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.

BECOME ONE WITH THE MUTE BUTTON
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
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?
- 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

‘Thought-action figures,’ new media inform research, learning

By: Daniel Aloj, 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)

A Cornell professor is working with local high school students on projects addressing issues that are meaningful to the students and their communities, using participatory research.

[Video link: 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
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/infographic)
- [http://guides.library.cornell.edu/evaluate_news/recognizing](http://guides.library.cornell.edu/evaluate_news/recognizing)
Bring it all together one more time....
New reality

Digital Natives vs. Digital immigrants

How do you “THINK” my first day of kindergarten went?!?

They didn’t even have Wi-Fi..
FactCheck.org
PolitiFact
Snopes.com
WP [Washington Post] Fact Checker
Websites

National Association for Media Literacy Education
  • https://namle.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-Y6LRIppU4&feature=emb_logo

• https://www.youtube.com/watch?time_continue=1&v=AD9jhj6tM50&feature=emb_logo
QUESTIONS
Thank You!