

Facilitating Media Literacy with Civic Purpose

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WELCOME





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Goals for this session

UNDERSTAND

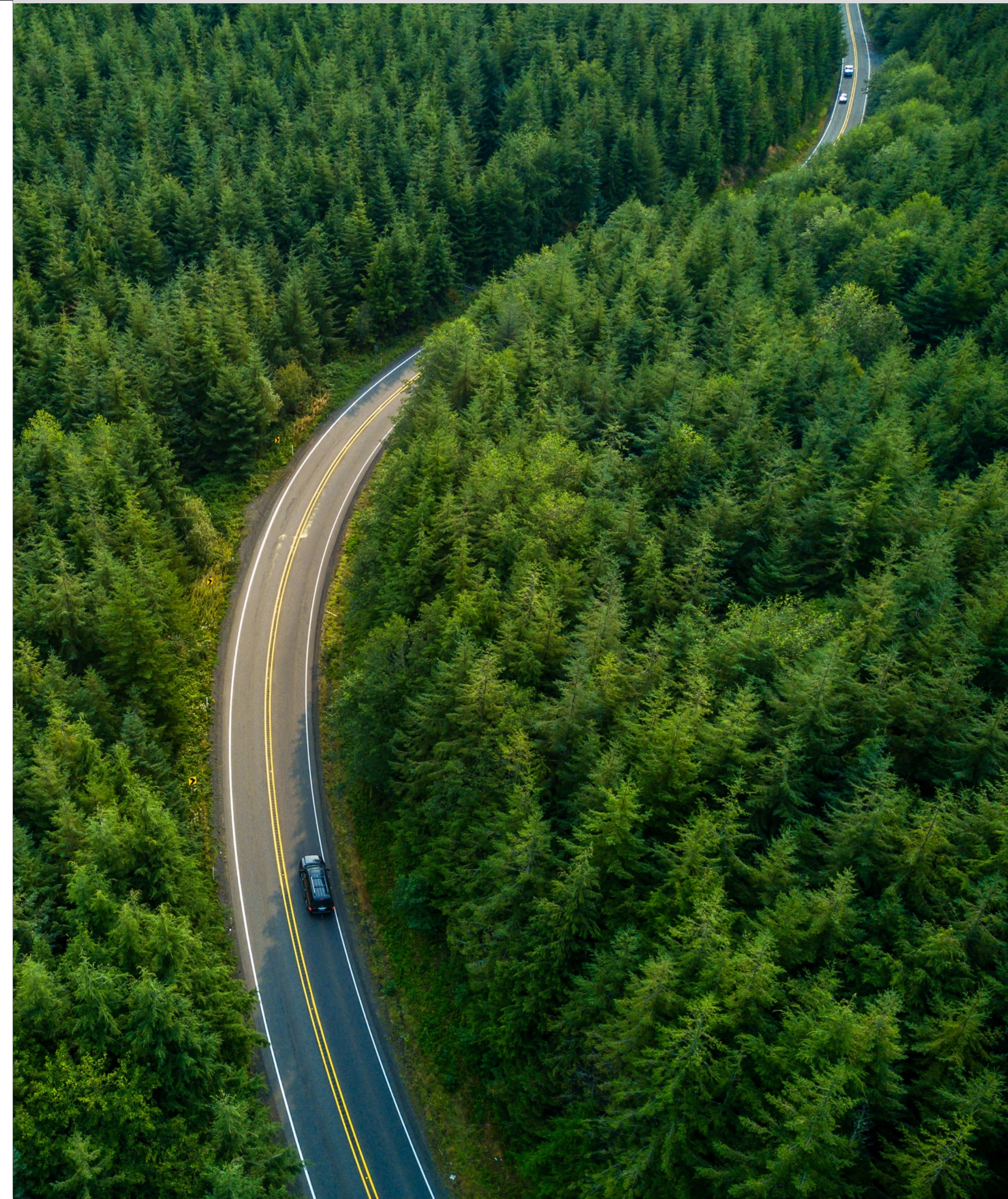
Media literacy tools and practice

LEARN

Strategies for facilitating media literacy education

DISCUSS

The important role of libraries as civic institutions





MEDIA

all electronic or digital means and print or artistic visuals used to transmit messages



LITERACY

the ability to read and write, to encode and decode symbols, and to synthesize and analyze messages



MEDIA LITERACY

the ability to **access, analyze, evaluate, create, and act** using all forms of communication.



Media Literacy

IS THE ABILITY TO:

- recognize bias in all forms of media, and our own biases
- understand the impact of media ownership and sponsorship
- identify stereotypes and misrepresentations of gender, race, and class

turns the passive act of receiving a media message into *action* through the practice of decoding, reflecting, questioning, and ultimately, sharing or creating media.

Navigating the Media Landscape

INFORMATION

Factual data or analysis.

MISINFORMATION

Information that is errantly interpreted or misconstrued.

DISINFORMATION

Information intentionally distorted to influence or deceive.



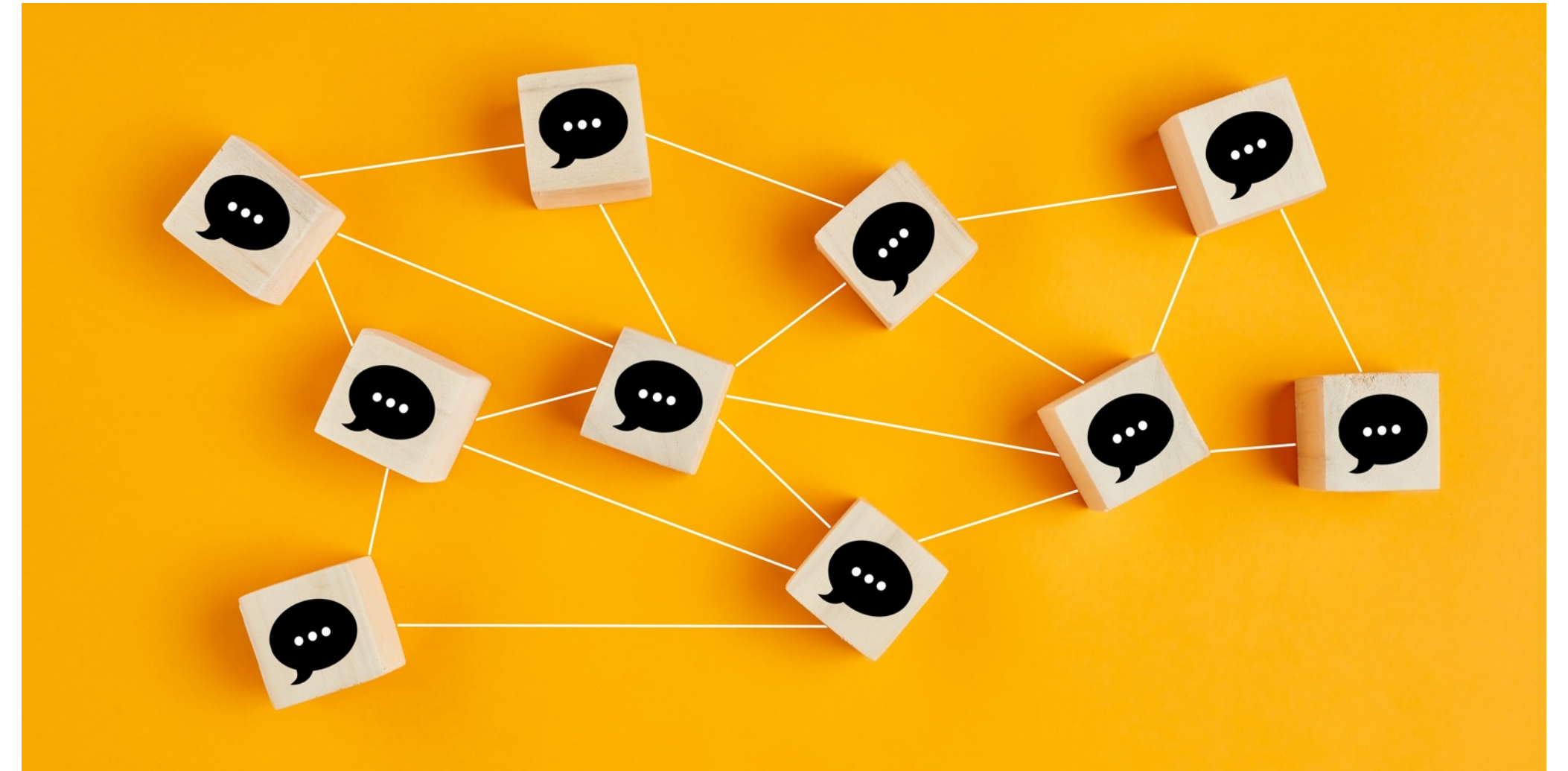
Foundations

How do Media Literacy and Libraries intersect?



ACRL FRAMEWORK

- Authority is constructed and contextual
- Information creation is a process
- Information has value



NAMLE CORE PRINCIPLES

- All media messages are constructed.
- Each medium has different characteristics, strengths, and a unique “language” of construction. Media messages are produced for particular purposes.
- Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process

Media literacy educators and librarians equip learners to

- Think critically
- Question and evaluate information for accuracy and possible bias
- Develop the skills needed to curate all forms of information and create credible information to disseminate to others

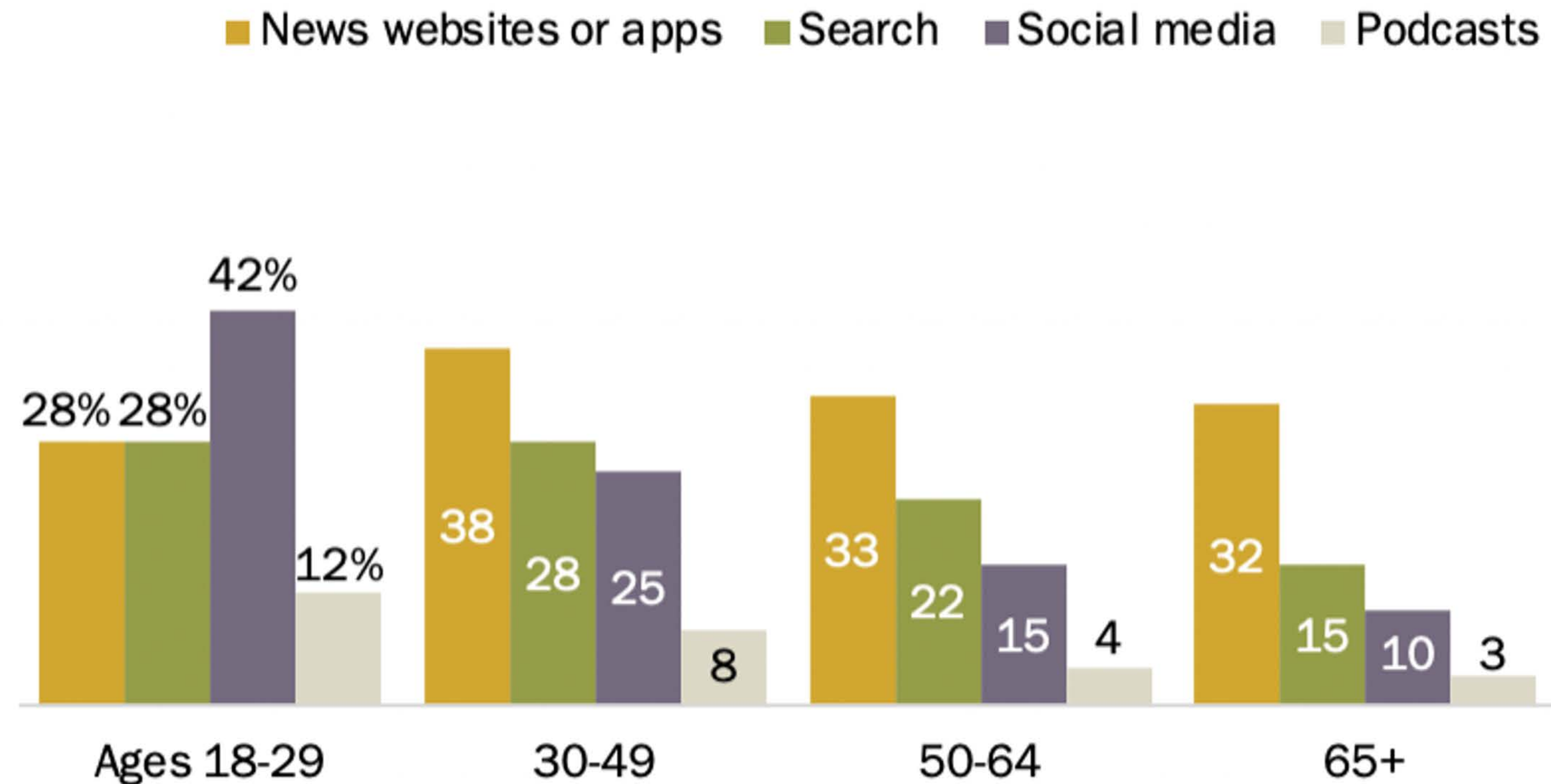


Sourcing

How do we help people think about online news?

Online, most turn to news websites except for the youngest, who are more likely to use social media

*% of U.S. adults who get news **often** from ...*



Source: Survey of U.S. adults conducted Aug. 31-Sept. 7, 2020.

PEW RESEARCH CENTER

NEWS AND AMERICA'S KIDS

HOW YOUNG PEOPLE
PERCEIVE AND ARE
IMPACTED BY THE NEWS

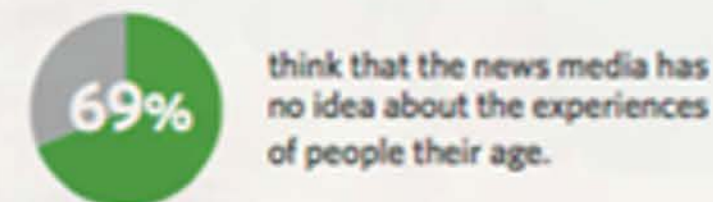
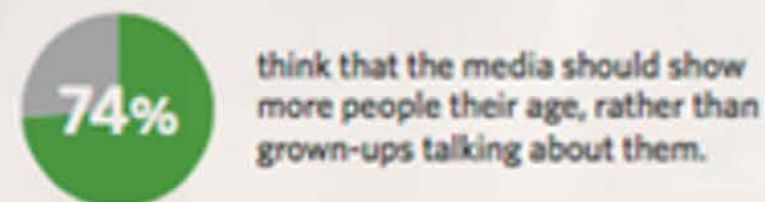


Kids value the news. ★ ★ ★ ★ 48% say that following the news is important to them.

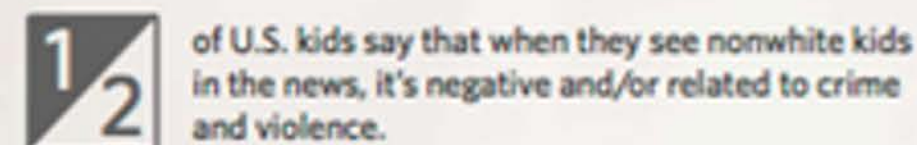
50% say that following the news helps them feel prepared to make a difference in their communities.



Kids feel neglected and misrepresented by the news.



Kids see racial and gender bias in the news.



African-American and Hispanic/Latino kids are more likely to strongly agree that this is the case.

Only 1/3 of children agree that the news treats women and men equally fairly.

Females are less likely to think that the news treats women and men equally fairly.



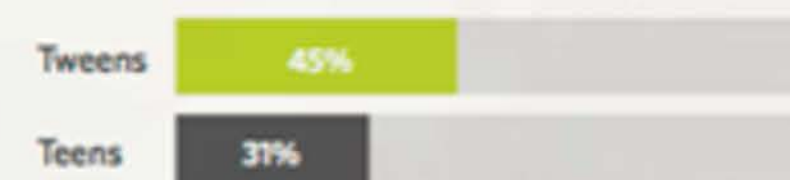
Females
29%

Males
40%

News negatively affects children's moods.



Tweens are more likely to say that the news makes them feel afraid.



70% say it makes them feel smart and knowledgeable.



News is still a human endeavor for kids ...

When asked where they got their news "yesterday":



... but they prefer social media.

Children's preferred news sources:

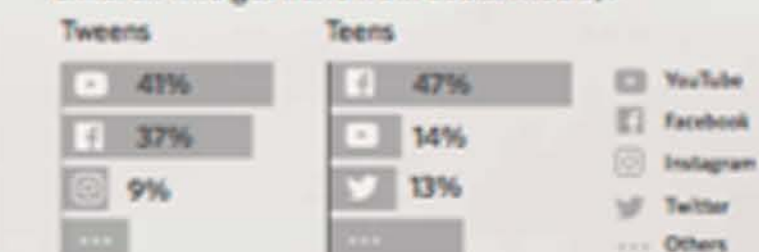


More children trust news from family than from any other source.

Percent of kids who trust the information received from each source "a lot":



The most preferred social media sites for news (among children who get news from social media):



Fake news fools kids.

44% of children feel that they can tell fake news stories from real ones.

31% of kids who shared a news story online in the last six months say they shared a story that they later found out was wrong or inaccurate.

<https://www.commonsensemedia.org/research/news-and-americas-kids-infographic>

1. This **is** / **is not** (circle one) an advertisement because_____

2. This **is** / **is not** (circle one) an advertisement because_____

3. This **is** / **is not** (circle one) an advertisement because_____


Here is the home page of Slate.com. Some of the things that appear on Slate.com are news stories, and others are advertisements.



A screenshot of the Slate.com homepage. At the top is a yellow banner for 'GOTHAM WRITERS' with a 'SAVE \$20' offer. Below this are three main content areas. The left area features an article titled 'Should California Stop Growing Almonds?' with a photo of almonds. The middle area has a 'SPONSORED CONTENT' section titled 'The Real Reasons Women Don't Go Into Tech' and an article titled 'When Is Cheryl's Birthday?' with a logic puzzle. The right area shows a list of 'MOST RECENT' articles, including 'Forget Steak and Seafood: Here's How Welfare Recipients Actually Spend Their Money' and 'Buckingham Palace Guard Falls Over (Video)'. At the bottom right is an advertisement for 'slow' watches.

<https://sheg.stanford.edu/>

 Media Literacy Activity

 SAMS (Story Audience Message Style) Handout



 Media Gallery of Youth Works

 Photo Zoom Activity

 Key Questions Handout

 Media Mashup Activity

 News Literacy Worksheets

 Photo Essay Curriculum

YOUTHLEARN

Media Literacy Toolbox






Key Qs: Fundamental Questions for Active Learning With Media

WHO'S TALKING?

- Who produced this media?
- Where are they from? Who are they with?
- What are their attitudes and values relative to mine?
- What's their intent?

WHO'S LISTENING?

- Who cites this information?
- Who links to the site/work?
- What are their affiliations and points of view?
- Do I agree? How can I respond?

Media for Discussion

FACTS FIRST
Climate change is real
by CNN



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What's their intent?



Who cites this information?

Media Literacy + Fact-Checking

RESOURCES

<https://www.edc.org/media-literacy-toolbox>

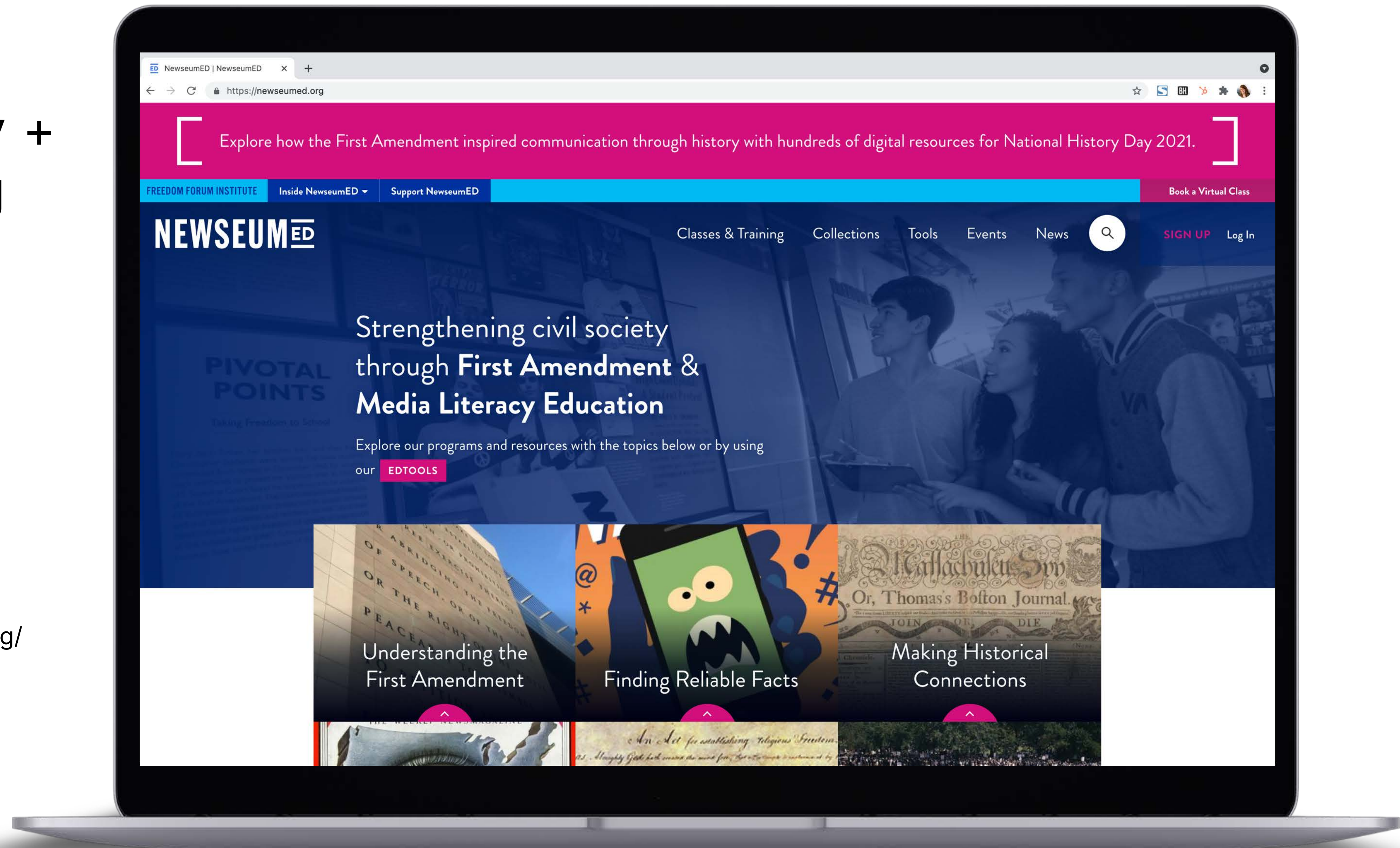
<https://newseumed.org>

<https://www.snopes.com>

<http://www.factcheck.org>

<http://www.thenewsliteracyproject.org/services/checkology>

<https://openlinkprofler.org>





Access & Media Literacy

ADDITIONAL RESOURCES

We'll share these in chat, but also in a follow-up email with all attendees and registrants

Public Libraries and the Pandemic: Digital Shifts and Disparities to Overcome: <https://www.newamerica.org/education-policy/reports/public-libraries-and-the-pandemic/>
 Media Literacy in Early Education Report: <http://teccenter.erikson.edu/wp-content/uploads/2020/06/TEC-MediaLiteracy-Report.pdf>
 On Access, Media Literacy Week 2020: <https://medialiteracyweek.us/about/theme/access/>
 Media Literacy and Common Core Standards: <https://namle.net/mle-common-core-standards/>
 How to Spot COVID-19 Misinformation: <https://namle.net/slowing-the-infodemic-how-to-spot-covid-19-misinformation/>
 Race, Equity & Social Justice Resources: <https://namle.net/race-equity-and-social-justice-resources/>
 A Parent's Guide to Media Literacy: <https://namle.net/a-parents-guide-to-media-literacy/>

Missing voices

Who's missing in our media landscape today and how are they kept out of our social and cultural discourse?

Look Within & Beyond

CONSIDER YOUR COMMUNITY

What is the dominant culture and how do you engage with those at the margins?

KNOW YOURSELF

What is your background and what norms and implicit biases influence your view of the world?

MAP YOUR SHARED ASSETS

What are the full array of resources in your community and who may have insights to share?



Supporting Equity, Diversity & Inclusion in Media Literacy

ACTIVELY IDENTIFY

Encourage learners to bring their understanding of their identity and culture to their media analysis.... to bring their own point of view.

CONSIDER BIASES

Ask them to consider their own biases in pursuing principles of inclusiveness and respect in discussions around media and other information sources.

CHALLENGE PERCEPTIONS

Challenge learners to reflect and be explicit about what they perceive in all the media they consume.

ENSURE SAFETY

Create a safe space for people to discuss experiences and feelings related to their specific social and cultural identities.



Conversations

What format and process do you recommend for facilitating a community conversation about controversial topics?



Civic Purpose

"Bad libraries build collections, good libraries build services, great libraries build communities."

R. David Lankes, Director, School of Information Science, University of South Carolina

- You are a vital civic institution in your communities
- Participation in democracy requires access to information and skills in decision making
- Providing access to information and how to navigate it is fulfilling a library's civic purpose
- Disinformation is being used as a weapon to erode citizen's participation in democracy
- Our times compel libraries to be leaders in the fight against disinformation



ATTENDEE Q&A

One last thing

If you could give just one tip, action step or piece of advice for all the librarians out there, what would it be?

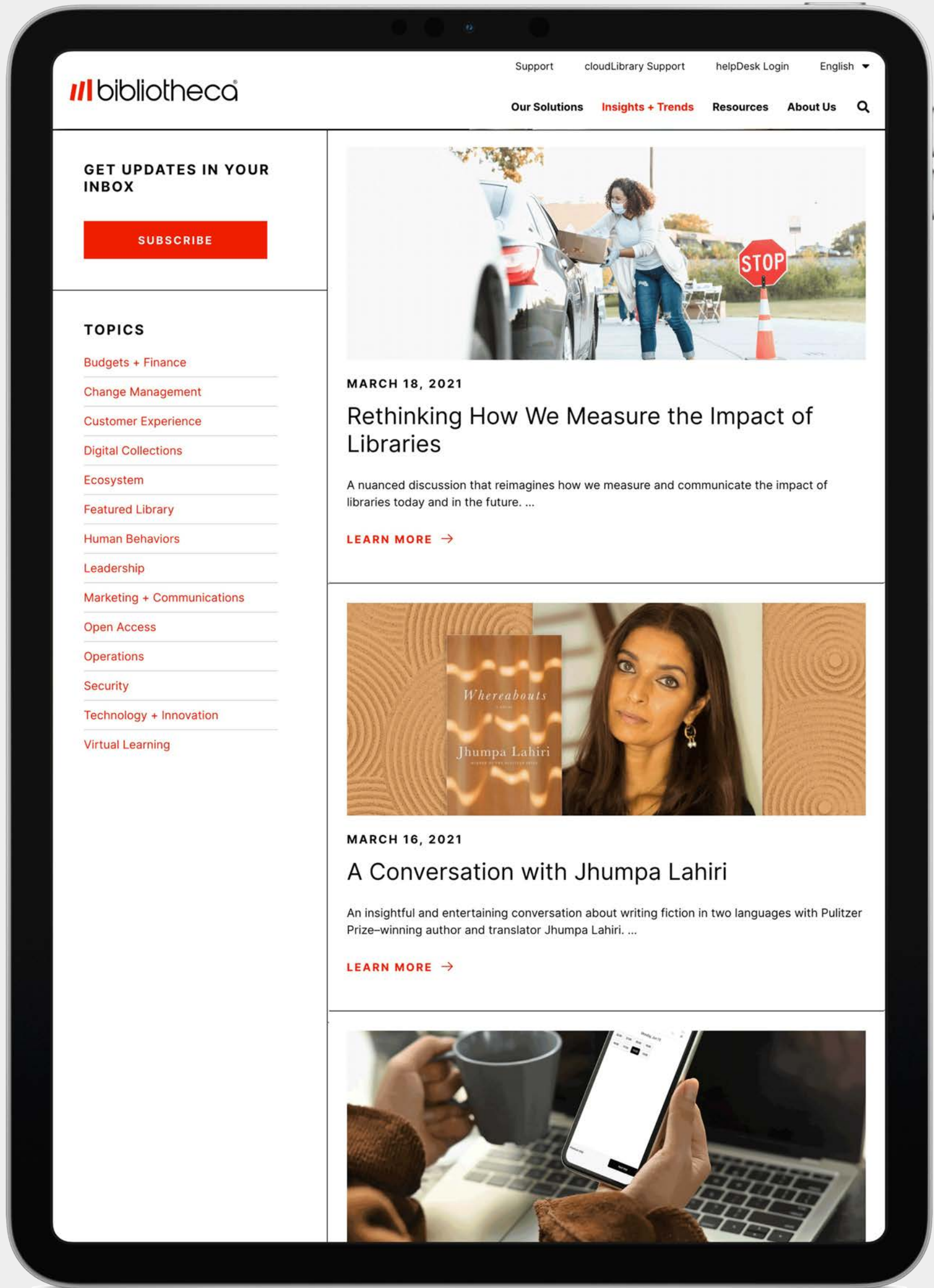
Learn from library leaders around the world

Catch up on-demand and join the discussion live with global leaders: bibliotheca.com

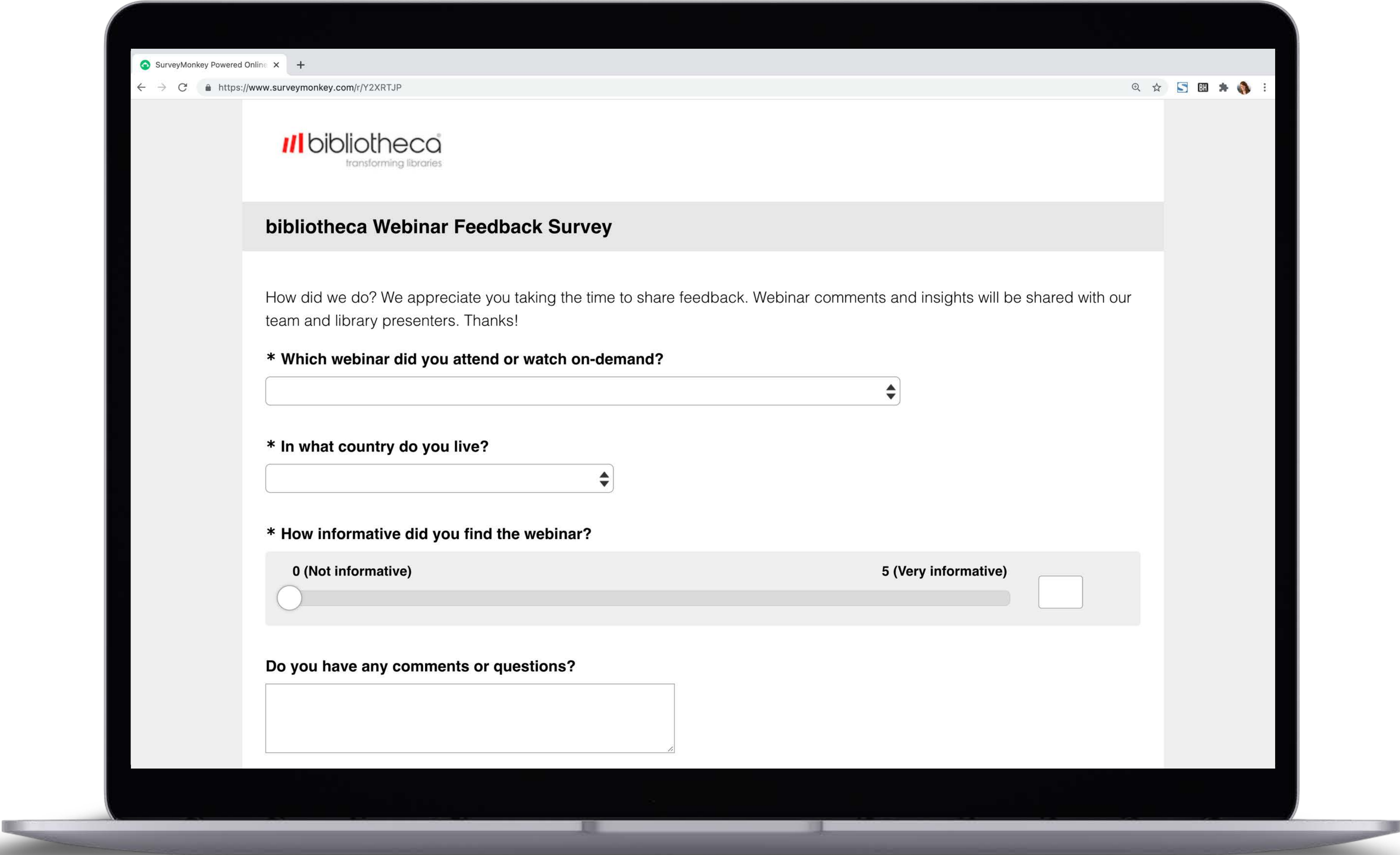


“This is my second webinar from your site and I really look forward to them. You include interesting speakers and topics and I wish the presentation didn’t have to end. Thank you!

Webinar attendee, 2020




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← → ↻ https://www.surveymonkey.com/r/Y2XRTJP

 transforming libraries

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How did we do? We appreciate you taking the time to share feedback. Webinar comments and insights will be shared with our team and library presenters. Thanks!

*** Which webinar did you attend or watch on-demand?**

*** In what country do you live?**

*** How informative did you find the webinar?**

0 (Not informative) 5 (Very informative)

Do you have any comments or questions?



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