

Learning Powered By Curiosity



 PBS Wisconsin
Education

Interrogating Information: K-12 Media Literacy Scope and Sequence

Share With A Neighbor:

Why do you think the word “Interrogate” was used in the title of this session? What does the word mean to you?

WSRA Conference
February 8, 2024 | 9:30-10:45am

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*.

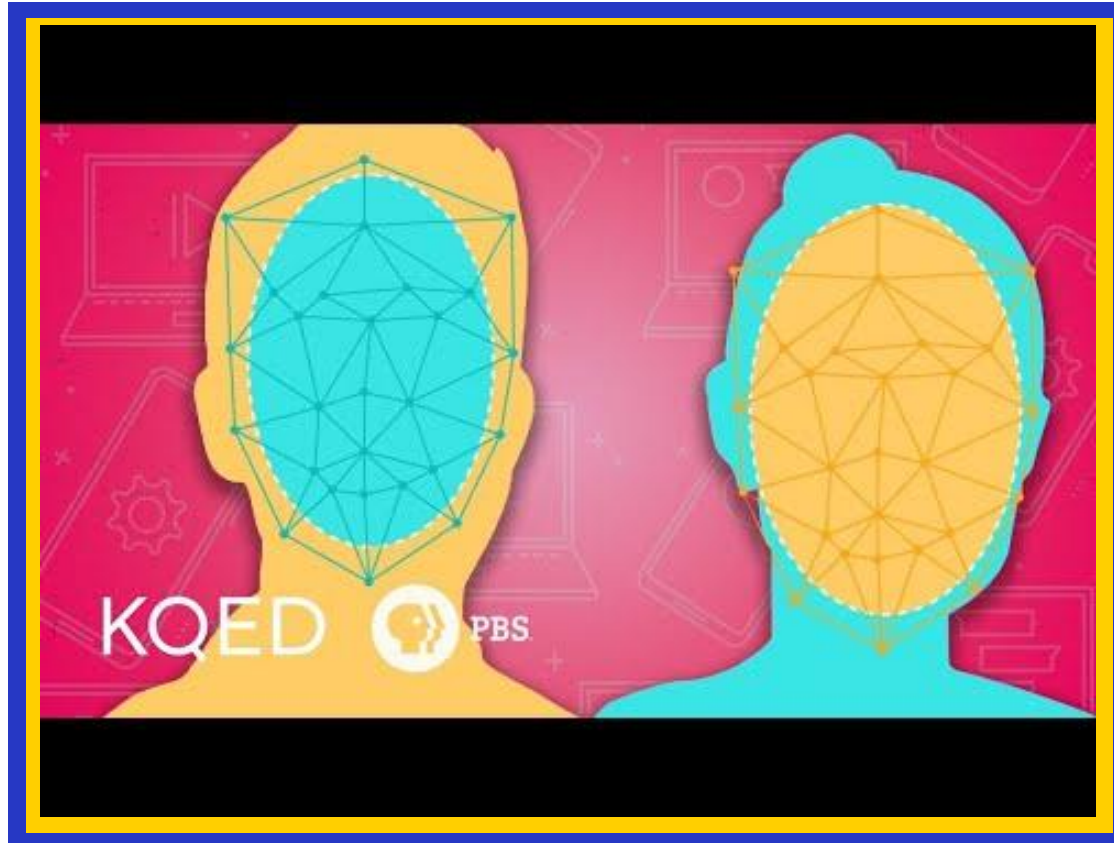
(Rogow, 2022)



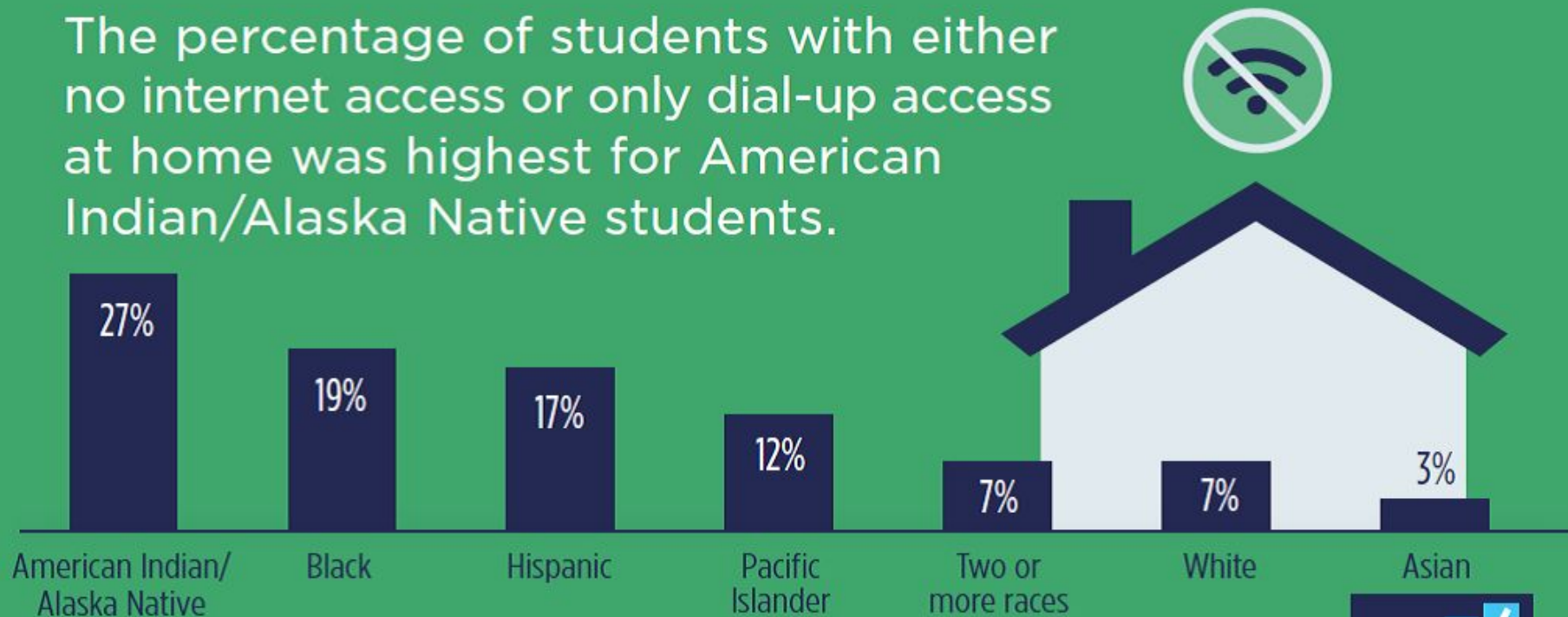
Why learn about media literacy?

- 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





The percentage of students with either no internet access or only dial-up access at home was highest for American Indian/Alaska Native students.



In 1969, Sesame Street
was developed in
response to this
question:

Can television media be
used to educate
children?



PBS Media Literacy Educator Certification



- ❑ **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



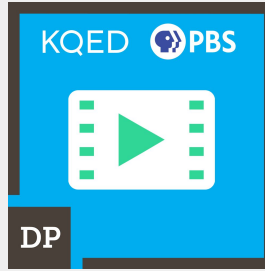
Evaluating Online
Information



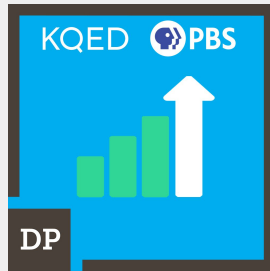
Evaluating Online
Tools for Classroom
Use



Implementing
Media Projects



Making Media for
Classroom Use:
Audio & Video



Making Media for
Classroom Use: Images,
Graphics & Interactives

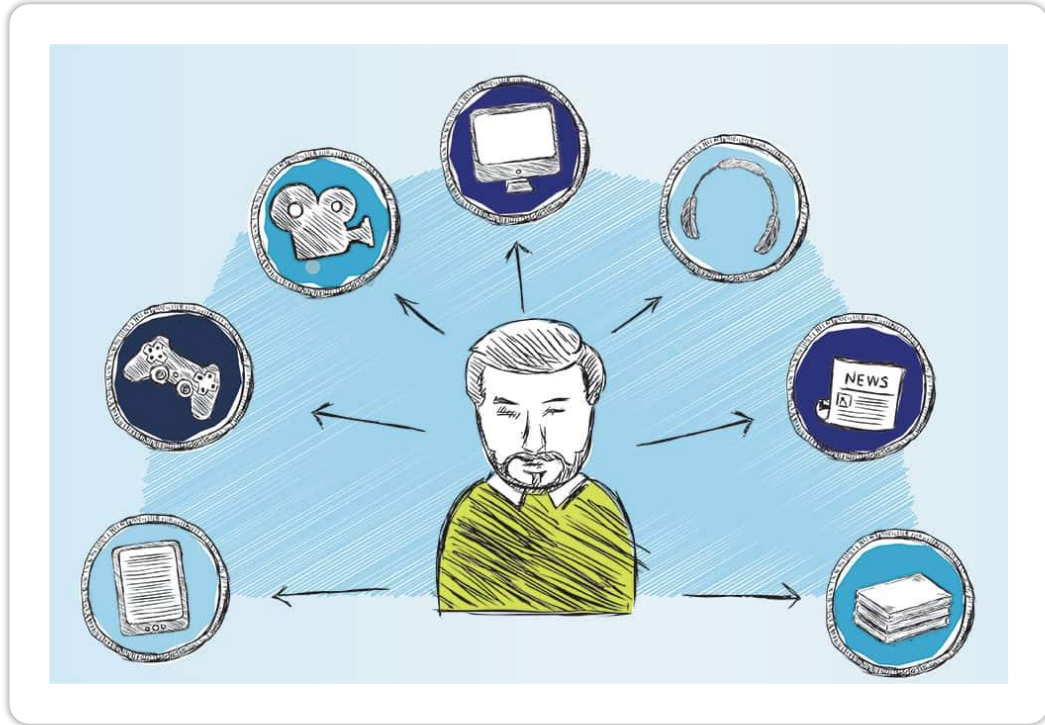


Considering the urgency and importance of these skills, combined with the many topics that need to be covered, media literacy instruction works best when it is integrated, ideally in an intentionally aligned scope and sequence, across grade levels, starting with early learners, all the way up to 12th grade.

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

TECHNOLOGY IS MORE EFFECTIVE WHEN USED TOGETHER



Engage



Communicate



Learn



Create



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

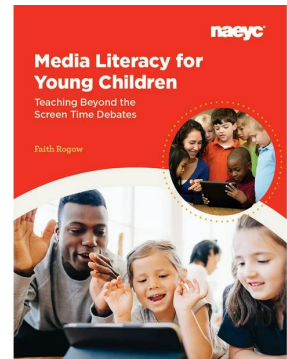
Capture and document learning experiences as they are happening. Use digital tools to support reflection, connection making, and communication.

SHARE

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

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.



Media Literacy Based Self-paced Learning Courses

- Documenting Learning with Elinor Wonders Why
- Explore Media with Wild Kratts
- Thinking and Making with Media in 4K-2 Classrooms
- Share Media with Peg + Cat
- Supporting Play with Media and Technology
- Create Media with Scratch Jr



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.”



Elementary & Middle School Media Literacy



Media Use

- Searching
- Texting
- Sharing Photos
- Tips
- Games
- Youtube Playlist

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

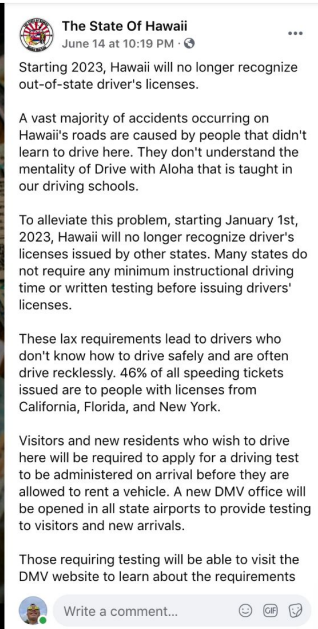


Write a comment...



Not the official
state of Hawaii
account

Lateral reading
check =
debunked many
places



The State Of Hawaii
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 Write a comment...   



CTV News  @CTVNews · Aug 24

KFC suspends its 'finger lickin' good' slogan because of coronavirus
ctvnews.ca/business/kfc-s...



 249

 206

 329



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





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.



Kayla Adams
@KaylaAdams__ · [Follow](#)

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[Read 1 reply](#)

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

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PEOPLE MAKE MEDIA... *WHY & HOW?*

REVIEW - Early Learning focus:

- Media mentorship
- Media creation - Storytelling
- Using screen time as a spark to engage *beyond* the screen

REVIEW - Elementary/Middle School focus:

- **Considering media use**
- **Digging into production motives**
- **Exploring thoughts and feelings associated with media**

REVIEW - High School focus:

- **Evaluating media**
- **Making media for authentic audiences**
- **Practice analyzing relevant, well-scaffolded media with intentionally-taught strategies (lateral reading, fact-checking, etc.)**





Thank you!

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