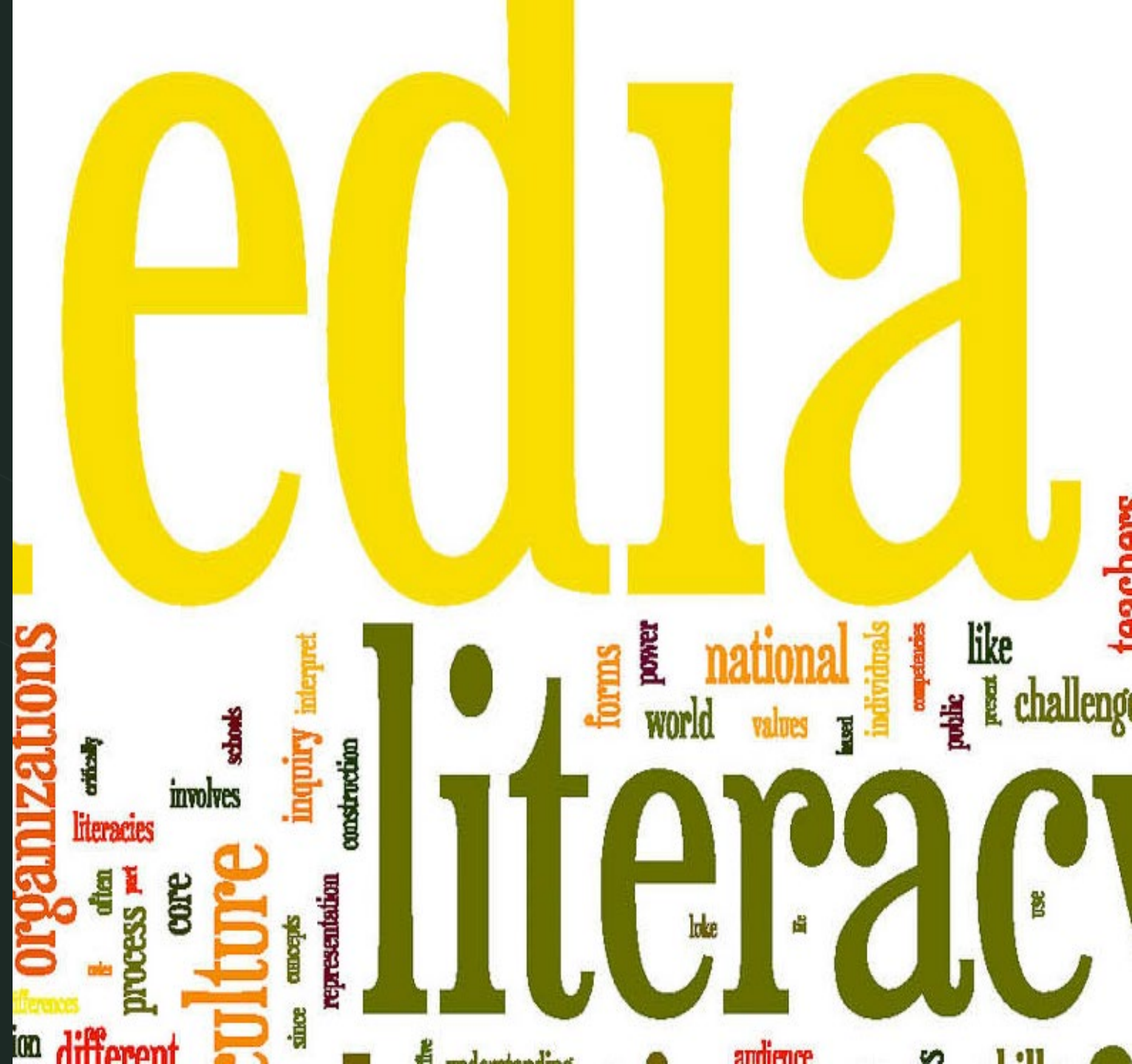
❖ Trust your gut. If you have a feeling it might not be credible information, then it's worth taking the extra step(s)



Here Are Some Examples

- [Cornell University Library](#)
 - Currency
 - Relevance
 - Authority
 - Accuracy
 - Purpose
- Yes, the acronym does spell

[CRAAP](#)



What' is CRAAP?



- Is it **CURRENT**?
 - Check the website for a **copyright date**, or '**last updated**' date, often at the very bottom of the page.
 - Try the links on the page. If many of them are 'broken', it's likely that the page has not been updated or maintained.
- Is it **RELEVANT**?
 - Check that the information is relevant to your question.
 - Who is the intended audience of the website?
- What **AUTHORITY** does the writer have?
 - A good website will provide clear information. You should be able to find an '**About**' link somewhere on the page.
 - Legitimate sites often provide contact information.

What' is CRAAP?



- Is it **ACCURATE**?
 - The accuracy of the information can be difficult to determine.
 - Trust your judgment and beware of biased or opinionated language.
- What is the **PURPOSE**?
 - The purpose of a reliable information website should be to teach or inform. The information should be objective and impartial.
 - Beware of sites whose primary purpose seems to be selling products, entertaining, or strong/bias opinions.

One of Our Very Own

Jon McKenzie is professor of practice in the Department of English in the College of Arts and Sciences and a faculty affiliate with the [Bronfenbrenner Center for Translational Research](#) in the College of Human Ecology.

- “Our youth today are using media in all kinds of ways that we barely understand,” McKenzie says. “And since about half of our nation’s schoolchildren are in Google Classroom, they are working in digital platforms. Thought-action figures are what ideas become in the digital age: dynamic and configurable.”
- <https://news.cornell.edu/stories/2020/02/thought-action-figures-new-media-inform-research-learning>

What do common domains tell you?



- ✓ .com = is any private individual or company
- ✓ .edu = is a DOE, college or university site
- ✓ .gov = is government site, great for stats and scientific reports
- ✓ .org = is an organization or association, make sure to check for their issues & advocacy

Let's Practice!!

Copy & paste the link in the chat box to your browser

Article

- When was the article written, is it current?
- Is there a trustworthy source?
- Tell us who wrote the article?

Video

- When was the video posted?
- Is there a trustworthy source?
- Tell us who posted the video?

Ex 1

<https://english.cornell.edu/news/thought-action-figures-new-media-inform-research-learning>

'Thought-action figures,' new media inform research, learning



By: Daniel Aloï, Cornell Chronicle
Tue, 02/04/2020



Young people are filming TikToks in the family bathroom, Snapchatting with friends, documenting their lives on Instagram and logging into Google Classroom at school. A Cornell professor is helping them see the conceptual possibilities in these platforms.

[Jon McKenzie](#) is working with area school teachers and their students to address



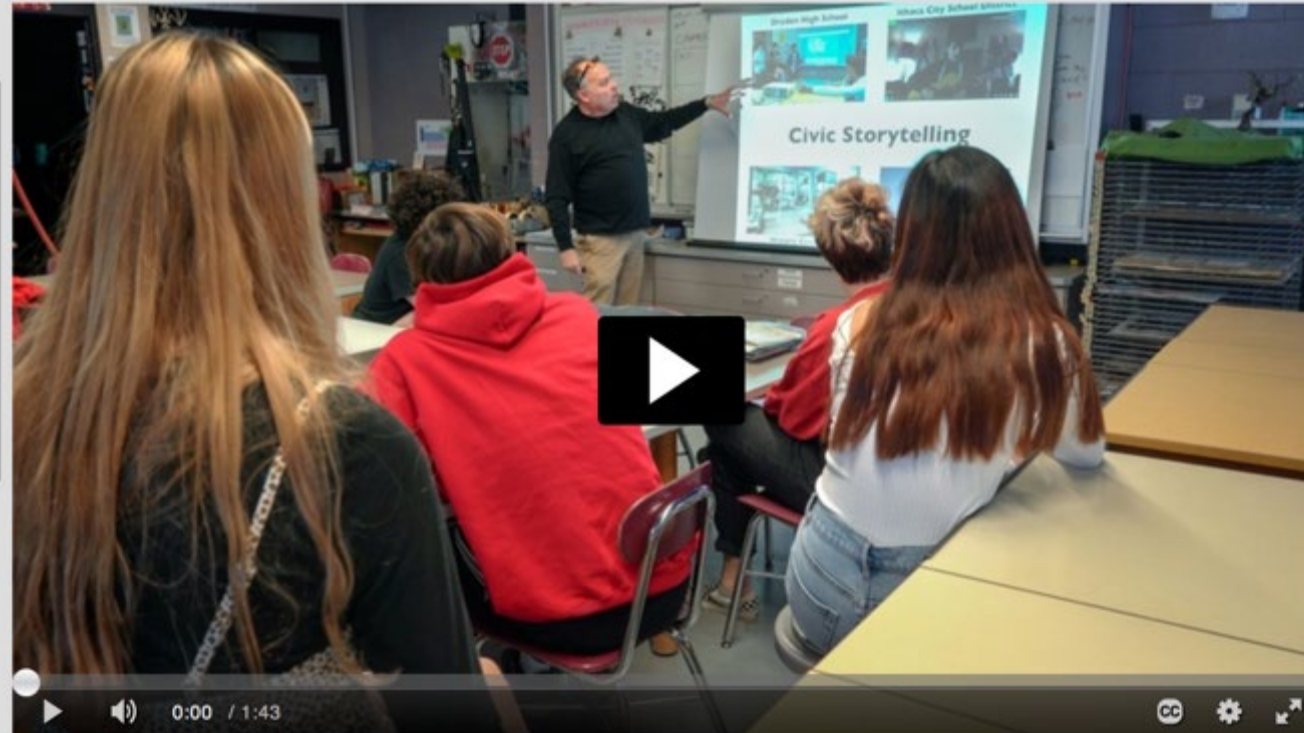


Ex 2

<https://www.cornell.edu/video/civic-storytelling-students-engage-community-issues>

Civic storytelling: Students engage with community issues

POSTED ON FEBRUARY 3, 2020 BY [COLLEGE OF ARTS AND SCIENCES \(CAS\)](#)



share

interactive transcript

download

MyPlaylist ☆

A Cornell professor is working with local high school students on projects addressing issues that are meaningful to them and their communities. This includes funding, media, and participatory research.

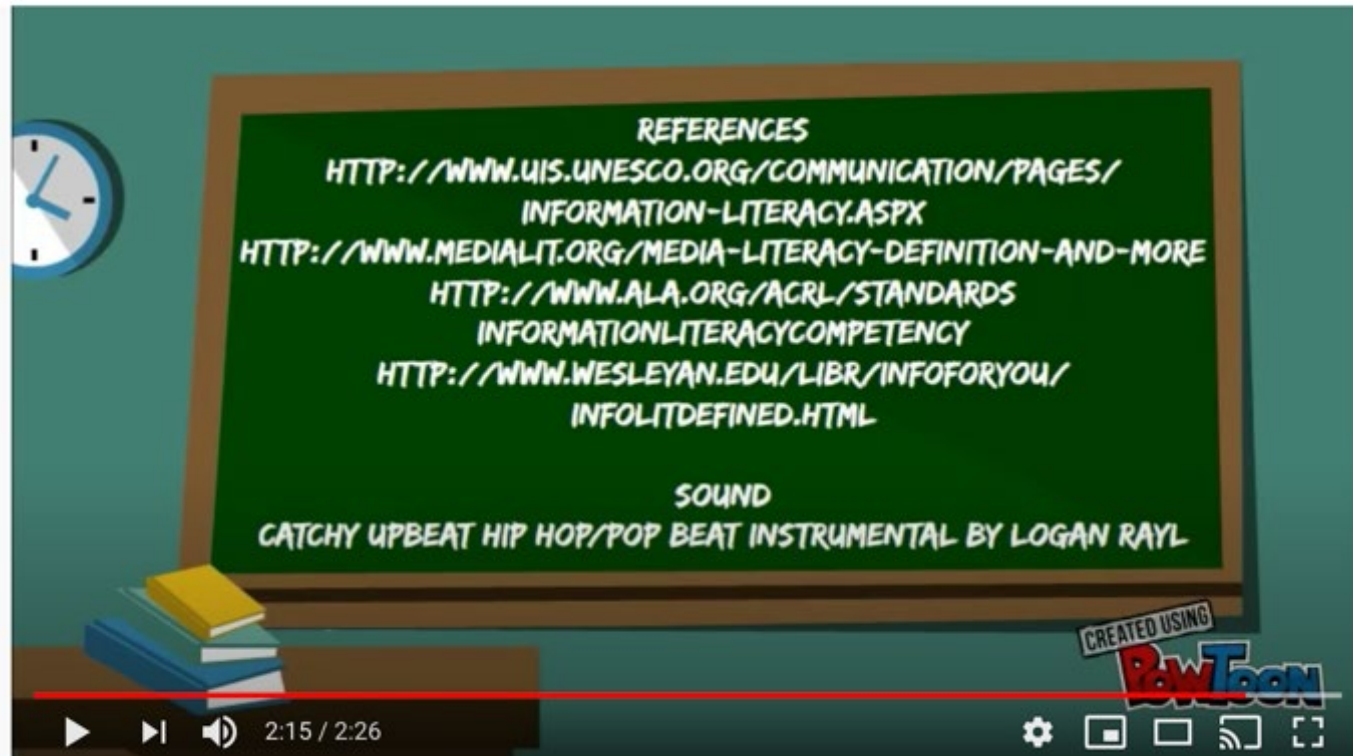
[//www.cornell.edu/video/civic-storytelling-students-engage-community-issues#](https://www.cornell.edu/video/civic-storytelling-students-engage-community-issues#)



Ex 3

https://www.youtube.com/watch?time_continue=7&v=b-Y6LRlppU4&feature=emb_logo

2:15 min/sec



Introduction to Media and Information Literacy (Updated Version)

74,992 views • Jul 10, 2016

👍 300 💬 17 ➦ SHARE ⚙️ SAVE ⋮



Arniel Ping
875 subscribers

SUBSCRIBE

Our Biases

- **Bias** is a tendency to believe that some people, ideas, or practices are better than others, which often results in treating some people unfairly.
 - **Explicit bias**
 - Refers to attitudes and beliefs (+ or -) that we consciously or deliberately hold and express about a person or group.
 - **Implicit bias**
 - Same as about but they're about other people, ideas, issues, or institutions that occur outside of our conscious awareness and control, which affect our opinions and behavior.
 - **Confirmation bias**
 - Is our subconscious tendency to seek and interpret information and other evidence in ways that affirm our existing beliefs, ideas, expectations, and/or hypotheses.

http://guides.library.cornell.edu/evaluate_news/bias

Factual Reporting vs. News Analysis

“Evaluating news sources is one of the more contentious issues out there”.



For fact-checking, it's helpful to draw a distinction between two activities:

1. News Gathering,

- This is where news organizations do investigative work, like calling sources, researching public documents, checking and publishing facts.
- e.g. getting the facts of Bernie Sanders involvement in the passage of several bills.

2. News Analysis,

- Takes those facts and strings them into a larger narrative, such as 'Senator Sanders an *effective* legislator behind the scenes" or 'Senator Sanders largely ineffective Senator behind the scenes.'

▪Quoted from Michael A. Caulfield's [Web Literacy for Student Fact Checkers. 26: Evaluating News Sources.](#)

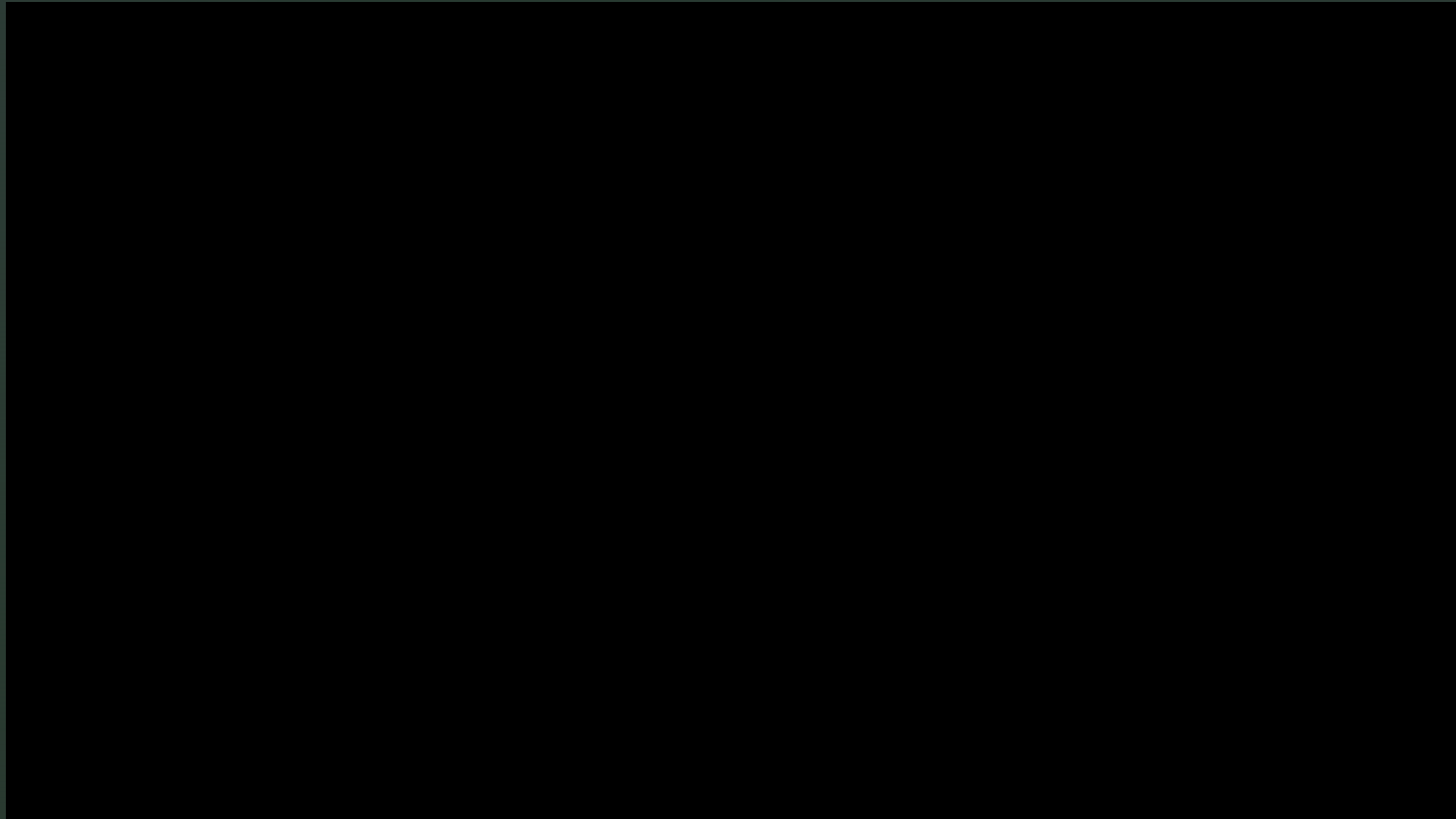
Infographics & Spotting Fake News

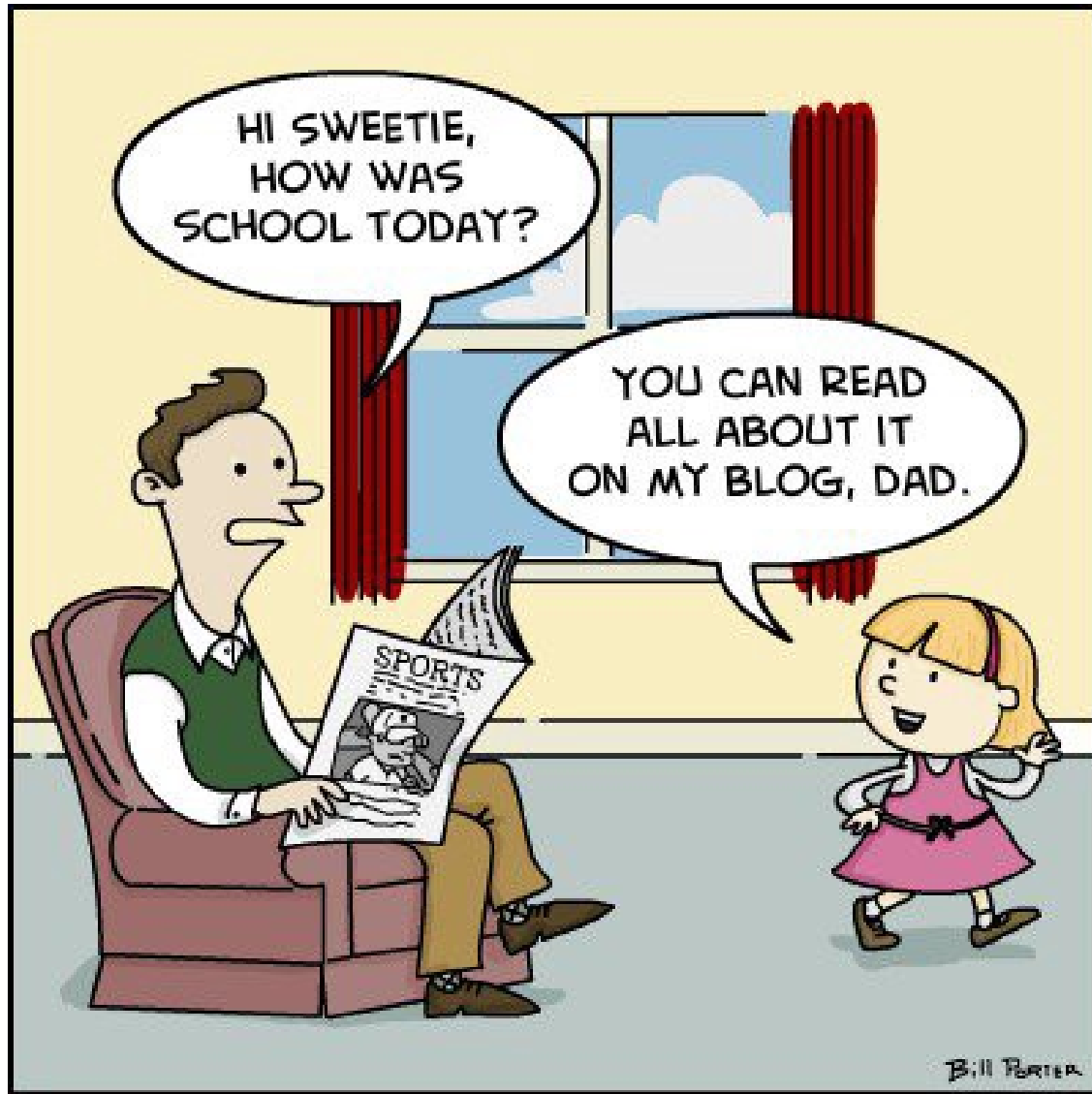
- http://guides.library.cornell.edu/evaluate_news/infographic
- http://guides.library.cornell.edu/evaluate_news/recognizing





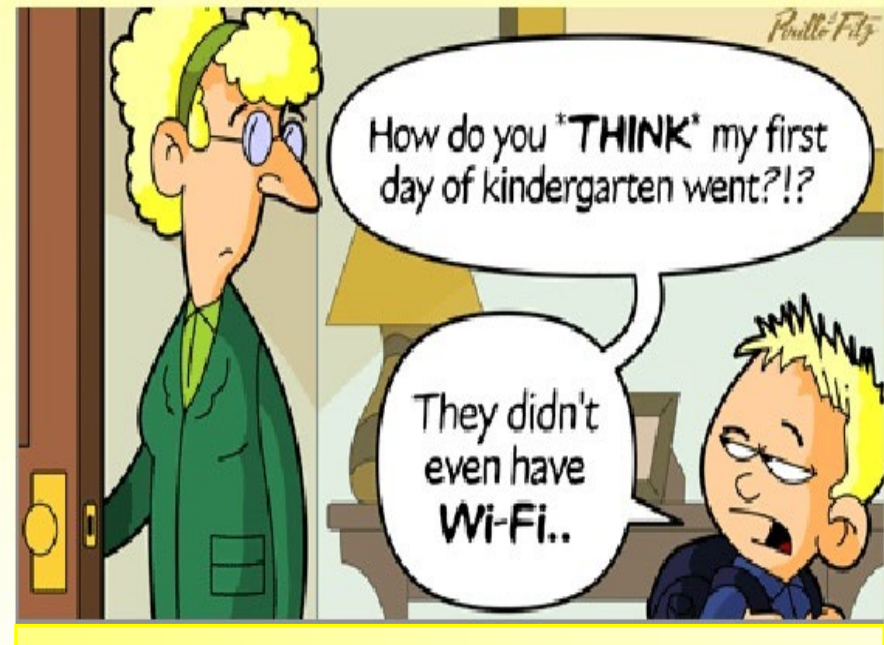
Bring it all together one more time....

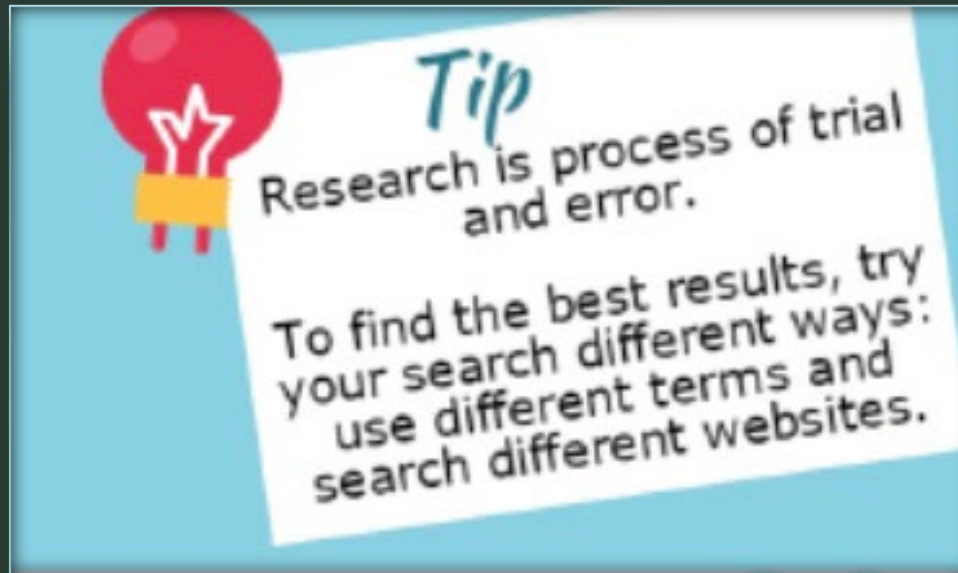




New reality

Digital Natives vs. Digital immigrants





- [FactCheck.org](https://www.factcheck.org/)
- [PolitiFact](https://www.politifact.com/)
- [Snopes.com](https://www.snopes.com/)
- [WP \[Washington Post\] Fact Checker](https://www.washingtonpost.com/fact-checker/)
- <https://www.npr.org/sections/alltechconsidered/2016/11/23/503146770/npr-finds-the-head-of-a-covert-fake-news-operation-in-the-suburbs>

RESOURCES

Websites

National Association for Media Literacy Education

- <https://name.net/>

Cornell University Library

- http://guides.library.cornell.edu/evaluate_news

Common Sense Education

- <https://www.commonsense.org/education/digital-citizenship>

ACT for Youth

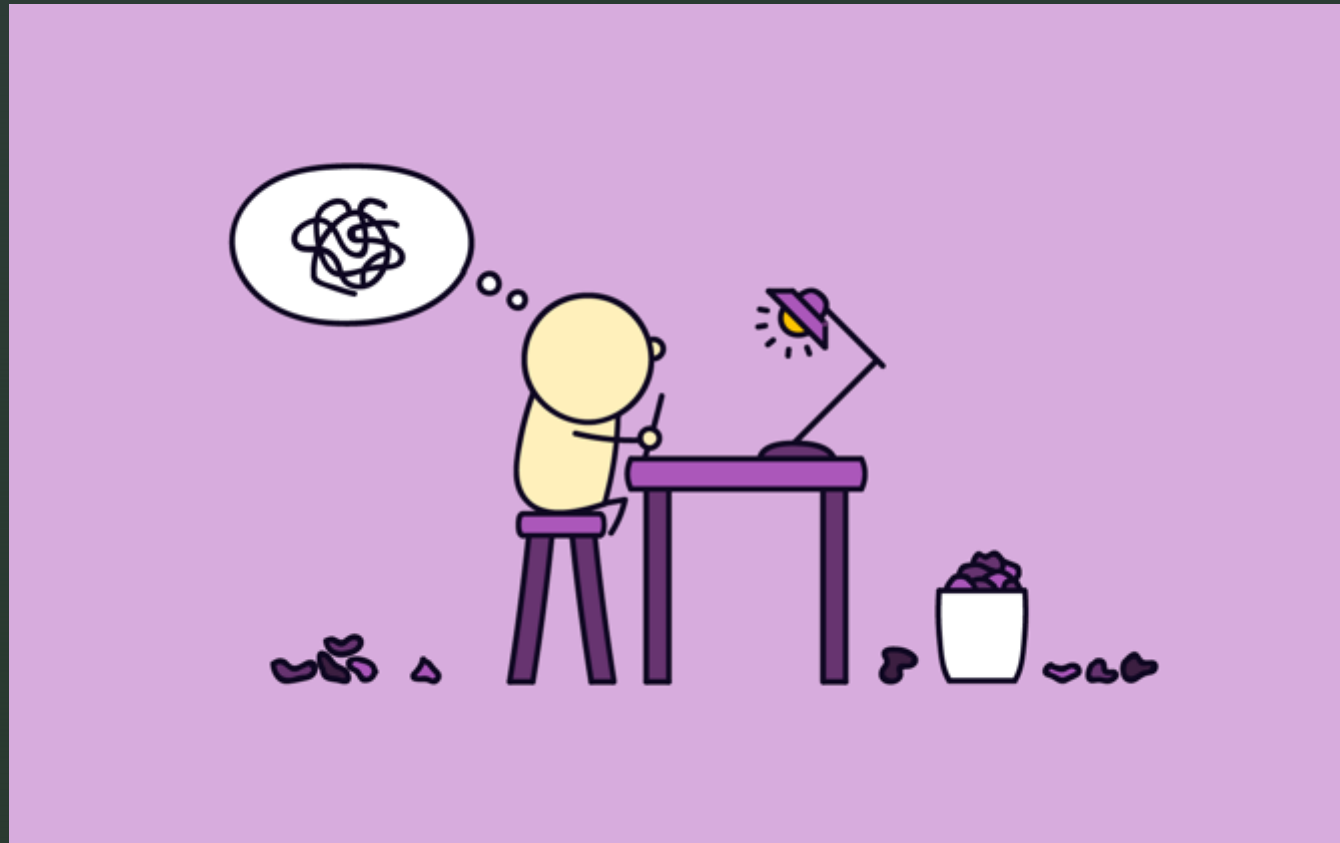
- http://www.actforyouth.net/resources/pm/pm_media-lit_0614.pdf

Videos

- https://www.youtube.com/watch?time_continue=7&v=b-Y6LRlppU4&feature=emb_logo
- https://www.youtube.com/watch?time_continue=1&v=AD9jhj6tM50&feature=emb_logo



QUESTIONS





Thank You!