*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course*:* Media Literacy Education: Skills and Strategies for Determining Reliability of Sources

Course Description: Standing between kids and the onslaught of fake news is the educator. Many of today's media outlets are filled with cleverly delivered and phrased misinformation making it dire for students to be critical thinkers in order to be able to spot misinformation. The ability to think critically and ask questions about the powerful images, words, sounds, and messages that saturate contemporary culture increases students' chance of success in and outside of the classroom. Currently, educators all around the world are engaged in the process of online learning or a hybrid model and learning to teach media literacy well online does not occur overnight. It takes years of trial-and-error to figure out what works with your learners.

This course supplies educators with definitions, ideas, strategies, practice and suggestions that will encourage students in both a school-based and virtual learning environment to ask key questions about who creates media messages, why, and to what effect. It will also help our youth to understand how media portrayals can influence how we view different groups in society: it deepens young people's understanding of diversity, identity and difference.

Instructor Consultation and Interaction
The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion
LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will: -Share short biography including current model of teaching (hybrd, fully remote) in order to make connections with other participants and set a baseline for "expertise level" of media literacy. -Define media literacy, describe core principals and identify benefits of teaching others to become "media literate" to help students of all ages develop habits of inquiry. -Explain ISTE Teacher Standards so that educators are prepared to teach, work and learn in the digital age. -Establish credibility criteria for "media" resources as a means to empower your students to be more savvy media consumers - Describe the Core Principals/Concepts (CP) and the "big ideas" such as: bias, representation, stereotypes, gatekeeping (agenda setting) and symbolism in Media Literacy -Become familiar with Media Literacy Week as a foundation for infusing media literacy into as many avenues of education as possible
Topics	**Introductions, Background, Context**
Application to Instruction & Student Learning	Educators will explore background information and guiding core principles of media literacy and digital citizenship to help create a framework and foundation of incorporating media literacy and digital citizenship into their classroom setting. Crucial is the understanding that both messengers (individuals, institutions, or media outlets) and information recipients (individuals, classrooms, or audiences) have inherent biases, agendas, and points-of-view that are developed naturally through their life experiences and unique backgrounds. Understanding that all sides of the communication dynamic can be tainted by these predispositions, participants will build the skills to analyze media content, strip away superfluous content, and decipher the core facts and truth of the message. They will use resources provided to create at least one activity where students can demonstrate understanding of identifying credible "media" based on standards, core principals, digital citizenship and "big ideas."

Session II

Objectives	Participants will: - Effectively and efficiently locate and access needed images and visual media as means to enhance learning. -Evaluate images and their sources to place them in the context of critical thought. -Understand the connection of critical thinking and questioning when it comes to deconstructing or decoding of media so we can uncover hidden meanings (intended or

	unintended) and pass on this skill to students especially during online learning when they are spending more time online. -Explore the impact of advertising on children to further underscore the importance of and need for media literacy education. -Identify ways to help students analyze commercials/ads to help students make informed decisions.
Topics	Essential Components of Teaching Media Literacy – Visual
Application to Instruction & Student Learning	Educators will focus on multiple aspects of visual literacy and will learn ways to help students analyze visual images found in either advertising, cartoons, graphic novels and more with an eye towards identifying ways in which the messaging may or may not be tainted by any hidden or blatant agendas, innate predispositions, or unintentional prejudices. They will also assess how the visual forms of communication may or may not be received differently readers/viewers of varied backgrounds and life experiences. They will practice analyzing photos, decoding a current lesson to make sure that their students are getting the medial literacy skills necessary to be informed and eager consumers of information. They will also experiment with merging visual literacy with language literacy to help create coursework and lesson plans that actively engage students in any learning environment in a more visual way that best resembles the manner in which the media presents information to be digested.

Session III

Objectives	Participants will: -Choose 2+ general ways to integrate media literacy into setting to add a further dimension of educating our children. -Research 2+ ways to incorporate news literacy into educational setting to help students challenge social injustices and stay "credibly" informed. -Discuss the use of social media in school and schools attempt at leveraging the engaging qualities. -Continue designing a media literate lesson that incorporates the key concepts of media education that supports the pedagogical strategies for "safely" promoting inquiry, reflection and critical thinking as well as accessing, analyzing, creating and reflecting. -Identify 21st Century skills that connect to media literacy. Each skill is unique but they all have one thing in common … they're essential in the age of the Internet.
Topics	General and Specific Ways to In Incorporate Media Literacy
Application to Instruction & Student Learning	Participants will add at least 4 new media literacy tools to their toolbox to help students both online and for school-based learning: use, evaluate, think about, question and create with different media literacies focusing specifically on news literacy and social media this week. For each new media literacy tool added to the toolbox, participants will be able to explain how/why said tool can be applied in order to identify and consider how a message may be interpreted different depending upon the life experience and social, educational, geographic, and cultural backgrounds of the recipient.

Session IV

Objectives	Participants will: -Share detailed media literate lesson plan that can be used to demonstrate mastery of incorporating media literacy and critical inquiry into classroom/educational practices -Provide constructive feedback on other participants plans and share how you might implement several yourself and what changes you would make to best meet your own needs. -Create a resource guide for building media literacy competencies at home for parents (to also be shared with colleagues) -Summarize the purpose and importance of media literacy in order to confidently promote the benefits and use of media literacy in your learning environment -Evaluate and reflect on learning and personal growth with regards to media literacy, your growth in the understanding of such, and the impact it has and will have on your instruction and student outcomes.
Topics	Creation of Lesson and Reflection
Application to Instruction & Student Learning	Educators will apply new information about media literacy gleaned throughout this course to implement instructional strategies, ideas and concepts in their coursework to help: create a media literate learning environment; increase student engagement; design curricula and plan instruction based on knowledge of media literate techniques; explore the importance of reflection and professional goal setting and modifying current lesson planning and teaching practices based on research and collegial discussions of multiple aspects of media literacy. In all aspects, participants will be able to assess how information may or may not, deliberately or unintentionally, be interpreted different by students of various social, cultural, geographical, and educational backgrounds. Participants will now have the tools to teach themselves how to be informed consumers of media and share those tools with students so they, too, can become information consumers of media.