

FAKE NEWS, INFORMATION LITERACY, DIGITAL LITERACY AND MEDIA LITERACY

WASLA PD

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NEW FOUR LETTER WORD....

FAKE!



**FAKE
NEWS**

Pixabay images: <https://pixabay.com/>

LINK TO RESOURCES

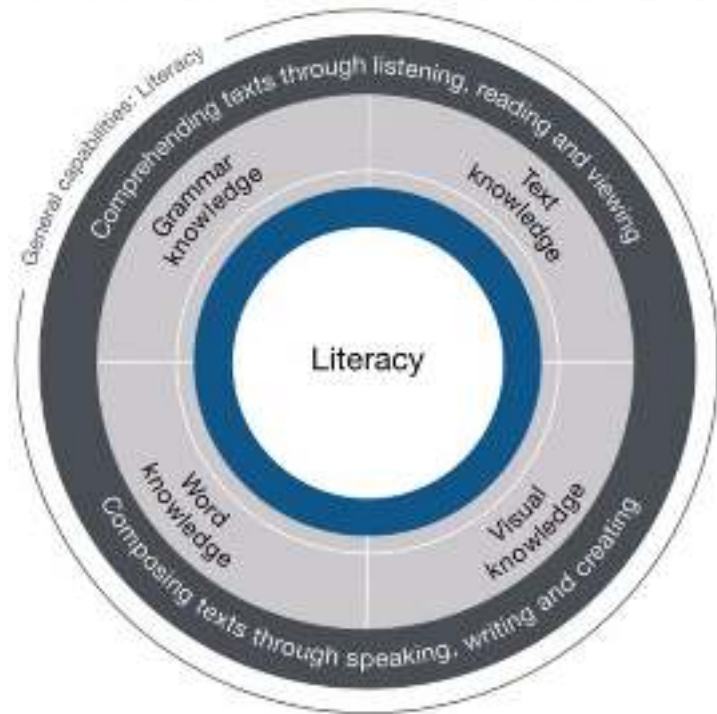
<http://www.symbaloo.com/mix/fakenewsresources>

Where does “Fake News” fit into our role?

The release of the Australian Curriculum has posed a challenge for teacher librarians who advocate the necessity of integrating information literacy into the curriculum, as while the Australian Curriculum supports development of inquiry skills there is no specific mention of information literacy. Teacher librarians need refer to the general capabilities, particularly Critical and Creative Thinking and ICT Capability (ACARA, 2013), when collaborating with colleagues as these learning areas support inquiry based learning and digital literacy skills (Bonnano, 2011).

[“The role of the Teacher Librarian: Current and future pathways”](#) - Stephanie Pritchard, 2015

The key ideas for Literacy are organised into six interrelated elements in the learning continuum.



Organising elements for Literacy

The key ideas for ICT Capability are organised into five interrelated elements in the learning continuum.



Organising elements for ICT Capability

The key ideas for Critical and Creative Thinking are organised into four interrelated elements in the learning continuum



Organising elements for Critical and Creative Thinking

New skills

One of the innovative features of the Australian Curriculum is the **embedding of general capabilities in learning area content**.

The application of the general capabilities in the learning areas offers many opportunities for teacher librarians to collaborate with learning-area teachers. For example, one of the capabilities most strongly represented across all learning areas is **Critical and creative thinking**. It draws on many of the skills and processes teacher librarians would recognise as **integral to information literacy**, including:

[SCIS | An introduction to the Australian Curriculum](#)

- posing insightful and purposeful questions
- suspending judgement about a situation to consider the big picture and alternative pathways
- generating and developing ideas and possibilities
- analysing information logically and making reasoned judgements
- evaluating ideas, creating solutions and drawing conclusions
- assessing the feasibility, possible risks and benefits in the implementation of their ideas
- reflecting on thinking, actions and processes
- transferring their knowledge to new situations.

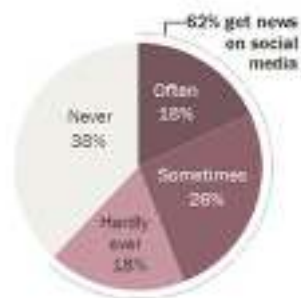
[SCIS | An introduction to the Australian Curriculum](#)

By Fake News are we referring to Digital Literacy or Media Literacy?

About 6-in-10 Americans get news from social media

About 6-in-10 Americans get news from social media

% of U.S. adults who get news on a social networking site ...



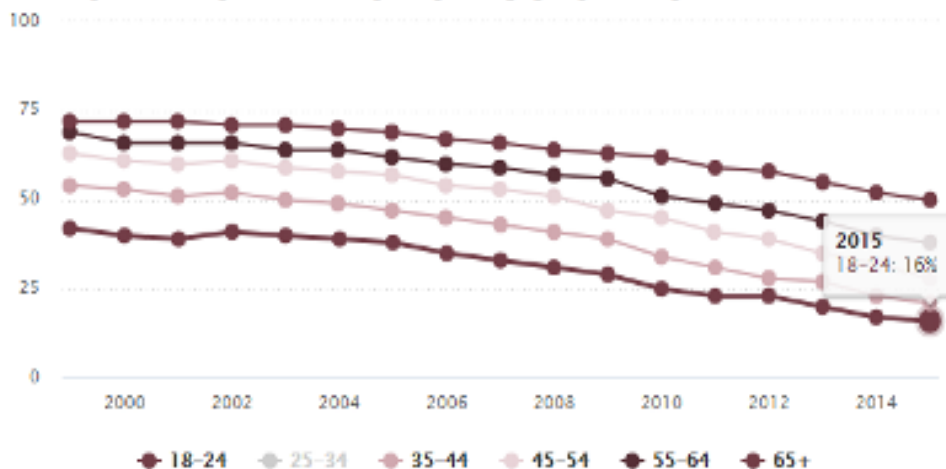
Source: Survey conducted Jan. 12-Feb. 8, 2014.
 "News Use Across Social Media Platforms 2014"

PEW RESEARCH CENTER

Newspapers: Daily readership by age

Chart Data Share Embed

Percentage nationally who read any daily newspaper yesterday



Teens are getting almost all of their news from Snapchat and Twitter these days

NINA GOLEWSKI
JULY 27, 2016, 7:18 AM



“Through speaking with a few teens, Tech Insider discovered that they aren’t going to specific news sites to pick and choose articles to read, but rather checking certain apps where the news has been preselected for them.

And no, not Facebook — the majority of teens we spoke with said they rely on Snapchat and Twitter.”

Read more at [https://www.businessinsider.com/how-do-teens-get-](https://www.businessinsider.com/how-do-teens-get-news-2016-6?PDXpQc6IhpTWaK6dnp)

“According to survey results made public by [Variety](#), 44% of Snapchatters who use the Live Story and Discover features do so at least once a day.

And 30% of users use the app as their primary means of getting information about the 2016 presidential campaign.”



The Intersection of Digital and Media Literacy

Digital Literacy Fundamentals

Media Literacy Fundamentals

The Intersection of Digital and Media Literacy

In this section we outline how skills and competencies for digital literacy and media literacy intersect and provide us with essential skills for playing, learning and working as citizens of the digital world.

Because both digital and media literacy are fairly new concepts, there is considerable debate amongst experts and academics around the world as to how they should be defined. It is generally agreed that skills and competencies for digital literacy and media literacy are closely related to each other and to additional "21st-century" skills that are needed for living and working in media- and information-rich societies.¹ For example, the key concepts for media literacy – that media is constructed; that audiences negotiate meaning; that media have commercial, social and political implications; and that each medium has a unique aesthetic form that affects how content is presented – are as equally applicable to watching TV news as to searching for health information online.

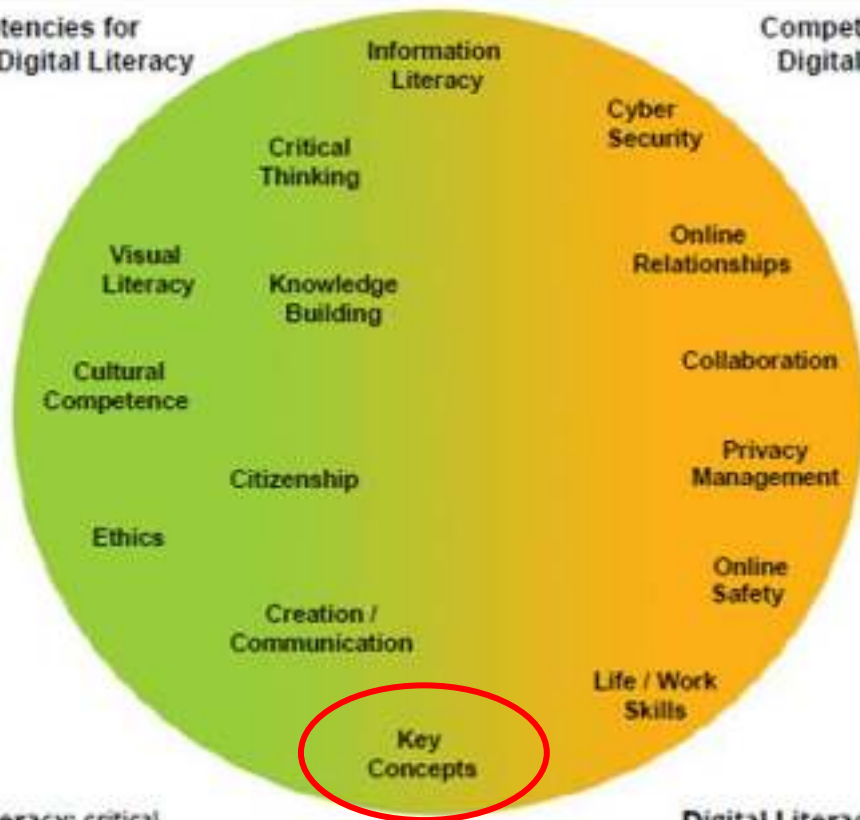
Digital literacy encompasses the personal, technological, and intellectual skills that are needed to live in a digital world. As the lines between 'traditional' and 'new' media become blurred and digital technology becomes increasingly central for full participation in society, our understanding of 'digital competence' has expanded from a focus on technical ability to include the broader social, ethical, legal and economic aspects of digital use. At the same time, digital literacy also encompasses many practical competencies for playing, learning and working in a knowledge economy that are separate from media literacy skills.

Media literacy is a critical engagement with mass media, which nowadays includes digital technologies. Additionally, as media and communications platforms converge our media practices are changing – from being external spectators and receivers of entertainment and information, to being active participants within an immersive media culture. This shift has necessitated an expanded notion of what it means to be media literate, which now includes an appreciation of individuals as both producers and consumers of media content and an understanding of the resulting social and cultural shifts that take



Competencies for
Media and Digital Literacy

Competencies for
Digital Literacy



Media Literacy: critical engagement with mass media

Digital Literacy: personal, technological, and intellectual skills for living in digital society



Five Key concepts for media literacy

- All media messages are constructed.
- Media messages are constructed using a creative language with its own rules.
- Different people experience the same message differently.
- Media have embedded values and points of view.
- Most media messages are organized to gain profit and/or power.

[Centre for Media Literacy](#) via Joyce Valenza

Competencies for
Media and Digital Literacy

Competencies for
Digital Literacy



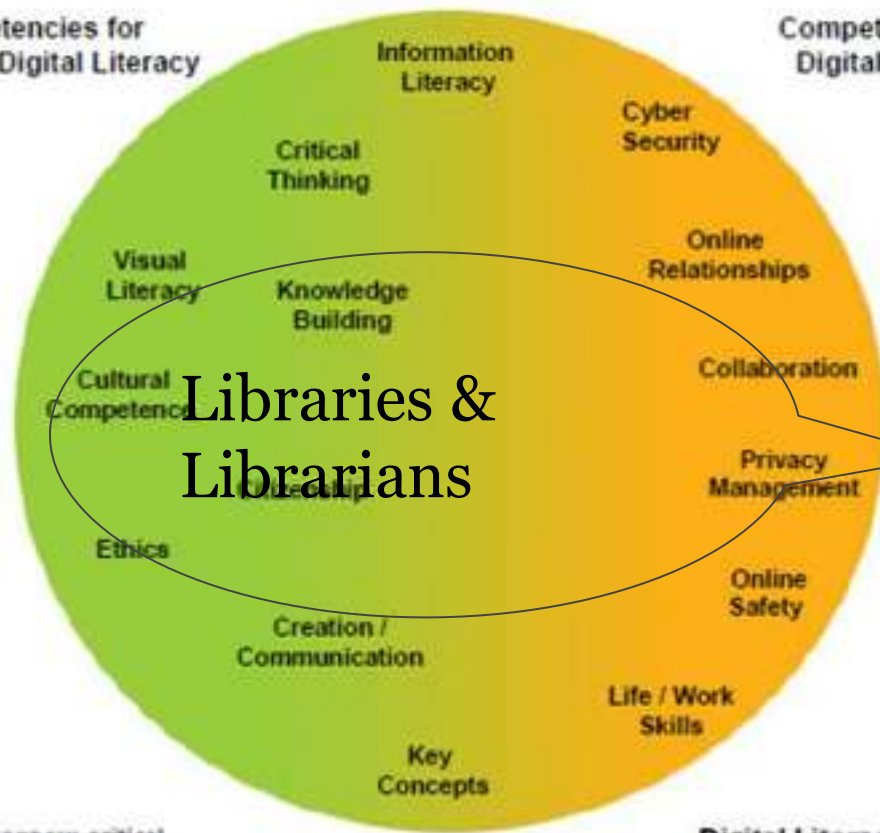
Media Literacy: critical engagement with mass media

Digital Literacy: personal, technological, and intellectual skills for living in digital society



Competencies for
Media and Digital Literacy

Competencies for
Digital Literacy



Libraries & Librarians



Dr Joyce Valenza

Media Literacy: critical engagement with mass media

Digital Literacy: personal, technological, and intellectual skills for living in digital society

Difference between Digital and Media Literacy?

- There is an overlap
- We are really talking about **literacy in general**
- Ability to **think, create, learn, write and express ourselves** across **whatever platform** we get our information from
- Need to get partner teachers we work with to think of literacy as one big thing, incorporating all the different types of “new” literacies



By Joyce Valenza



An SLJ blog

Inside 'Neverending Search' ▶ Teacher Librarians Instruction Information Literacy Google Search Tools Research About/Contact

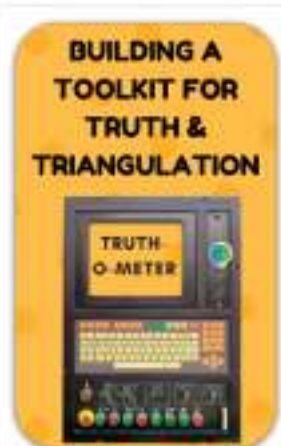
Truth, truthiness, triangulation: A news literacy toolkit for a "post-truth" world

NOVEMBER 26, 2016 BY JOYCE VALENZA 32 COMMENTS

We were guaranteed a free press. We were not guaranteed a neutral or a true press. We can celebrate the journalistic freedom to publish without interference from the state. We can also celebrate our freedom to share multiple stories through multiple lenses.

But it has always been up to the reader or viewer to make the reliability and credibility decisions. It is up to the reader or viewer to negotiate truth.

News literacy is complicated. In our attempts to discern *truth*, we are confounded by a 24/7 news cycle. News hits us across media platforms and devices, in a landscape populated by all



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“...it has always been up to the reader or viewer to make the reliability and credibility decisions. It is up to the reader or viewer to negotiate truth.”

- Joyce Valenza

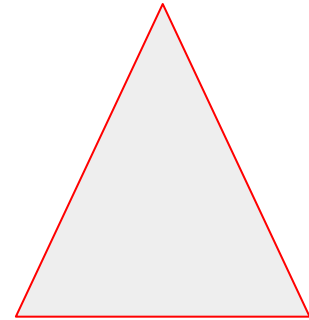
Word Choice

- What can we learn by thinking hard about word choice?
- Journalists carefully construct their articles using word choices, e.g. *Freedom fighter vs terrorist; Suffragette - terrorist or heroine? Refugee vs Immigrant*
- Word choices are important
- Choose 2 articles on same topic and look at differences word choice makes
- Right, centre and left definitions of some word choices

- Not all news is western. Need to mix up news article, e.g. put an article from UK next to article from another country
- What does news look like when not reported in Australia?

Triangulation - Joyce Valenza

- Can you corroborate your information?
- If only in one source or disagreed with in other sources, this should send up red flags
- Check in a few different news sources to see if you can check your information. Not hard to check facts.



POST-TRUTH

post-truth *adjective*

Relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.



Updates

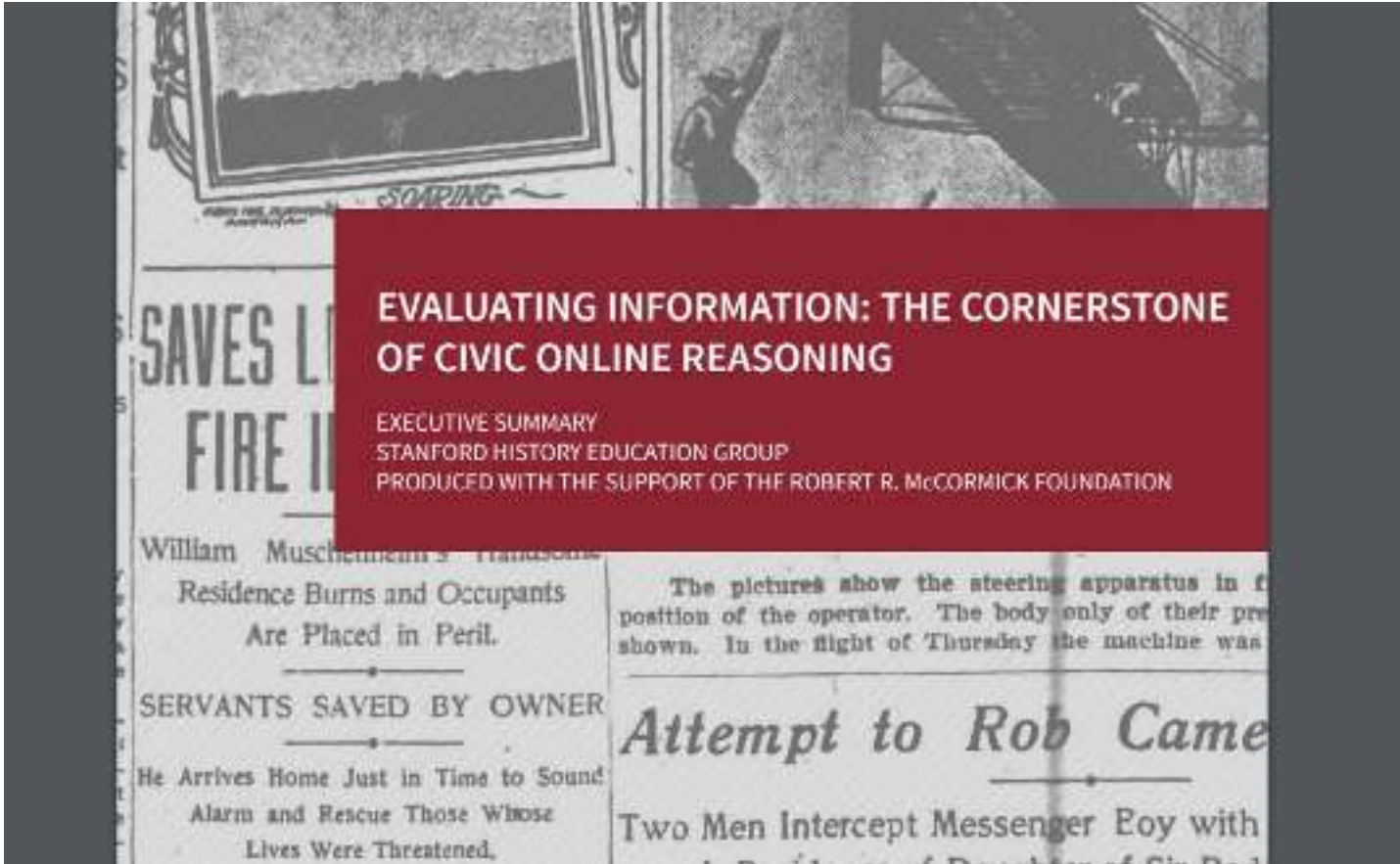
Read about our new research on civic online reasoning in Sam Wineburg and Sarah McGrew's [read more >](#)

SHEG alum and MSU Professor Maribel Sandoval has a new article in the journal Theory [read more >](#)

The Library of Congress has selected SHEG to receive a Teaching with Primary Sources [read more >](#)

A recent Stanford Graduate School of Education report, *Evaluating Information: The Cornerstone of Civic Online Literacy* assessed the news literacy of students from middle school through college.





EVALUATING INFORMATION: THE CORNERSTONE OF CIVIC ONLINE REASONING

EXECUTIVE SUMMARY
 STANFORD HISTORY EDUCATION GROUP
 PRODUCED WITH THE SUPPORT OF THE ROBERT R. McCORMICK FOUNDATION

“Over the last year and a half, the Stanford History Education Group has prototyped, field tested, and validated a bank of assessments that tap civic online reasoning—the ability to judge the credibility of information that floods young people’s smartphones, tablets, and computers.

Between January 2015 and June 2016, we administered 56 tasks to students across 12 states. In total, we collected and analyzed 7,804 student responses.”



“Overall, young people’s ability to reason about the information on the Internet can be summed up in one word: **bleak.**”

“Never have we had so much information at our fingertips. Whether this bounty will make us smarter and better informed or more ignorant and narrow-minded will depend on our awareness of this problem and our educational response to it. At present, we worry that democracy is threatened by the ease at which disinformation about civic issues is allowed to spread and flourish.”



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

2. 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.

We know you've got a story. **SAVE \$20** USE CODE: SAVE20 LIMITED TIME ONLY

Should California Stop Growing Almonds?
The nut has been vilified for drinking up the state's water supply. It doesn't deserve such a bad rap.
By Eric Lipton

Slate

MOST RECENT [SEE ALL >](#)

3PM AGO - JORDAN WEISSMAN - 1M TO READ
Forget Steak and Seafood: Here's How Welfare Recipients Actually Spend Their Money

10M AGO - BEN MATHIS-LILLEY
Buckingham Palace Guard Falls Over (Video)

45M AGO - L. BRADLEY & A.H. LINDENBACH - 2M TO READ
When is Cheryl's Birthday? Solving a Logic Problem That Quickly Spread Around the World.



SPONSORED CONTENT
The Real Reasons Women Don't Go Into Tech

When Is Cheryl's Birthday?
A single chart that explains the logic problem that spread around the world.
By Laura Bradley and Marie Lindenberg



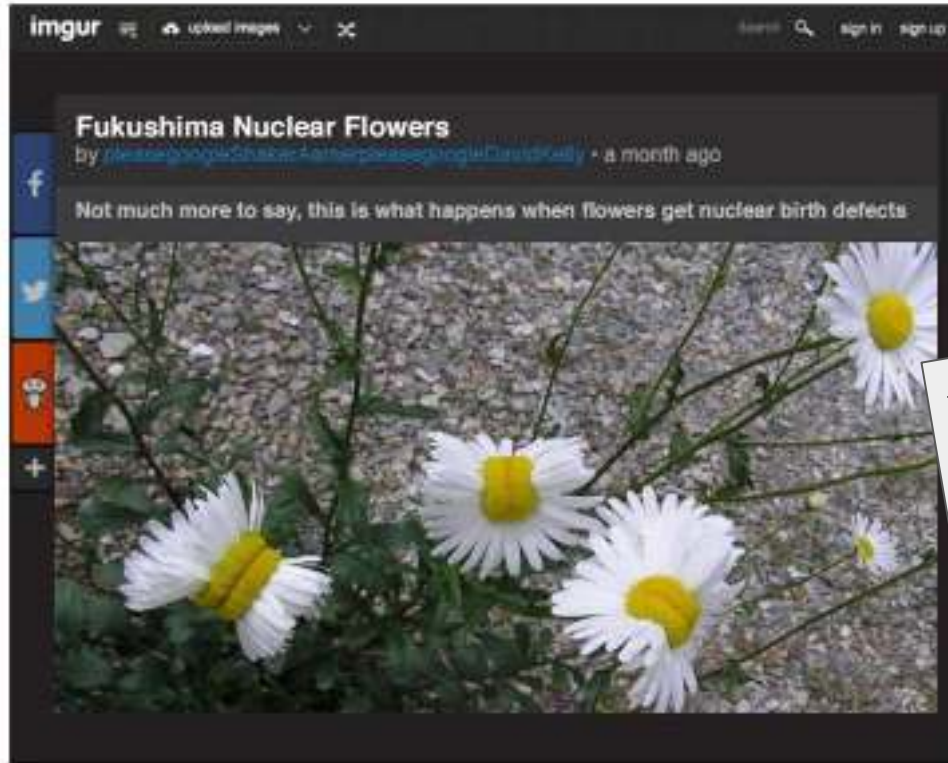
More than 80% of students believed that the native advertisement, identified by the words **“sponsored content,”** was a real news story.

Stanford History Education Group Recommendation

- Teach students about Sponsored Content.
- They should know what that language means as early as elementary/primary school so that they can recognise what an advert is in an online format.



On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.



Less than 20% demonstrated mastery in this task

Nearly 40% of students argued that the post provided strong evidence "because it presented pictorial evidence about conditions near the power plant."

Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.

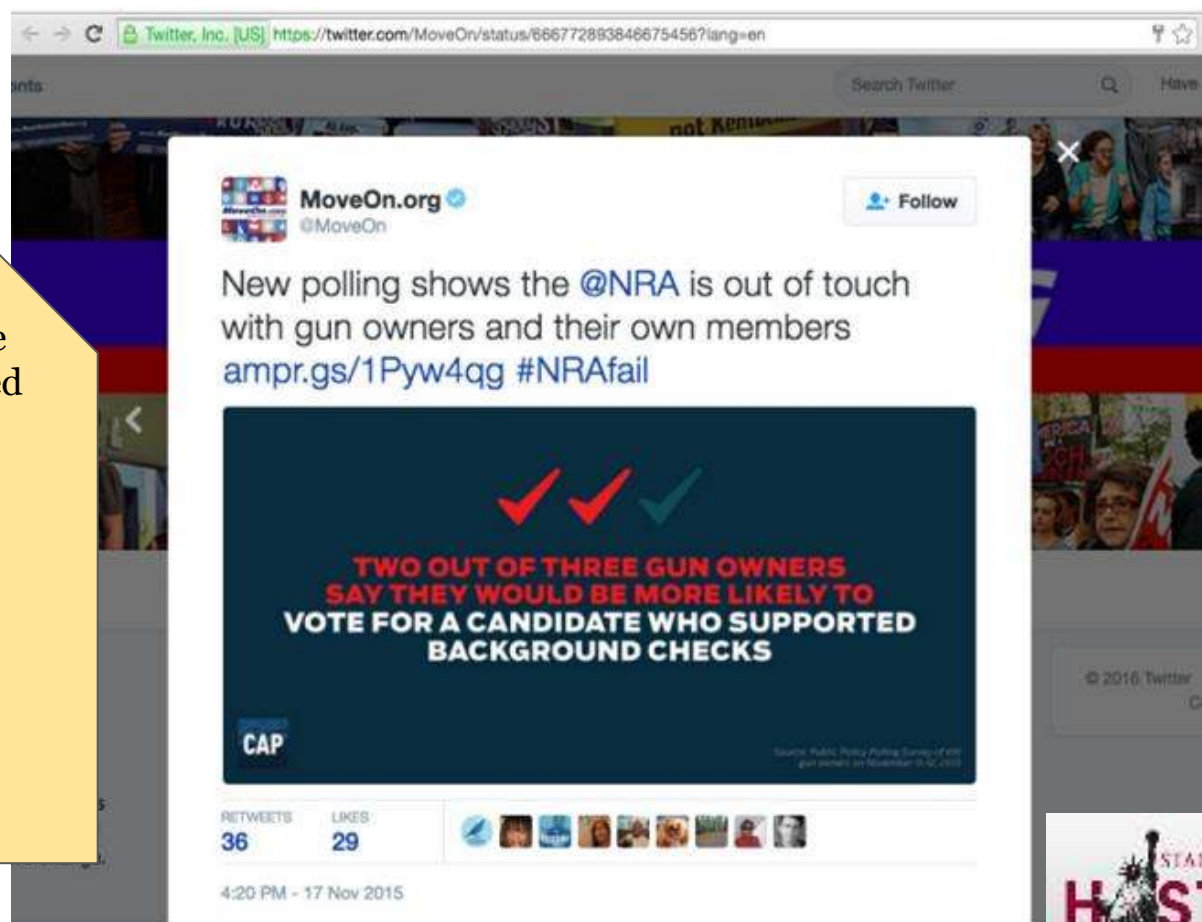


Stanford History Education Group Recommendation

- Teach students to ask:
“Where did this document I am looking at come from?”
- Use Five Key Questions for Media Enquiry
(based on previously mentioned 5 Key Concepts)
of provided by [Center for Media Literacy](#)



“...students struggled to evaluate tweets. Only a few students noted that the tweet was based on a poll conducted by a professional polling firm..”
“..less than a third of students fully explained how the political agendas of MoveOn.org and the Center for American Progress might influence the content of the tweet.”



Stanford History Education Group Recommendation

Students need more instruction on how to navigate social media.



UNESCO: 5 Laws of Media & Information Literacy

FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)

LAW 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all - women and men equally - and a nexus of human rights.



LAW 4

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 1

Information, communication, libraries, media, technology, the internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be over treated as such.

LAW 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

Alex Ghazal and Jagan Singh

