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LIS 635
Summer 2024

Professional Development Plan

Title of Training Session	Media Literacy: Teaching students how to tell fact from fiction

Plan for Instruction: Who & Why	
Audience	The intended audience for this workshop is a group of educators, for grades 6-12 or adults.
Setting	The setting for this class would be a large classroom or media center.
Purpose	The purpose is to teach educators about media literacy and what resources are available for them to teach students how to tell fact from fiction when finding resources and reading online.
Needs of the learners	Since the learners are educators and adults, they are expected to have adequate familiarity with computers and navigating online to follow along with the instruction. The ability to speak English is required for this workshop. Learners are asked to bring their own laptops, tablets or smart phones.
Instructional Objectives	• Understand what media literacy is and why it is important. • Have access to and knowledge about resources for teaching students about media literacy.
Rationale	Most people now get their news from online sources, many through social media. The algorithms inherent in social media platforms boosts posts through clicks and likes creating a structure that rewards click-bait. It is increasingly easy to spread misinformation and disinformation and becoming increasingly more difficult to tell the difference between fake news and truth. Research shows that while highly educated adults and students were likely to be duped

by official looking websites, professional fact checkers used lateral reading to come to "more warranted conclusions in a fraction of the time" (Wineburg and McGrew, 2019). Students who were taught these media literacy skills grew significantly in their ability to judge the credibility of online content (Wineberg et al., 2022). A number of states now have laws and policies promoting media literacy education in K-12 instruction (McNeill 2024), but many do not. This training session hopes to bridge that gap for educators not aware of the needs for specific instruction in media literacy, those not sure where to begin or those that just want to learn more.

Plan for Instruction: What	
Overview	In this course, participants will learn what media literacy is and understand the importance of specific instruction in learning to distinguish fact from fiction in media. They will learn of resources and methods that can help them teach students about media literacy. Hopefully, this will result in a better educated and informed citizenship and prevent more people from believing and sharing disinformation and misinformation.
Supplies/Resources	● A laptop for the presentation of resources ● A large smart screen and ability/wires to connect the laptop to it ● WIFI, internet access ● Handout of infographic for each participant ● Participants are asked to bring their own laptops, tablets or smart phones.
Activities	**I. What is Media Literacy?** ● In this section, we would go over what media literacy is and why instruction in media literacy is necessary for students.

	● Ask if they have ever encountered fake news and misinformation and have them find an example online. Have them share examples.
	● Have them take a quiz on fake news from *CTRL-F* or *BBC Bitesize*.
	● Share research findings on and talk about the prevalence of fake news and misinformation and the need for instruction.
	
	II. Share resources
	
	● In this section, present on the large smartboard and share resources online, going over each one on the [digital curation site](#) created for the course:
	    ○ General resources on Media Literacy including books, movies and podcasts
	    ○ Fact checking websites
	    ○ Curriculum resources
	● Give infographic handout to take home.
	
	III. Q & A, Discussion
	
	We will end with a questions and answers period, and then a discussion time.

Expected Outcomes	By the end of this training session, educators will be familiar with what media literacy means and resources to help them learn more about it and curriculum options to teach their students about it.
Feedback/Discussion	The workshop would end with a discussion: ● What did you learn about media literacy? ● How do you think it's important? ● What are some ways you can integrate teaching about media literacy into lessons with your students?
Output from the workshop	Participants will have a physical copy of the infographic handout to take home with them.

Evaluation Opportunity	Participants can send anonymous feedback via a Google forms questionnaire sent after the session to their emails.
Future Sessions	Future Sessions could include training sessions on: ● Incorporating the SIFT Method into teaching ● Deep dive into curriculum for Media Literacy education And/or workshops for middle school and high school students on media literacy.

Instructional Materials	Digital Curation of Media Literacy Resources Infographic to share with Participants (attached)

References

Ceylan, G., Anderson, I. A., & Wood, W. (2023). Sharing of misinformation is habitual, not just lazy or biased. *Proceedings of the National Academy of Sciences of the United States of America*, 120(4), e2216614120. https://doi.org/10.1073/pnas.2216614120

McNeill, Erin (2024). *U.S. media literacy policy report 2023: A state-by-state status of media literacy education laws for K–12 schools*. Media Literacy Now. https://medialiteracynow.org/document/u-s-media-literacy-policy-report-2023/

Wineburg, S., Breakstone, J., McGrew, S., Smith, M. D., & Ortega, T. (2022). Lateral Reading on the Open Internet: A District-Wide Field Study in High School Government Classes. *Journal of Educational Psychology*, 114(5), 893–909.

Wineburg, S., & McGrew, S. (2019). Lateral Reading and the Nature of Expertise: Reading Less and Learning More When Evaluating Digital Information. *Teachers College Record*, 121(11), 1–40. https://doi.org/10.1177/016146811912101102

MEDIA LITERACY

THE **SIFT** METHOD

STOP!

INVESTIGATE THE SOURCE

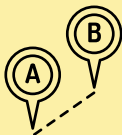Is the author &/or website reliable? Use wikipedia.

FIND BETTER COVERAGE

Are other sources saying the same thing? Use fact checking websites.

TRACE CLAIMS

Trace claims, quotes and media to their original context.

SELECTED RESOURCES

Media Literacy learning resources including fact checking sites and curriculum options.

SCAN HERE

Sources
Caulfield, Mike (2019). *SIFT: The Four Moves.* Hapgood. https://hapgood.us/2019/06/19/sift-the-four-moves/
Van Kampen, K. (2023). Evaluating Resources and Misinformation. UChicago Library. https://guides.lib.uchicago.edu/misinformation