Learning
Powered
By Curiosity

PBS Wisconsin
Education

Evaluate, Create, ACT! Building Media Literacy Skills in the Classroom

Share With A Neighbor:
How do you build media literacy skills with students?
What do you hope to get from today's session?

WSRA Conference
February 11, 2023 | 11:15am-12:30pm

PBS Wisconsin Education

Classroom Media

Free to use, standards-aligned, Wisconsin-focused media for grades PreK-12, including videos, games, interactive content, educator guides, and more!

Professional Development

Powerful and practical events and resources to support your teaching practice, whether you teach in a formal or informal setting, from early learning through high school.

Media Literacy is interdisciplinary by nature. Media literacy represents a necessary, inevitable, and realistic **response** to the complex, ever-changing electronic environment and communication cornucopia surrounding us.

-National Association for

Media Literacy Education

(NAMLE)

Media literacy is reading the *word* and the *world*.

(Rogow, 2022)

Why learn about media literacy?

➜ Help students learn life skills
- ✓ Be critical thinkers
- ✓ Identify reliable sources of information
- ✓ Recognize bias or misinformation

➜ Students need to be taught, need to practice, and need to create using these skills

PBS Media Literacy Educator Certification

PBS Media Literacy
EDUCATOR
CERTIFICATION
by KQED

KQED 🄿 PBS

❏ **Professional learning** opportunity created by KQED & PBS

❏ **Competency-based** certification, earned by completing 8 micro-credentials

❏ **Validates** and showcases media literacy skills for students and educators

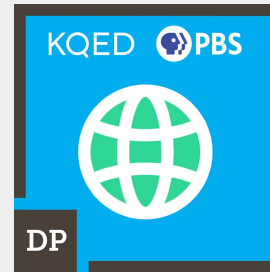❏ For **all kinds of educators**: classroom teachers, coaches, librarians & more

❏ **Free!**

Critically Analyzing Media

Assessing Student Media

Creating a Code of Conduct

Evaluating Online Information

Evaluating Online Tools for Classroom Use

Implementing Media Projects

**Making Media for Classroom Use: Audio & Video**

Making Media for Classroom Use: Images, Graphics & Interactives

Alignment with Wisconsin Standards for Information Technology Literacy

PBS Wisconsin Education

Overarching ideas, to be integrated and scaffolded across grade levels and content areas:

- Be a media mentor
- Encourage questions and discussion
- Make it engaging
- Repeat & Review:
  PEOPLE MAKE MEDIA… *WHY* & *HOW*?
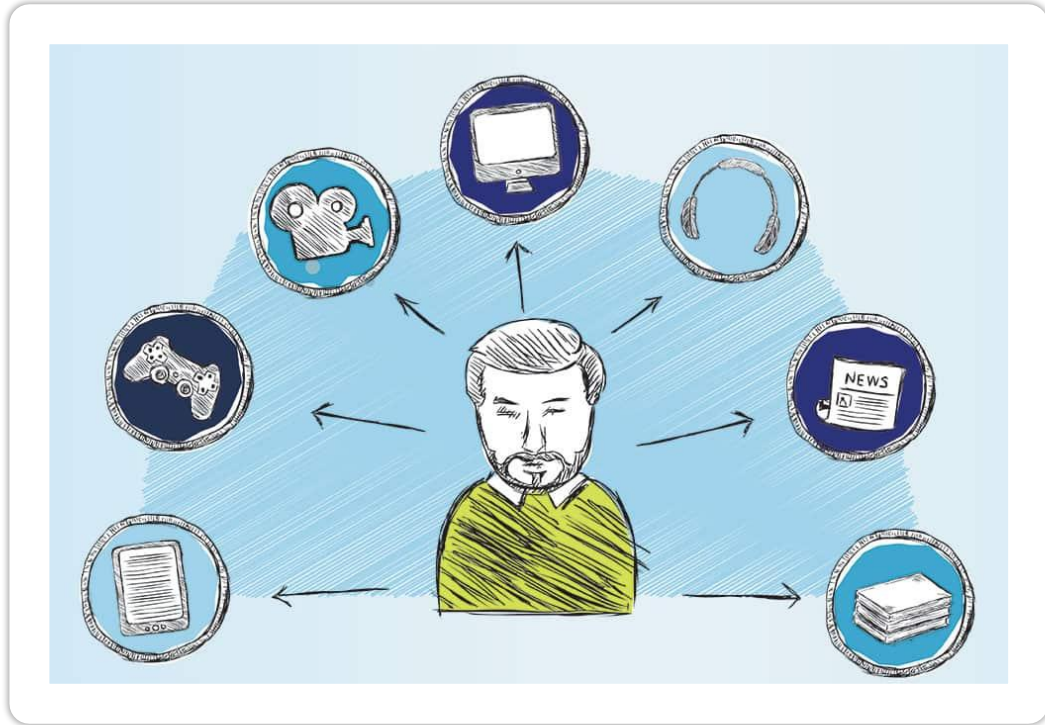
Media Mentors

1. Promote literacy
2. Support learning
3. Foster engagement
4. Have media literacy skills & experience

Media Literacy Analysis and Sample Questions

I wonder...

AUTHORSHIP
Who is telling this story?
Who made this? or Who made up this story?

PURPOSES
Why was this made?
Who is this for (target audience)? or Who are they talking to?
What does this want me to do?
What do they want me to think (or think about)?
Why would they want me to do or think that?

CONTENT
What is this?
Who are they talking to?
What is this about? or What is this saying?
What does this tell me about _____?
Who are the leaders/followers? Who gets helped/who are the helpers?

TECHNIQUES
What do I notice about _____?
What do I notice first?
What do they want me to notice first?
How do they get me to notice what they want?
How did they make that? Where was the camera?

CONTEXT
Does this fit into any patterns I've seen before?
How is this like what I already know?
Where did this come from?
When was this made?
Is this from a long time ago or now?

CREDIBILITY
Is this telling the truth? or Should I believe this?
Why should I believe this?
How do they know what they are saying is true?
Is this a fact or opinion?

ECONOMICS
Who paid for this?
Who might make money from this?
Am I trading something valuable to watch/play/read/listen to this?
What does "free" mean?

EFFECTS
Who might be sad/happy because of this?
Who might this help/hurt?

INTERPRETATIONS
What does this mean?
What do they think is important?
What would _____ think about this?
(insert name, group, profession, etc.)
How does this compare/contrast to what I already know?

RESPONSES
How does this make me feel?
Now that I know this, what do I want to do?
What can we do to change the story?
What else do I want to know?

FOLLOW UP
How do I know?   What makes me think that?
What's my evidence?   How could I find out?

SPARK

Use media early on in an experience to spark children's interest, conversations, and questions on a given topic.

MODEL

Use characters in media to model behaviors, skills, and approaches to learning. This modeling can then help scaffold discussion and practice of those same habits in real-world activities.

EXPLORE

Use media to investigate and research a topic, concept, or idea more deeply.

CREATE

Support creativity as children use media and digital tools to express themselves and their ideas, and demonstrate their knowledge.

DOCUMENT

Capture and document learning experiences as they are happening. Use digital tools to support reflection, connection making, and communication.

SHARE

Digital tools can be used to engage in two-way communication with learners and families both within and beyond the learning environment.
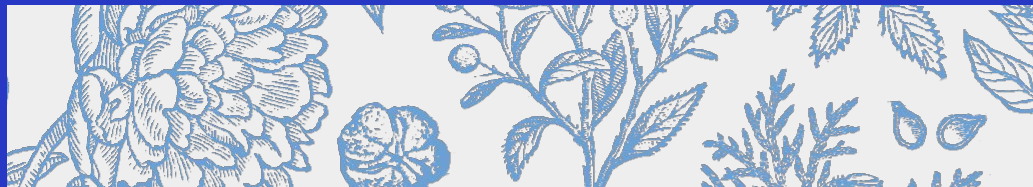
PLAY

Teaching Beyond the Screen Time Debates

- People make media.

- These people make choices about what to include and leave out to tell their stories.

- These choices matter because they affect how the audiences think and feel.
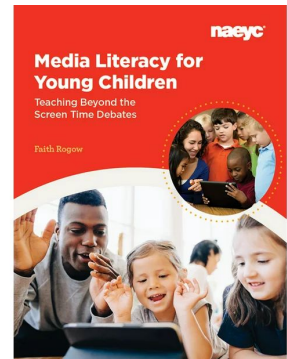
Expectations for Using Media & Technology: Creating a Code of Conduct

Integration

1. What are your school/district's community guidelines?

2. What would you like to include in your code of conduct?

https://microcredentials.digitalpromise.org

Creating a Code of Conduct

Our Technology Code of Conduct

Taking Care of Our Devices

- I will always wash my hands before using the iPad.
- I will always use two hands when carrying the iPad.
- I will make sure to have an adult plug in the iPad when I see this:
- I will be responsible and make smart learning choices while using the iPad.
- I will only use apps and programs my teacher has instructed me to use.
- No liquids or food around the iPad. Ever.

Digital Citizenship

We can stay safe online by:

1. Never sharing our full name, age or passwords.
2. Staying on apps and sites that our teacher tells us are safe.
3. Making sure that our posts are truthful and kind.
4. Telling a trusted adult if we see anything that makes us feel uncomfortable.

Posters from Soaring: Teaching & Tech Ideas by Sandy

Liberty Eagles Fly High
Even when using technology!

As a digital citizen I will:
- never share my personal information including my passwords
- use images and words that are kind and respectful
- report any behavior that makes me uneasy that I feel is unkind or disrespectful to an adult
- be an champion and positive example of appropriate online behavior
- give credit to the owner of words or images that I share and are not my own.
- Take care of all technology by caring it with two hands, keep my hands on my own equipment, and not have food or drink during computer time.

As a digital citizen I understand:
- Internet access is available to me so I can meet my learning goals.
- Saving information to my Google drive or Classroom, will keep me from losing important work.
- Not everything on the internet is true.
- Cyber-bullying and sharing information or images that are illegal, obscene, harassing, insulting, ostracizing, or intimidating to others is never ok. I should never engage in it, and always report bullying if I see it.
- Everything I search on a school device is tracked, and that I will be held responsible if I do not use technology in appropriate ways.
- If an internet search returns something that I am not expecting, or that I find questionable, I should report it to an adult right away.

As Adapted from: Boise School District Responsible Use of Technology Expectations

---

How does a Digital Citizen...

Participate and Behave
- Always go to approved websites
- Say and do nice things
- Ask a trusted adult before going online to apps and sites
- Communicate with only people you know
- Keep food and drink away from devices
- Keep your account private
- Allow adults to monitor your accounts

Share
- Use appropriate language
- Use proper grammar (no all-caps)
- Post only kind statements
- Get permission before posting about someone else
- Type/Share only things you would do/say in real life

Create
- Use good manners
- When you use someone else's work, give them credit
- Use your own work
- Collaborate with others that you know
- Make/Use age-appropriate images

Stay Safe
- Keep passwords safe
- Stay away from a cyber bully
- Only use apps your teacher gives you on your school device
- Tell an adult if someone is being cyber bullied
- Block spam messages
- Make sure you know the person you are interacting with

Creating a Code of Conduct

SOAR LIKE AN EAGLE STUDENT MATRIX

Expectations	ARRIVAL/ DISMISSAL	HALLWAY	BATHROOM	LIBRARY	PLAYGROUND	LUNCHROOM	ASSEMBLY/ EAGLES' NEST	TECHNOLOGY
Be Respectful	- Keep hands, feet, and body to yourself -Voices at 2	-Keep hands, feet, and body to yourself -0 voices bell to bell (8:40-3:40) -Greet friends silently	-Voices at 1 -Give others privacy (Eyes to yourself)	-Voices at 1 -Keep hands, feet, and body to yourself	-Play by the rules and use good sportsmanship -Take turns and share - Follow grade level plan to enter and exit the school	-Voices at 2 -Raise hand for help -Use good manners (say please, thank you, you're welcome, etc.)	-Voices at 0 when signaled -Look and listen -Keep hands, feet and body to yourself -Be attentive to speaker/presenter	-Visit appropriate websites that promote learning -Follow copyright laws -Give credit to sources
Be Safe	**Arrival:** -Walk directly to the playground -Walk on path **Dismissal Walkers:** -Follow your safety leader **Bussers:** -Wait and walk	-Walk safely -Stay to the right	-Keep water in sinks -Keep hands, feet, and body to yourself	-Chairs flat on floor -Walk	-Keep your body in control during game play -Use equipment how it's meant to be used.	-Stay seated -Keep hands, feet, and body to yourself -Eat your own food	-Walk -Sit flat on the floor	-Protect private information -Log out when finished
Be Responsible	**Arrival:** -Wait for the bell to ring -Make sure you have all your belongings **Dismissal:** -Know your dismissal plan -Make sure you have all your belongings	-Stay in line with your class	-Flush and keep it clean -Use **2** pumps of soap and **2** paper towels -Return to class promptly	-Use materials and equipment appropriately	-Pick up equipment -Work out small problems otherwise tell an adult -When the bell rings stop play and line up.	-Clean up your own trash -enter / exit lunchroom walking with level 0 voice	-Be on time -Participate appropriately -Stay seated until dismissed -Exit in a line	-Use personal device for educational purposes -Charge device -Bring device to school each day -Keep food and drink away
Be Kind	**Arrival/Dismissal:** -Be helpful and patient	-Be patient	-Report paper and soap needs to office	-Be helpful - Talk to others in a friendly way	-Use friendly words -Can't say, "You can't play"	-Use friendly words	-Appreciate the performance with appropriate applause	-Respect others and yourself when online -Use kind words -Digital footprints should not harm others
Staff Prompt	"Soar LIke an Eagle" Voice scale (posted throughout school) O, 1, 2,3,4,5	"Walk the Line" Voice scale - 0=silent 1=whisper 2=partners 3=groups 4=presentation 5=outside	"Quick and Clean"	"Read, Learn, Discover"	"Fun and Fair"	"Five Star Dining"	"Listen and Learn™"	"Be i(n)Tune"

Both parent and student please initial ALL iPad Expectations

1. _____ _____ *I will only use my iPad for learning in ways that are appropriate and follow the direction of my teacher.*

2. _____ _____ *I will follow my teacher, or principal's judgment as to appropriateness of an application, and understand they may ask me to discontinue use of an application that is not appropriate.*

3. _____ _____ *If I have misplaced, lost, broken, or think my iPad has been stolen I will report it to my teacher, or other staff member immediately. I understand that the sooner I report it the better chance I have to get it back. I may be asked to file a police report if the device has actually been stolen or vandalized.*

4. _____ _____ *I understand that my iPad is subject to inspection at any time without notice and remains the property of SDW.*

How can we help you?

iPad	Google Apps	Infinite Campus	Data Privacy / Safe Search
Messaging	Content	Blackboard	
Contact Support	FAQ		

13. _____ _____ *Students are allowed to have a game folder that had ONLY 5 educational age-appropriate games.*

_____   _____
Student Name   Teacher Name

_____   _____
Student Signature   Parent/Guardian Signature   Date

RESPONSIBILITIES

By signing the Student Internet Safety and Technology Use Policy, Parent Permission Agreement and the 1:1 Technology Student Expectations, students and parents or guardians agree to:

- Submit their Chromebooks to school authorities upon request. Such a request may be made in order to ensure Chromebooks do not contain any unapproved software or files, as well as to check browser histories and caches.
- Leave their Chromebooks at school over the summer for regular maintenance.
- Accept monitoring of student usage of the Chromebooks at any time, when requested by school personnel (teachers or administration). Students and parents need to be aware that files created using the Chromebook or stored on school servers are not private.
- Charge their Chromebooks overnight each night to ensure that they are fully charged for classes the next day. Just as students are expected to be prepared for classes by having all required materials, students must have a charged Chromebook available to them at the start of each day.
- Protect the Chromebook from damage or theft. Required precautions include the use of a protective case when transporting the Chromebook to and from classes and to and from school. If the Chromebook is lost or stolen when outside of school grounds, it should be reported to the local police authorities immediately. Parents or guardians are financially responsible for any lost or stolen Chromebook that is not recovered in good working order by authorities.
- If the damage is wanton, willful or purposeful, the parents or guardians will pay the full/replacement cost of the Chromebook and AC power adaptor. The replacement cost of a PPSD Chromebook will vary by make and model (approximately $200-$300).
- Abide by the rules and behavioral expectations of the Student Internet Safety and Technology Use Policy

Social Media Guidelines

Educational Purpose
In order to help our students develop their reading and writing skills, cultivate our understanding of different people and cultures, share information and collaborate safely and effectively via the Internet, and learn through experiences, our students participate in using a variety of social media applications (blogs, wikis, podcasts) and content creation sites (Animoto, Glogster, Blogger). To protect student privacy and ensure safety, the following guidelines are to be followed:

Teacher Responsibility
- Ensure suggested sites are age-appropriate for student use.
- Monitor student creation of accounts within the classroom and student use of Internet and social media sites
- Be aware of and adhere to federal Children's Online Privacy Protections Act laws and District Policies.

Student Responsibilities
- When creating accounts, provide their *full first names and only the first letter of their last name*.
- When asked to provide birth date information, *all students will use January 1 of their birth year*.
- Students will not share personal, identifiable information. (i.e. school name, location, etc.)
- Students will use group pictures of students and/or individual pictures, which do not identify individuals by name.
- Students will agree to use social media and content sites responsibly.
- Protect the Chromebooks from damage and theft per the 1:1 *Technology Student Expectations*. Required precautions include the use of the protective sleeve when transporting the Chromebook to and from school. If the Chromebook is lost or stolen when outside of school grounds, it should be reported to the local police authorities and school personal immediately. Parents or guardians are financially responsible for any lost or stolen Chromebook that is not recovered in good working order by the authorities.
- Understand the User Agreements, including Student Internet Safety and Technology Use Policy (AUP), building-specific student handbook rules, 1:1 Technology Student Expectations and Parent Permission Agreement.

Parent/Guardian Responsibility

Understanding How We (& Others) Understand: Checking For Bias
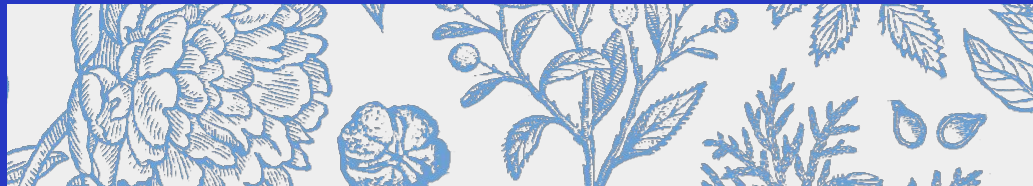
Bias

Word	Simple definition
Anchoring bias (n.)	Relying too much on the first piece of information you learn or hear
Blind-spot bias (n.)	Recognizing bias in others, but failing to recognize it in yourself
Confirmation bias (n.)	Listening to and trusting only information that confirms your beliefs
Negativity bias (n.)	Focusing on negative events at the expense of positive or neutral events
Outcome bias (n.)	Judging or evaluating a decision based solely on the outcome

You be the journalist!

- Write a 2-3 paragraph news report based on the video.

- It should include all relevant facts, context, and information available at the time.

- It should give the reader enough information and relevant points of view to make up his or her own mind about the topic or issue.
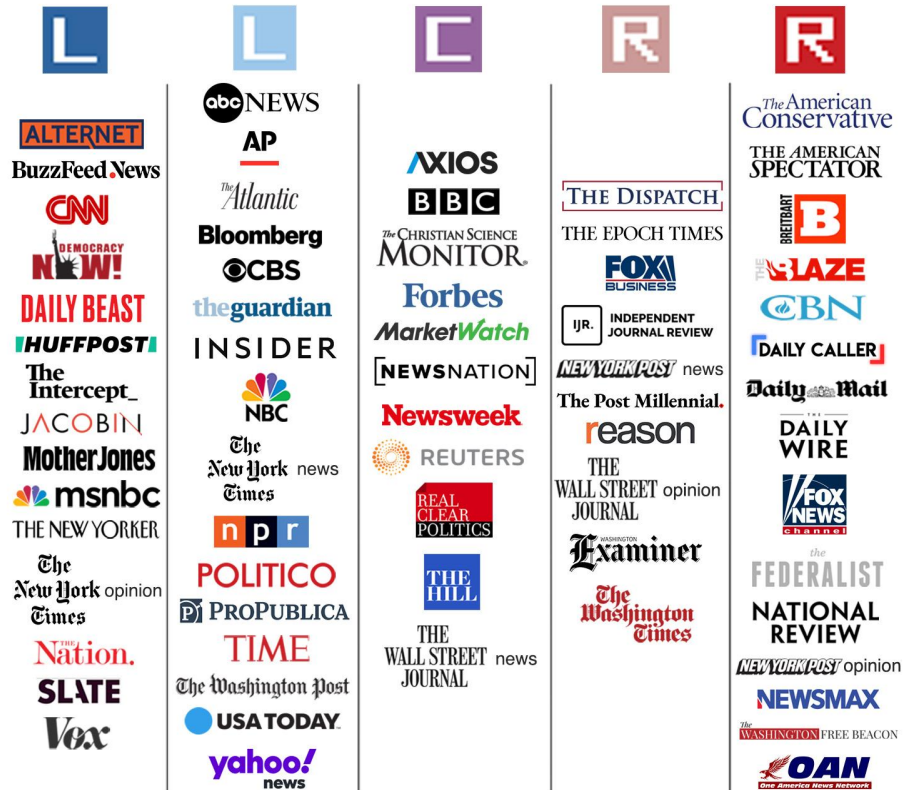
Group discussion

- What do we know (or think we know) about the events—and how do we know this?
- What assumptions did we make?
- Can we identify any examples of where confirmation bias may have been at play?

PBS Wisconsin
Education

Source Bias

AllSides™ Media Bias Chart™

Ratings based on online, U.S. political content only — not TV, print, or radio.
Ratings do not reflect accuracy or credibility; they reflect perspective only.

L	L	C	R	R
ALTERNET	abc NEWS	AXIOS	THE DISPATCH	The American Conservative
BuzzFeed News	AP	BBC	THE EPOCH TIMES	THE AMERICAN SPECTATOR
CNN	The Atlantic	The Christian Science MONITOR	FOX BUSINESS	BREITBART B
DEMOCRACY NOW!	Bloomberg	Forbes	IJR. INDEPENDENT JOURNAL REVIEW	The BLAZE
DAILY BEAST	CBS	MarketWatch	NEW YORK POST news	CBN
HUFFPOST	the guardian	NEWSNATION	The Post Millennial.	DAILY CALLER
The Intercept_	INSIDER	Newsweek	reason	Daily Mail
JACOBIN	NBC	REUTERS	THE WALL STREET opinion JOURNAL	DAILY WIRE
Mother Jones	The New York news Times	REAL CLEAR POLITICS	WASHINGTON Examiner	FOX NEWS channel
msnbc	npr	THE HILL	The Washington Times	the FEDERALIST
THE NEW YORKER	POLITICO	THE WALL STREET news JOURNAL		NATIONAL REVIEW
The New York opinion Times	ProPUBLICA			NEW YORK POST opinion
The Nation.	TIME			NEWSMAX
SLATE	The Washington Post			The WASHINGTON FREE BEACON
Vox	USA TODAY			OAN One America News Network
	yahoo! news			

L LEFT   L LEAN LEFT   C CENTER   R LEAN RIGHT   R RIGHT

AllSides Media Bias Ratings™ are based on multi-partisan, scientific analysis.
Visit AllSides.com to view hundreds of media bias ratings.   **Version 7** | AllSides 2022

Tracking job growth under Biden
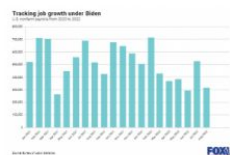
Fox Business

HEADLINE ROUNDUP
US Economy Added 315,000 Jobs in August

From the Right
US job growth moderates in August with 315,000 added while unemployment edges higher
Fox Business L L C R R

From the Center
Payrolls rose 315,000 in August as companies keep up hiring pace
CNBC L L C R R

From the Left
Labor market added 315,000 jobs in August, a bright spot in the economy
Washington Post L L C R R

Gas Prices Have Fallen for 24 Straight Days. The Relief Might Only Be Temporary.

Decline in gasoline prices stems from lower demand at the pump and a drop in crude oil prices, analysts say

NATIONAL

Gas prices keep falling, but will the trend continue? Here's what experts say

US

The White House Is Already Trying To Take Credit For Falling Gas Prices. Here's Why That's Malarkey

"What does the headline reveal about the author's biases or purpose?"

From the Center

Gas Prices Have Fallen for 24 Straight Days. The Relief Might Only Be Temporary.

Wall Street Journal (N[...] L L C R R

ANALYSIS The price of gasoline in the U.S. has fallen for 24 consecutive days after hitting a record last month. But analysts said prices might rise again if demand from drivers increases and supplies are constrained.

The average cost of a gallon of unleaded gas was $4.72 on Friday. That is down about 6% since prices hit their highest point, $5.02, on June 14, according to data from OPIS, an energy-data and analytics provider.

[Read Full Story]

Some content from this outlet may be limited or behind a paywall.

See full media bias rating for Wall Street Journal (News)

From the Left

Gas prices keep falling, but will the trend continue? Here's what experts say

Miami Herald L L C R R

ANALYSIS Gas prices are finally coming down from their record highs, but will it last?

The answer so far isn't too clear.

For the 28th consecutive day, prices at the pump fell Tuesday, July 12, when the national average hit $4.66 per gallon, down 36 cents from June's record-breaking high of $5.01 per gallon, data from AAA shows.

Oil prices, too, are starting to drop. As of July 12, the price for a barrel of oil dipped below $100 for the first time since May 10, according to The Wall Street...

[Read Full Story]

Some content from this outlet may be limited or [...]

From the Right

The White House Is Already Trying To Take Credit For Falling Gas Prices. Here's Why That's Malarkey

The Daily Caller L L C R **R**

ANALYSIS A Biden administration economic official credited President Joe Biden's policies for a recent decrease in gas prices despite the fact that the fall in prices is largely due to diminished demand and fears of a global recession, according to a CNBC news clip posted to Twitter.

Jared Bernstein, a member of the White House council of economic advisers, said that the price of gas nationwide is down by more than 30 cents from its peak due to Biden's efforts to increase the supply of oil in a TV interview Monday. The drop in gas...
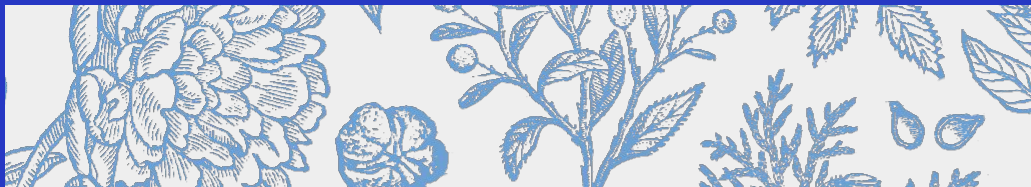
[Read Full Story]

Share your account

- What is similar in each account?
- What is different?
- What facts were used to back up each account?
- Which statements or observations reflect opinions or generalizations?

What's The Media Motivation?: Evaluating Online Sources

Evaluating Online Sources???

"Students often fell victim to easily manipulated features of websites, such as official-looking logos and domain names. They read vertically, staying within a website to evaluate its reliability. In contrast, fact checkers read laterally, leaving a site after a quick scan and opening up new browser tabs in order to judge the credibility of the original site. "

Study by Wineburg & McGrew,
Stanford History Education Group.

Teaching Strategies

1. Identify types of misinformation.
2. Know what a reliable source is.
3. Acknowledge biases.
4. Fact-Check.
5. Know how to search.
6. Avoid cynicism.

C — **Currency:** The timeliness of the info

R — **Relevance:** How the info fits your needs

A — **Authority:** The source of the info

A — **Accuracy:** Reliability and correctness of the info

P — **Purpose:** The reason the info exists

Lateral Reading

1. Fact-check these social media claims as quickly as you can.

2. First to raise their hand and give the following gets a prize:

   a. True or False?

   b. One reliable source

   c. Describe your fact-checking strategy

   d. BONUS: type of manipulation, if applicable

Game Time

The State Of Hawaii
June 14 at 10:19 PM · 🌐

Starting 2023, Hawaii will no longer recognize out-of-state driver's licenses.

A vast majority of accidents occurring on Hawaii's roads are caused by people that didn't learn to drive here. They don't understand the mentality of Drive with Aloha that is taught in our driving schools.

To alleviate this problem, starting January 1st, 2023, Hawaii will no longer recognize driver's licenses issued by other states. Many states do not require any minimum instructional driving time or written testing before issuing drivers' licenses.

These lax requirements lead to drivers who don't know how to drive safely and are often drive recklessly. 46% of all speeding tickets issued are to people with licenses from California, Florida, and New York.
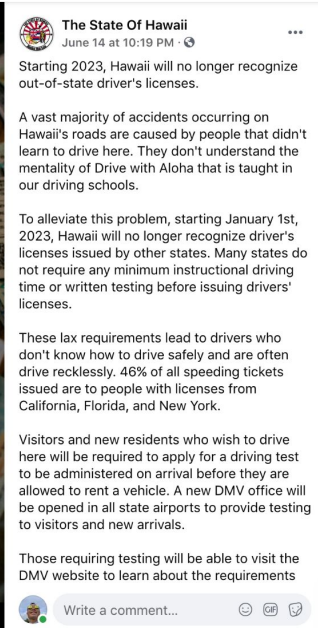
Visitors and new residents who wish to drive here will be required to apply for a driving test to be administered on arrival before they are allowed to rent a vehicle. A new DMV office will be opened in all state airports to provide testing to visitors and new arrivals.

Those requiring testing will be able to visit the DMV website to learn about the requirements

Write a comment...

KQED

Not the official state of Hawaii account

Lateral reading check = debunked many places

KQED

Account is a legitimate media source based in Canada

Lateral reading check = Several other media outlets reported same story

CTV News ✔ @CTVNews · Aug 24

KFC suspends its 'finger lickin' good' slogan because of coronavirus

ctvnews.ca/business/kfc-s...

💬 249   🔁 206   ♡ 329   ⬆

PBS Wisconsin Education

Kayla Adams
@KaylaAdams__ · Follow

There was a double rainbow outside
Buckingham Palace this afternoon when The
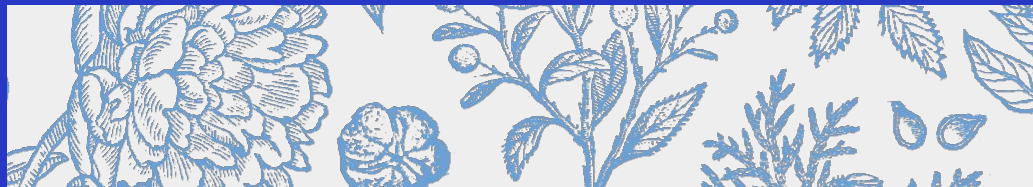Queen passed away 🌈

She's really left us 🥹

12:49 PM · Sep 8, 2022

Read the full conversation on Twitter

♡ 5.6K   💬 Reply   ⬆ Share

Read 1 reply

TRUE - reported by many reliable news sources.

Experiential Learning: Student-Made Media

Setting Up Media Projects

CURRICULUM

What are my goals?

PLANNING

What do I need to do to get this ready for my students?
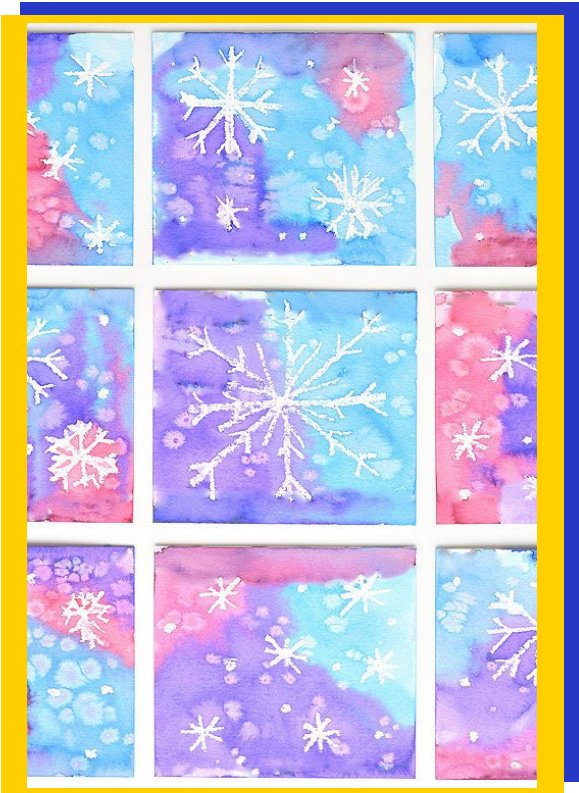
PRODUCTION

How do I get through the messy phase?

PUBLISHING

When is it ready for the next step?

Making Media with Early Learners: Digital Storytelling

- The FREE Audacity App
- Thrill of hearing your own voice
- Guessing friends' voices
- Creating
- Documenting
- Editing
- Publishing
- Sharing

A Blubber Experiment from Elinor Wonders Why

"The little, the dry one that didn't have blubber was cold inside the ice.

The one with blubber wasn't cold!

Wow. So what did you learn about blubber?

It was so amazing!....

It keeps you warm."

"I love my whale. It, it has blubber to, to keep it warm in the arctic and, and it's going into a cave to get, to see it's Mother."

REVIEW - Overarching ideas, to be integrated and scaffolded across grade levels and content areas:

- Be a media mentor

- Encourage questions and discussion

- Make it engaging

- Repeat & Review:
  <u>PEOPLE MAKE MEDIA</u>... *WHY* & *HOW*?

REVIEW - Theme-base strategies:

- **Understanding how to use media:** Code of Conduct
- **Understanding how we understand:** Examining biases
- **Recognizing media motivation:** Evaluating online sources
- **Experiential learning:** Making your own media

PBS Wisconsin Education

Thank you!

Michael Harwell
3rd-12th Grade
Education Engagement Specialist
michael.hartwell@pbswisconsin.org