



LILIE, LLC Course Information

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**More detailed course curriculum 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. This course supplies educators with ideas, strategies, suggestions that will encourage students to ask key questions about who creates media messages, why, and to what effect.

Overall Course Objective and Expectation(s):

Participants will research and experiment with a multitude of media literacy lessons and activities including but not limited to decoding, analyzing images, critical viewing, questioning credibility of sources, just to name a few. They will choose the activities that best suit their educational settings and they will add them to their toolbox of lesson planning ideas. They will, ultimately, create a media literate lesson to share with the participants for peer review.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s): Introductions

Definition/Purpose/Core Principles/Benefits of Media Literacy

“Fake News”

Digital Citizenship and Media Literacy Week

Objectives:

Participants will:

- Share short biography 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.”
- Explain ISTE Teacher Standards that connect to their learning environments.
- Establish credibility criteria for “media” resources.
- Become familiar with Media Literacy Week.

Impact on Classroom Instruction:

Understand the core principles, ISTE standards, benefits and complexities (inc. credibility) of media and its influences on youth and their academic performance.

Learner Outcomes:

Participants will use resources provided to create at least one activity where students can demonstrate understanding of identifying credible “media” based on standards, core principals and “big ideas”.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

Tell us a little about yourself ... professionally, personally. “Google” yourself, what information did you find? Is it an accurate depiction? Any ISTE members? Are you familiar with the ISTE Standards for Teachers? What does media literacy mean to you? Why do you think that media literacy education is important? On a scale of 1-10 (1 novice and 10 expert), where do you feel your medial literacy skills stand? What kinds of media did you use or were you exposed to today?

It is important to note that in the context of media literacy we are referring to mass media. How do the experts define Media Literacy? What is the purpose of Media Literacy? Describe the Core Principals/Concepts (CP). And the “big ideas” such as: bias, representation, stereotypes, gatekeeping (agenda setting) and symbolism. Explain some of the educational needs that medial literacy can address? What are the benefits of Media Literacy Education?

A topic that is has garnered more national attention than ever this year is Credibility (aka. “fake news”). It doesn’t make a difference what area of education you are in, we need students to develop habits of inquiry so they can identify

information sources, analyze message and judge credibility. In your educational setting, how can you help students judge the credibility of information they read, see or hear about (key questions, sources of information, annotated bibliographies, transparency etc.)? On a side note: Where do you get your news and how? How do you know those sources are reliable? Who (what company) owns/controls the media?

Spend some time viewing the resources listed below. How does Digital Citizenship relate to Media Literacy? Check out Media Literacy Week starting this week, share ways you could possibly participate this year (or plan to for next year)?



Week II

Topic(s): Types of Media Literacy Deconstructing and Decoding of Media Visually Literacy Children and Advertising

Objectives:

Participants will:

- Find and access needed images and visual media effectively and efficiently
- Evaluate images and their sources
- Understand the connection of critical thinking and questioning when it comes to deconstructing or decoding of media
- Explore the impact of advertising on children.
- Identify ways to help students analyze commercials/ads.

Impact on Classroom Instruction:

Activities and ideas will help students examine how the media is an important agent in forming perceptions of reality and how the media may influence decision making and life choices. Review and implement instructional methodologies relevant to grade level and content area that may foster student ability to critically think about media.

Learner Outcomes:

Participants 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.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

The Refined Framework for the New Media Literacy suggests that the four types of NML can be generally represented by ten more fine-grained indicators. Please summarize and discuss.

In order to continue to move forward we must understand the connection of critical thinking and questioning when it comes to deconstructing or decoding of media. Please look over the key areas of questioning explained by the National Association for Media Literacy Education (NAMLE), choose 5+ of the areas (that best tie in to your grade level/content area) and list 1-3 key questions for each of them (some examples can be but are not limited to: authorship, format, audience, content, and purpose).

(all) A. Are you (and/ or your students) Visually Literate? Are you/they proficient in analyzing images? Are you (or your students) comfortable with photo fact-checking? Choose a picture/photograph and (or have students) practice analyzing using Photo Analysis Worksheet and photo fact-check? Share the experience with process and results?

Depending on educational setting choose one choice from options below (B, C, D)

B. Have you (and/or your students) tried to add text within the body of a photograph or image? Try and post.

C. Media specialists report that Graphic novels (new comic books) are one of the most popular texts that students can't get enough of. How do/could you integrate graphic novels in to your instruction?

D. Cartooning is a fun way to educate. What is your experience with using cartoons? Could you see yourself using cartoons? If so, how? If not, why not?

All children are exposed to advertising. "If students can learn to analyze the commercials/ads they see, they will be better equipped to evaluate the claims that advertisers make." (*Don Kaplan*). Where do your students view ads? How can you help students learn to analyze commercials/ads?

***(mid-term)**. Read about and discuss the inquiry-based "decoding" process. Choose any one of your lessons where media is involved. Using the [Leading a Media Literacy Decoding Teacher Evaluation Rubric](#) (Table 4.1) evaluate it from a decoding aspect. Remember that to successfully decode a media document, "80-90% of what you (the educator) says should be in the form of questions". ~Cyndy Scheibe/Faith Rogow



Week III

Topic(s): Ways to Incorporate Media Literacy Student Reflection/Inquiry News Literacy Social Media

Objectives:

Participants will:

- Choose 2+ general ways to integrate media literacy into educational setting.
- Research 2+ ways to incorporate news literacy into educational setting.
- Discuss reasons why or why you could or could not use Social Media in your educational setting.
- Continue designing a media literate lesson.

Impact on Classroom Instruction:

Determine proactive measures to be implemented into curricula that combat negative influences of “fake” news and social media and foster positive ones.

Learner Outcomes:

Participants will add at least 4 new media literacy tools to their toolbox to help students use, evaluate, think about, question and create with different media literacies focusing on news literacy and social media this week.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

In order for it to be labeled Media Literacy there must be an emphasis on inquiry and student reflection. From a list provided choose a minimum of 2+ “tweaks” (general ways) and explain how you can adapt them to your curriculum area or grade level. If implementation is possible before end of course, please include results/impact as part of course reflection piece to be posted during week 4.

Do you already incorporate new stories in your educational setting? How can you share the process of information verification with your students? Do you or could you use some form of Student-Produced News? Implement idea, if time permits. Please explain.

Studies suggest that there were 2.8 billion active users on social media as of January 2017 with YouTube, Instagram and Twitter most popular among the 25 and under crowd. What are your thoughts on including social media in your learning environment?

Begin working on final assignment of creating a media literate lesson plan and post a short description of lesson. Use lesson plan resources below and Appendix B Checklist. Pose questions; identify any additional resources or help needed from instructor.



Week IV

Topic(s): Reflection
Lesson Plan Share
Skills Assessment
Connection to 21st Century Skills

Objectives:

Participants will:

- Share detailed media literate lesson plan. Read others and comment.
- Summarize the purpose and importance of media literacy.
- Reflect on learning and personal growth.
- Identify 21st Century skills that connect to media literacy.

Impact on Classroom Instruction:

Modify or create media literacy lesson(s) for direct implementation into one's classroom emphasizing the importance of media literacy, growth and student reflection.

Learner Outcomes:

Participants will share a media literate lesson, reflect on learning and identify new ideas that can/will be added to toolbox including the connection to 21st Century skills.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

Post detailed media literate lesson plan using Appendix B Checklist and rubric found on page 11. Please make sure title of lesson, grade level/content area, objectives, activities, assessment and area of media literacy are identified. Highlight specific media literacy standards/key ideas/core principals. Comment on other participant's lesson plan posts.

In two to five paragraphs, answer the questions? From your perspective "does media literacy work?"; "how can the skills learned be truly be assessed?"; "what are some of the counterarguments?"; "why bother?"; "how do I find the time?"

Discuss the 21st Century skills that Media Literacy reinforces. How can these skills be applied elsewhere?

Reflect on your learning. Revisit scale you shared earlier in the month. What's now in your Media Literacy toolbox? If you had the opportunity to implement some of the lessons or activities discussed, please share results.