COURSE SYLLABUS

LEARNERS EDGE

Syllabus to be used for review or approval only.

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Engaging and applicable courses are the heart and soul of Learners Edge. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Learners Edge courses work perfectly for teachers needing to relicense/recertify or working to move up through their salary schedule.

Learners Edge offers continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current Partner Universities: (www.learnersedge.com/about-courses/university-partners)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

(indicate anticipated university/college partner below)

Course Creation and Evaluation:
Courses are created and evaluated by educators with, at a minimum, a Master's Degree and professional experience and/or licensure in the content area. Evaluators offer specific feedback for submitted coursework. There is ongoing communication between the student and the evaluator.

SPRING SESSION
Registrations Accepted
July 16–March 15
Coursework Due*
April 15

SUMMER SESSION
Registrations Accepted
December 16–July 15
Coursework Due*
August 15

FALL SESSION
Registrations Accepted
March 16–October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.
COURSEWORK DETAILS

THE RIGOR OF LEARNERS EDGE CONTINUING EDUCATION GRADUATE LEVEL COURSES.

Professional Learning Model:
The Learners Edge Professional Learning Model is research-based and is used to develop ALL content including continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms and to their students:

- **Intention**: Establish learning goals and explore motivations
- **Awareness**: Analyze prior knowledge and experience related to the topic
- **Investigation**: Examine relevant, research-based resources to build personal and professional connections to the topic
- **Application**: Apply new learning through practical design, implementation, and collaboration
- **Reflection**: Consider the impact of new learning to influence and transform future professional practice

Course Content:
Learners Edge courses are rigorous and based on the Learners Edge Professional Learning Model. Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Course texts include a solid balance of research and applicability and are, typically, seminal in nature written by major authors in the field of education including Marzano, Danielson, Greene, DuFour, and Jensen. Many courses incorporate tutorial videos, multi-media clips and research-based articles to additionally supplement course texts. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

- **Required Reading(s) and Read and Respond Essay Questions**: Participants are required to connect new learning from readings to professional practice.

- **Resource Requirement**: Participants are expected to find resources related to the course content to enhance professional practice and deepen understanding of the course content.

- **Reflection Requirement**: Because reflection is key to deepening one’s learning, participants are required to complete a reflection paper by responding to a prompt to encourage critical thinking specific to course content and teaching and learning.

- **Applications**: Participants are required to complete a variety of applications allowing them to implement new learning in their classrooms or schools.
Course Name: Teaching Media Literacy in a Fake News World

Course Number: OL 5122
Course Credits: 3

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description
Filled with resources, videos, strategies, and more, Teaching Media Literacy in a Fake News World, will have you digging deep into this timely topic. Investigate media literacy, fake news basics, and effective and engaging teaching strategies. Discover the five components of media literacy education, and uncover reliable methods for educating students about fake news. Reflect on current practices and develop opportunities to apply new learning to your classroom or school for a real, relevant impact on 21st Century students. This course includes two modules culminating in multiple-choice progress checks and one module with a larger application project and reflection requirement.

Goals and Objectives: Upon completion of this course, participants will be better prepared to:
1. Use provided prompts specific to media literacy education, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, the foundations, purpose, and methods of media literacy education.
3. Summarize, in writing, ideas for implementation of course concepts with students and/or colleagues.
4. Describe, in writing, strategies for teaching about fake news.
5. Develop lesson plans or a professional learning activity on the topic of media literacy.

Required Text/Reading:
All required readings are linked within their corresponding assignments. For more information, please review the course’s Required Reading.

All coursework is to be completed in the Learners Edge online environment.
All coursework is to be completed in the Learners Edge online environment.
Learners Edge was founded for and by teachers, so we know our way around a K-12 classroom. However, as similar as they are in some ways, adults are different learners than K-12 students. We researched best practice models and arrived at our own framework for adult learning, which we use to write our continuing education courses. The model includes five elements to ensure adult learners experience quality personal and professional development and carry new knowledge into their classrooms. This will ultimately have positive impacts on their students. The Five Components are outlined in the visual above.

All coursework is to be completed in the Learners Edge online environment.
All coursework is to be completed in the Learners Edge online environment.

### Learners Edge Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>A Grade = Outstanding Performance</th>
<th>B Grade = Target Performance</th>
<th>Below Target Performance</th>
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<tbody>
<tr>
<td><strong>Statement of Intention and Awareness</strong></td>
<td>The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student’s Statement of Intention and Awareness will be evaluated as part of the Reflection.</td>
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<tr>
<td><strong>Investigation: Read and Respond</strong></td>
<td>Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.</td>
<td>Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.</td>
<td>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</td>
</tr>
<tr>
<td><strong>Investigation: Resource Review Rubric</strong></td>
<td><strong>Summary of Resource</strong></td>
<td>Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)</td>
<td>Coursework summarizes the main ideas presented in the resource.</td>
</tr>
<tr>
<td>Relation to Personal Assumptions or Course Content</td>
<td>Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.</td>
<td>Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.</td>
<td>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</td>
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<tr>
<td>Impact on Professional Practice</td>
<td>Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.</td>
<td>Coursework provides one explanation of how the information in the resource could impact professional practice.</td>
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### Application Rubric

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<th>A Grade = Outstanding Performance</th>
<th>B Grade = Target Performance</th>
<th>Below Target Performance</th>
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<tbody>
<tr>
<td><strong>Planning, Development and Execution</strong></td>
<td>Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.</td>
<td>Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.</td>
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<td>Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.</td>
<td>Coursework includes application of new knowledge and skills from course content to professional practice.</td>
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<tr>
<td><strong>Written Requirements</strong></td>
<td>Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.</td>
<td>Coursework provides clear, logical, and organized responses to any writing prompts in the application.</td>
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</table>

All coursework is to be completed in the Learners Edge online environment.
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<tr>
<th>Reflection Rubric</th>
<th>A Grade = Outstanding Performance</th>
<th>B Grade = Target Performance</th>
<th>Below Target Performance</th>
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<tr>
<td><strong>Connection to Statement of Intention and Awareness</strong></td>
<td>Coursework includes an evaluation of both learning goals articulated in the participant’s Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</td>
<td>Coursework includes an evaluation of one of the learning goals articulated in the participant’s Statement of Intention and Awareness from Module 1.</td>
<td>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</td>
</tr>
<tr>
<td><strong>Summary of Learning</strong></td>
<td>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</td>
<td>Coursework includes two general connections to course content.</td>
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<tr>
<td><strong>Description of Positive Influence or Transformation</strong></td>
<td>Coursework includes two or more specific ideas for changes in one’s professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</td>
<td>Coursework includes one general idea for changes in one’s professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</td>
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Module 1

1. Intention and Awareness Statement
At Learners Edge, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material. Using the guidelines below, write your Statement of Intention and Awareness in your journal. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Please be certain to address the following when developing your Statement of Intention and Awareness:
1. Describe your motivation for learning about media literacy.
2. Summarize your previous knowledge about media literacy.
3. Share any previous experience you have with this topic. Consider this infographic, too, as you may have more experience than you think!
4. List two measurable learning goals you have for the course.

As a reminder, the journal is for your own learning and reflection and will not be submitted.

2. Investigation: Foundations
Okay, NOW we are ready to dig in! Begin by reviewing the following resources as they pertain to the definition and primary components of media literacy.

- Webpages:
  - Media Literacy Defined by The National Association for Media Literacy Education
  - The Core Principles of Media Literacy Education by NAMLE
  - What is Media Literacy and Why Is It Important? by Common Sense Media
  - ISTE standards for Knowledge Constructor (Scroll down and click on the + sign by Knowledge Constructor to see standards.)

- Video:
  - ISTE Knowledge Constructor Playlist

These resources offer a broader look at ways to understand media literacy. Watch this PBS video about the Competencies of Media Literacy, which boils down the rhetoric into 5 key components. Consider how you can include information from the resources to help you frame the 5 key components and your responses to the questions below.

Using what you have read and learned so far, summarize responses to these prompts in your journal.
1. Define media literacy in your own words.
2. Describe the five key components of media literacy from the PBS video including examples of each.
3. Outline skills you believe your students might need in each area.

2. Investigation: Purposes
To get started with this investigation, take a gander at “Teaching Media Literacy: Its Importance and 10 Engaging Activities” by Marcus Guido which outlines key rationales for teaching media literacy (as well as providing some great resources for your assignment in Module 3).

All coursework is to be completed in the Learners Edge online environment.
Now, spend a few minutes with Moby and Tim at BrainPOP. As you watch, consider the reasons for teaching media literacy from the video (either stated explicitly or implied).

**Media Literacy by BrainPOP**

Next, check out these educators supporting their students as they engage with digital media. As you watch, again, consider the reasons for teaching media literacy from the video. (Remember, explicit or implied.)

**Preparing Students for Civics and Politics in the Political Age**
**Using Critical Thinking to Find Trustworthy Websites**

After reading and viewing the resources above, please respond to the following prompts in your journal. As a reminder, the journal is for your own learning and reflection and will not be submitted, but it will be helpful in the last module.

1. Summarize the reason(s) outlined in the above resources for teaching and learning about the topic of media literacy.
2. How could you use this information (and even the learning activity you just completed) with your students?

4. **Investigation: Methods**
TOP TIPS FOR TEACHING INFORMATION AND MEDIA LITERACY

Teaching students how to access, use and analyse media

USE CURRENT EVENTS & ISSUES

- Look for ‘media moments’ alongside the formal curriculum
- Incorporate current events and issues into the context of what you are teaching

PARTNER CONTENT KNOWLEDGE WITH ANALYTICAL SKILLS

In order for students to be able to analyse information, they first need content knowledge.

EXPLICITLY TEACH DISCIPLINARY LITERACY

Critical literacy or disciplinary literacy is unique to each subject and is best taught in the context of domain/subject-specific knowledge rather than generic skills training.

SEE BEYOND THE EVALUATIVE QUESTION CHECKLIST

- Use source evaluation checklists with care
- Teach students about internet reading
- Encourage students to see themselves as an investigator, detective or fact checker when selecting sources of information/media

TEACH STUDENTS HOW ONLINE RESEARCH WORKS

Teach explicit research skills such as:
- Click restraint
- Effective keyword searching strategies
- How to scrutinise URLs (beyond looking at suffixes)
- Triangulation
- Peer-generating
- How to effectively use Wikipedia in research

"Thinking is skilled work. It is not true that we are naturally endowed with the ability to think clearly and logically - without learning how, or without practising"

- Mander, 1947 -

Created by Leanne Morgan  @LeanneMorganTL
More information: http://blog.leanne-morgan.com

All coursework is to be completed in the Learners Edge online environment.
To complete this investigation and learn more about HOW to teach media literacy, work through these activities:

1. First, review this webpage, Media Literacy Fundamentals by Media Smarts, in its entirety (except the section on Media Literacy in Canada unless, of course, you are teaching in Canada!)
2. Scan Media Literacy by Elk Grove Unified School District where they provide a bit of insight about how to teach media literacy. From the mouths of teachers...
   - “Through our research and lesson creations, we have come to realize that media literacy should not be added as a separate theme in our graphic/program, but rather as the overarching structure supporting our digital/global citizenship program.”
   - “In an age of fake news, we recognize the need to integrate media literacy across subject areas and beyond the school day.”
3. Read “Why all 21st-century educators must teach media literacy & how” by Ashley Fort. Remember, we are focusing on the “how” for this investigation.
4. Peruse “4 Ways to Integrate Media Literacy in the Classroom” by Rhys Daunic.

You likely noticed that some information addresses explicitly teaching media literacy skills and other resources indicate media literacy is best integrated. As we like to say at Learners Edge, “there is more than one way to...write a course.” Media literacy needs to be taught, but there is more than one way to teach it. (A teacher could consider a purposeful and powerful combination of explicit instruction for certain skills and/or some learners (differentiation) AND integration of media literacy into existing subject matter.)

After reading the resources above, please respond to the following prompts in your journal.

1. How could you use the “Key Concepts for Media Literacy” from the first resource in this investigation to plan your teaching and your students’ learning? How could you use them for assessment?
2. What initial ideas do you have for:
   a. Teaching media literacy skills explicitly: How would this look and work? Are there certain skills on which you would focus?
   b. Embedding media literacy into your existing curriculum: What lessons or units could you revise to include media literacy concepts? How and with whom could you collaborate to integrate media literacy into existing lessons, classes, or school activities?
3. What methods or strategies are you most excited to try?
4. Any “quick wins” for you and your students? (In other words, what simple things can you do right now or soon to increase media literacy in your classroom?)

5. Investigation: Access – Skills

All coursework is to be completed in the Learners Edge online environment.
It’s time to delve into the five components of Media Literacy. Check out the following resources while you think about all the ways you can begin to provide more access to a variety of media (current, reliable, and unbiased) for ALL of your learners.

1. First, to find a few methods for adding media into your current lessons, read "How to Use Media to Enhance Teaching and Learning." Great advice here on starting small!
2. Access in the case of media literacy is not just about adding more media into your lessons. It is also about ensuring that students are able to locate resources that are unbiased, reliable, and current. For this reason, it’s important to teach students how to research effectively. Check out what the mighty Google has to offer on the topic of teaching “googling” skills on Google Search Education.
3. Take some time to dig through some resources on how to teach media literacy from PBS Learning Media. Plenty of great learning opportunities here.

After reading and reviewing the resources above, please respond to the following prompts in your journal. As a reminder, the journal is for your own learning and reflection and will not be submitted, but it will help you in Module 3.

1. What actions will you take to increase access to a variety of forms of media for all learners in your classroom?
2. What other Access skills do you think your learners need?
   a. What Access skills do you need to teach explicitly?
   b. What Access skills could you embed into your existing curriculum and how?

6. Investigation: Access – Equity
You should have a few seedling ideas of how you’d like to begin teaching media literacy. As you continue to think about it, consider how you can ensure ALL students can fully utilize the media you will introduce.

"The context of digital and media literacy essential competencies (Hobbs, 2010) offers a way to consider issues that impact equity of access and accessibility, and to explore some examples for digital and media literacy practice.

Competency #1. ACCESS. “Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others” (Hobbs, 2010, p. 19).

The challenges that face individuals with disabilities to achieve Competency #1 are primarily those of physical accessibility of tools and information, or the lack of it. For those who face sensory challenges, such as deafness or blindness, information that is presented in a single format may cause this information to be completely inaccessible and therefore unusable. To avoid this problem, access through media and technology tools can be leveraged by using tools that offer content and information in a variety of formats – visual, auditory, video, print, verbal, tactile (as with refreshable braille devices), and even through virtual reality.”


You will need some strategies to ensure all learners can benefit from the media you present. Complete these steps to learn more!

1. Read “Beyond Universal Design for Learning: Guiding Principles to Reduce Barriers to Digital & Media Literacy Competence” from The Journal for Media Literacy Education.

All coursework is to be completed in the Learners Edge online environment.
2. Next, take a look at the opportunities to provide access for ALL outlined in this image specific to Universal Design for Learning. Record any helpful hints on how to increase access to media for learners facing challenges in your journal.

**Universal Design for Learning Guidelines**

[Image of Universal Design for Learning Guidelines]

http://udlguidelines.cast.org/

3. Another method for ensuring all students have access is through the use of assistive technology. Assistive Technology is "...any device, software, or equipment that helps people work around challenges so they can learn, communicate, and function better." This topic is large and deep, and we can’t cover it all here, but Assistive Technology for Learning: What You Need to Know by the Understood Team should give you the gist. As you read, consider students you have that may need these types of adaptations and what those adaptations might look like.

After reading and reviewing the resources above, please respond to the following prompts in your journal. As a reminder, the journal is for your own learning and reflection and will not be submitted, but your journal entries will be helpful when you complete Module 3.

- As you work on the competency of Access, what considerations do you need to make specific to students who have varying needs (i.e. English learners, students with disabilities, students who need enrichment, etc.)?
- Begin to identify your students with different needs and what supports might be necessary for them to fully utilize the media you use in your teaching. Think about the colleagues with whom you work. Which colleagues would have the expertise to help you implement these supports? How could you work together?

**Module 1 Progress Check**

All coursework is to be completed in the Learners Edge online environment.
Module 2
1. Investigation: Analyze and Evaluate – Strategies

At the end of Module 1, you started to do a deep dive into each of the five components beginning with Access. It's time to move on to Analyze and Evaluate. What’s the difference you ask?

“Generally, analyzing comes first before evaluating. In order for you to ascertain the worth, you have to identify the elements. For instance, a real estate agent can only identify the price of a property if he already knows its location, measurement, scarcity, and other features.”

As indicated, these skills are different, but they go together, so we will follow suit.

There are a number of methods for analyzing and evaluating media, but each strategy requires students to slow down, examine the piece closely and make a determination of worth. Want to give it a try? You never know what you might learn!

To get started, watch these two videos on asking questions!
- Have Students Fact-Check the Web Like Professionals.
- Five Essential Media Literacy Questions for Kids

Then, review: Key Questions to Ask When Analyzing Media Messages.

Finally, choose one analysis strategy to attempt below.

**Strategy 1: Close Analysis**
Review: “Conducting a Close Analysis” by the Center for Media Literacy and it’s corresponding handout.

Try: Complete a close analysis of this classic commercial.

Doritos Time Machine

All coursework is to be completed in the Learners Edge online environment.
Strategy 2: Lateral Reading

Review:

Watch: Lateral Reading Tutorial
Try: Use the steps in the video tutorial or the infographic to analyze a web-based article you have found or a friend has shared with you on social media.

After reading, reviewing, (oh and trying!) the ideas above, please respond to the following prompts in your journal.

- What inspirations or flashes of brilliance did you have while working through the activities above? Anything you could use with your students?

2. Investigation: Analyze and Evaluate – Lesson Plans
Check out these lesson plans and consider how you might use, modify, or learn from them as you develop your own to teach the analysis and evaluation of media. Please review two or more.

- Media Literacy: Flex Your Fact-Checking Muscles - Read Laterally and student handouts (grades 7-12)
- Analyzing Primary Source Media and the accompanying support materials (grades 6-12) *Once you are on this website, click “launch”, and “continue as a guest”.
- Lesson Plan: Decoding Media Bias (grades 7-12)

All coursework is to be completed in the Learners Edge online environment.
• There are a number of lesson plans available for review at NewseumEd. (grade levels are listed on each individual lesson plan)
• To assist educators with introducing key concepts to young students, MediaSmarts created videos called Media Minutes. Below each video is a lesson plan. (grades 4-8 approximately)
• Media: Between the Lines (grades 4-8)
• Becoming an Online Sleuth (upper elementary to middle school)

After reviewing the lesson plans above, please respond to the following prompts in your journal.
• How will you tie strategy instruction into your lesson planning?
• What can you take away from this lesson plan review?
• How can you use, modify, or learn from these lesson plans to make your original media literacy lesson plans better?
• What actions will you take to increase your learners' abilities to analyze and/or evaluate media?
• What skills do you think your learners need?
• What Analyze and Evaluate skills do you need to teach explicitly?
• Which could you embed into your existing curriculum and how?

3. Investigation: Create

While analysis and evaluation are imperative to media literacy, creation of media is just as important. Plus, it’s fun and engaging for your students.

Take a look at how one teacher and her students work together to create meaningful media.

Creating Digital Stories

Next, read 38 Ways Students Can Create Digital Content by Thoughtful Learning, Best Tech-Creation Tools (55 Tools!) by Common Sense Media, and finally, Websites and Apps for Making Videos and Animation (32 Tools) also by Common Sense Media. 125 options! There has to be a few ideas in there for you!

You can also go your own direction here: Creating Media and Media Production.

After reviewing at least a few of the resources above, please respond to the following prompts in your journal.
• What actions will you take to increase student opportunity to create media?

All coursework is to be completed in the Learners Edge online environment.
• What parameters and guidelines do you need to set for students to create media in your classroom? (For example, should students be asked to analyze or evaluate their own media before publishing?)
• What skills do your learners need specific to media creation?
• What Create skills do you need to teach explicitly?
• Which could you embed into your existing curriculum and how?

4. Investigation: Act

Powerful Voices for Kids defines “Act” as “taking action and using powerful voices to make a difference in the world”.

Watch this teacher work through a process to help students take action. Could a similar process be used with your students?

Encouraging Students to Take Action

Review these resources looking for methods to lift your students’ voices and help them make a positive impact with media.
• Social Media for Social Action by Teaching Tolerance
• The Power of the PSA by Powerful Voices for Kids
• Featured Topics from Project Look Sharp
• Digital Civics Toolkit-Action by the MacArthur Research Network on Youth and Participatory Politics
• Digital Civics Toolkit-Voice by the MacArthur Research Network on Youth and Participatory Politics
• Scaffolding Social Action for Your Students by Maurice J. Elias

Videos:
• Writing Commentaries: The Power of Youth Voice
• Infographics for Change

After reviewing at least two of the written resources above and watching the videos, please respond to the following prompts in your journal. As a reminder, you will not submit your journal, but it will likely come in handy as you develop your Module 3 work.
• How will you increase student opportunity to take action using media?
• What ideas or strategies for taking action are you looking forward to implementing with your learners?
• How might you connect “taking action” to the other components of media literacy (access, analyze, evaluate, create)?

5. Investigation: FAKE NEWS – Part One

Pinocchio isn’t the only one fooled by fake news. Actually, it’s quite likely each of us has been duped at one time or another. The good news is we can do better moving forward by analyzing and evaluating. (Remember these two terms?)

To get started, let’s begin with the basics!

First, it’s important to know that fake news is nothing new. Take a gander at this infographic by Common Sense Media, Fake News: Historical Timeline.

All coursework is to be completed in the Learners Edge online environment.
Falling prey to fake news explained! Read *7 Reasons Why We Fall for Fake News* by Christopher Dwyer, PhD. and view How Does “Fake” News Become News?

How Does “Fake” News Become News

Finally, watch as a few students give their perspectives on the topic.

This is what students think about ‘fake news’

After reviewing the resources above and watching the videos, please respond to the following prompts in your journal.

1. Why is the history and psychology of fake news important?
2. Based on what you already knew and what you’ve learned, what concepts and skills do you need to teach related to fake news?
3. Based on your response to number 2, what else do YOU need to know related to fake news and/or teaching fake news? How might you go about learning more?
4. Jot down any ideas you have for teaching fake news.

As a reminder, the journal is for your own learning and reflection and will not be submitted. We encourage you to use the notes and reflections from your journal when completing the Reflection Requirement and Application Requirement in Module 3.

6. Investigation: *FAKE NEWS – Part Two*

Now that you know the basics, sift through a few resources outlining how you might be able to teach your learners about fake news. Pull as many tips, tricks, strategies, and resources out as you can. Jot your ideas down in your journal as you go.

To get started with this investigation, read through this handout on [Misinformation](#) from Common Sense Media.

Next, watch these videos to add to your teaching toolbox.

How YOU Can Fact-Check the Internet

[Helping Students Identify Fake News with the Five C's of Critical Consuming](#),
[Five Ways to Stop Fake News](#)

Read [How to Spot Fake News (and Teach Kids to Be Media-Savvy)](#) by Common Sense Media. Be sure to also view the embedded video.

Take a look at a few infographics:

[Deceptive Detective](#),
[Legit-O-Meter](#)

Finally, review these lesson plans outlining how some teachers are educating their students on fake news.

[E.S.C.A.P.E. Junk News](#) (grades 6-12)
[Break the Fake](#) (ages 11 and up)
[Is This Story Share Worthy?](#) (grades 6-12)

All coursework is to be completed in the Learners Edge online environment.
After reviewing the resources above and watching the videos, please respond to the following prompts in your journal. You will not submit your journal, and as you know, it will come in handy in Module 3.

1. What are you most excited to try with your learners specific to fake news?
2. How can you use the Analyze and Evaluate components of media literacy to teach fake news? How about the Act component?

As a reminder, the journal is for your own learning and reflection and will not be submitted. We encourage you to use the notes and reflections from your journal when completing the Reflection Requirement and Application Requirement in Module 3.

Module 2 Progress Check

Module 3

1. Application: Media Literacy Mini-Unit
In Modules 1 and 2, you reviewed many resources, jotted down helpful notes and reflections in your journal, and did some thinking about how you might teach students about media literacy moving forward. Now, it is time to polish up your ideas and get creative! For this Application, choose one of the following options:

Option 1: Unit Development
For this option, complete the following steps:

1. Develop a rough outline of a one-week media literacy unit to be taught independently of other subjects/topics. Your outline should consist of what will be covered each day. Please include two or more of the five components of media literacy (access, analyze, evaluate, create, and act) in some form. You do not need to submit your rough outline.
2. Using the outline you created and notes from your journal, develop an introduction to the unit for your students. You can choose to include a narrative explanation of the introduction with enough detail so a colleague could teach it in your place or use this lesson planning template. **Be sure to download the template to your computer FIRST, and then type your information into the fields. You can save the completed file to your computer for submission.

Please include the following:
- A method to hook student interest and begin the conversation related to media literacy (Consider using novelty, humor, and media of course!)
- Student learning goals for the unit
3. Write five lessons based on two or more of the five components outlined above using this lesson planning template. (See the directions above for use of the template.) Include enough detail so a colleague could teach each lesson in your place.
4. Develop an end of unit assessment for your students. You can choose any format as long as you are able to determine whether students met the learning goals you outlined in step 2.

For this option, submit everything you’ve developed for steps 1-4 with your Module 3 work.

Option 2: Embed the Skills
As you’ve learned in the course, there is more than one right way to teach media literacy. Embedding media literacy education into existing content can be as effective as teaching the concepts independently. For this option, complete the following:

1. Identify a full unit in which you could embed media literacy skills.

All coursework is to be completed in the Learners Edge online environment.
2. Assess the unit, daily lesson plans, materials, etc. for the prospect of increasing opportunities for all students to access, analyze, evaluate, create, and act through media literacy learning.
3. Revise five of your unit lesson plans to embed two or more of the components listed in #2. If your existing lesson plans do not allow for the addition of media literacy skills, please create new plans for a total of five lessons. (Example: As a science teacher, you may be leading your class through a research project on wolves. In one of your lessons, you could teach students to evaluate the strength of an online resource as part of their research.)
4. Develop an end of unit (summative) assessment for your students. You can choose any format you like as long as you are able to determine whether students met the learning goals you outlined in your lesson plans.
5. Write one paragraph or more explaining how the new unit improved upon the existing unit.

Submit the five new lesson plans, the end of unit assessment, and the paragraph with your Module 3 coursework.

Option 3: Share Your Knowledge
You have learned so much, but we want to solidify your learning even more. You can do this by teaching others about the topic.

For this option, develop a one-hour (minimum) professional learning opportunity for colleagues on the topic of media literacy. You may choose to outline your plan in two pages or more OR develop a presentation. Regardless of how you prepare your professional learning activity, please provide as much detail as necessary so that a colleague could facilitate the activity in your absence. Be sure to include:

- Audience learning goals,
- An explanation of media literacy and other terms you deem necessary,
- The benefits of media literacy education,
- The five components of media literacy: Access, Analyze, Evaluate, Create, and Act,
- At least three applicable ideas for participants to try with students, and
- An opportunity for colleagues to interact with or collaborate with each other during the session.

Submit your professional learning activity with your Module 3 work.

2. Reflection Requirement
In two or more double-spaced pages, synthesize your learning from the course by summarizing what you will do differently in your professional role moving forward, as a result of your learning. To meet “A” criteria as outlined in the course rubric, your reflection should include:

- An evaluation of your learning goals from your Statement of Intention and Awareness in Module 1 (In other words, how have you grown?)
- Three or more detailed connections to specific course applications, information from readings and other activities completed
- Two or more specific ideas for changes to your professional practice or ideas for positively influencing others (students, parents, colleagues, administrators, community members, etc.). Please include action steps and timelines for moving forward.
- One future learning goal you have related to your course’s content.

All coursework is to be completed in the Learners Edge online environment.