



**JUNE 26-28**

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NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION  
**NAMLE**  
CONFERENCE 2019



*Photo courtesy of American University*

# SAVE — THE — DATE



Hosted by:

## NAMLE

NATIONAL ASSOCIATION FOR  
MEDIA LITERACY EDUCATION

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5th Annual U.S.  
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October 21-25, 2019

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## WELCOME FROM THE CONFERENCE CHAIR



This year's theme is **"A Path Forward: Elevating Conversation, Unifying Voices."**

The conference, held in the capital of the United States, Washington D.C., is an opportunity to bridge voices, platforms, and possibilities for how to move the conversation forward within the work of media literacy education.

As the theme suggests, placing this event in the heart of our democracy raises the point that we are in the middle of one of the most turbulent times in history involving globalization, world politics, and the media. Standing in the center is the work of media literacy educators who are the conduits to these conversations with each news event. It is with this idea in mind that the conference was created to extend that thinking. Through the involvement of various communities and places such as the Newseum, American University, New America and many more, we hope to foster a dialogue that engages all aspects of the media literacy community.

Bringing together global and national partners as well as representatives from all over the world helps to build these relationships thus unifying our message to the wider world and community. This conference, at this moment, is an endeavor that encompasses all people from various backgrounds and divergent thinking. Further, centralizing the mission of engaging our youth, our populous, and our world to a better place in our democracy with our hope of aspiring to a media literate world.

All my best,

**Belinha De Abreu, PhD**  
Conference Chair

## THANK YOU FROM NAMLE'S EXECUTIVE DIRECTOR



Anyone who has ever organized a conference knows that it is a roller coaster ride. It starts with a vision and ends with picking linen colors. Conference planning takes patience, time, energy and a lot of people willing to do whatever it takes. This conference is an effort of a team who has worked endless hours organizing sessions, writing email blasts, updating the website, ordering food, debating room set up, creating this program book, and doing every task under the sun to produce this ambitious and innovative three day event. I am incredibly grateful to each and every person who has helped. Your commitment to media literacy education and moving the field forward was evident in every phone call, zoom conference, text message and email. Thank you so much. To all our attendees, I hope you enjoy the program we have put together. I hope you leave this conference with new ideas, new friends, and a renewed passion for the work of media literacy education.

Enjoy!  
**Michelle Ciulla Lipkin**  
Executive Director



# ACKNOWLEDGEMENTS

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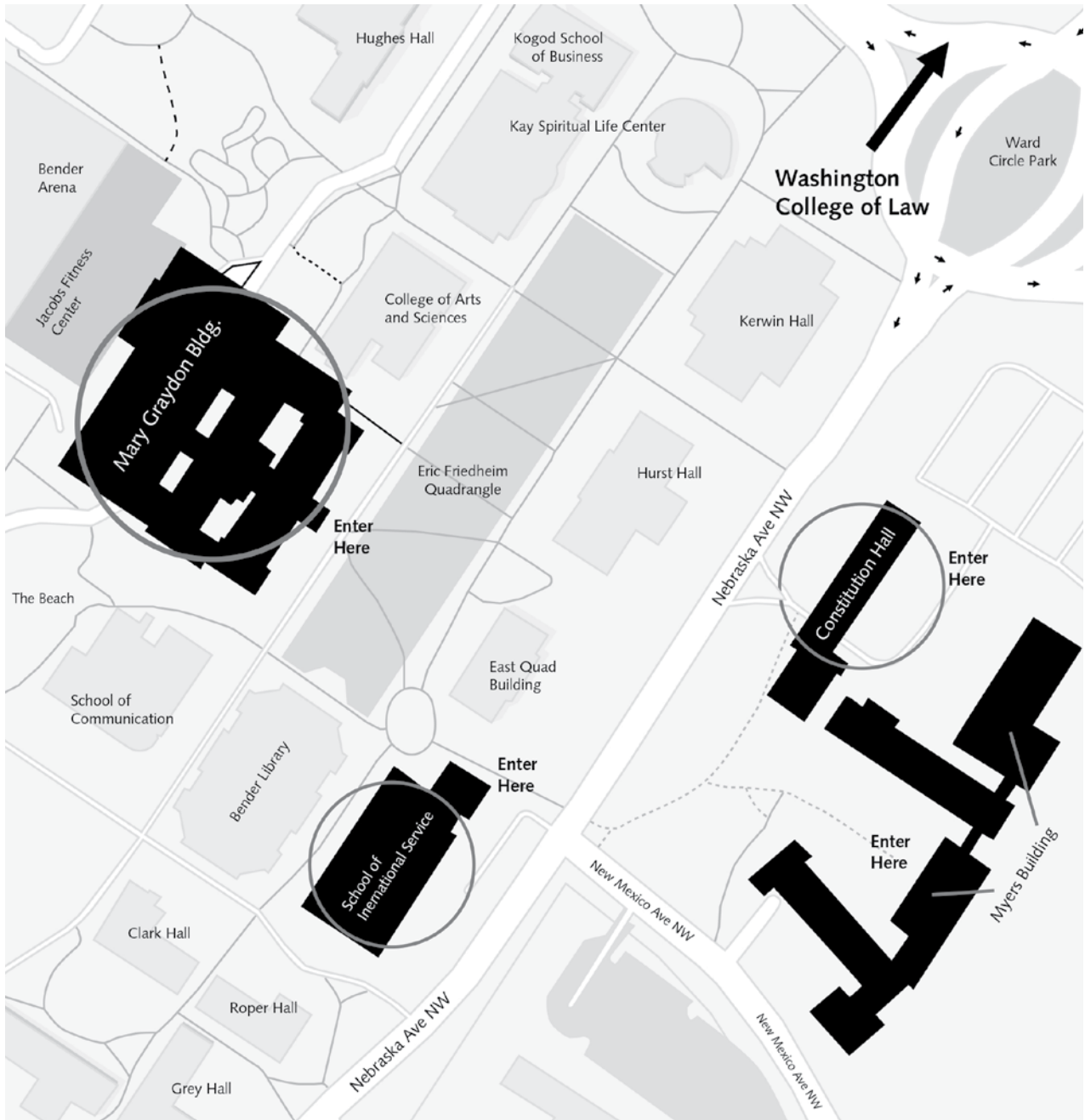
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# MAP & LOCATION INFORMATION AMERICAN UNIVERSITY



**Constitution Hall**  
Research Symposium  
Exhibit Space  
Classroom Demos  
Seminars  
Town Halls

**Don Myers Building**  
LumieLabs  
Idea Fair  
Town Hall

**School of International Service**  
Youth Media Pre-Conference  
Awards Ceremony

**Mary Graydon Building**  
Cafeteria

**Washington College of Law**  
Breakfast  
Opening Plenary

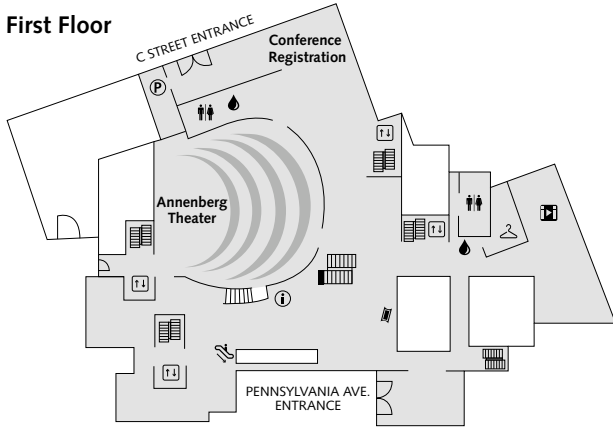




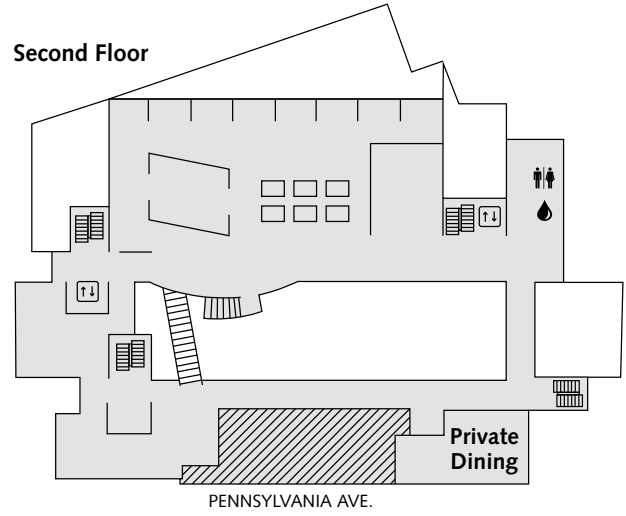
# MAP & LOCATION INFORMATION

## NEWSEUM

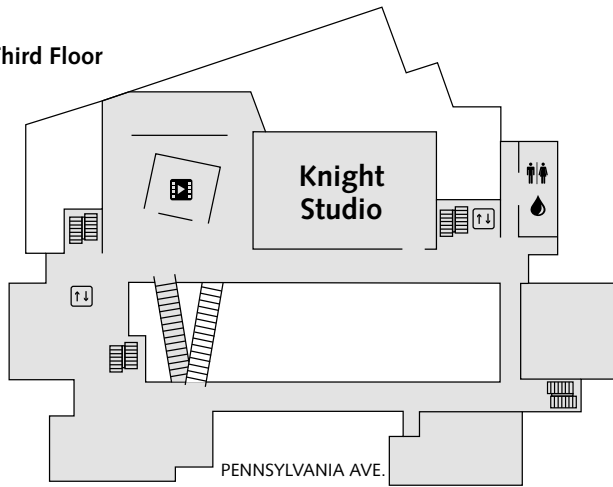
First Floor



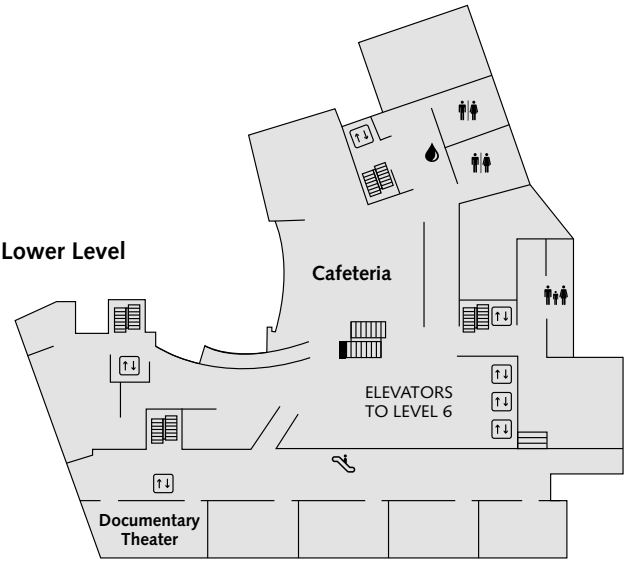
Second Floor



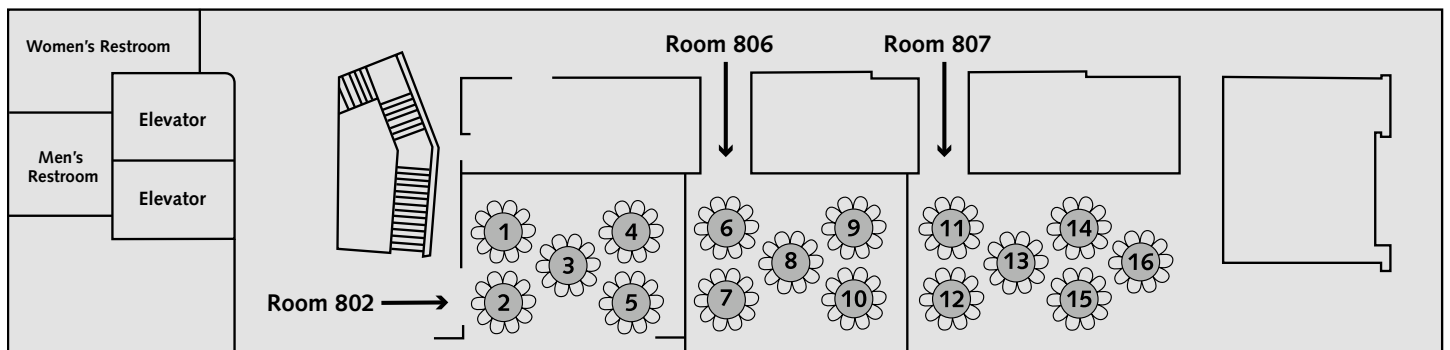
Third Floor



Lower Level



Eighth Floor





# WEDNESDAY JUNE 26

## Pre-Conference Opportunities

8:00AM - 4:00PM

### MEDIA LITERACY RESEARCH SYMPOSIUM AMERICAN UNIVERSITY CONSTITUTION HALL

Come hear about the latest research in Media Literacy Education from over 50 presenters. Each researcher will be seated at a round table and will have the opportunity to present their research every 10 minutes, four consecutive times. Audience members will be seated at each table, moving to a new research presentation every 10 minutes. Following the 45 minutes of roundtable presentations, all audience members will participate in a 15-minute Q&A session with the presenter of their choice.

8:00AM - 3:30PM

### MEDIA LITERACY STARTS YOUNG: STRATEGIES FOR MEDIA MENTORSHIP IN THE EARLY YEARS AND EARLY GRADES NEW AMERICA

There is no longer any doubt that today's students need to develop stronger skills in media and digital literacy. Now researchers and educators are developing ways to ensure that opportunities for learning and exploration are available in children's formative years to help provide a foundation for these new literacies. What does science and educator experience tell us about how to best activate children's skills and capacities for creating and thinking critically with new technologies? Are today's systems advancing equity in this space—or worsening gaps? How do we build an ecosystem of learning through media of all kinds—and how can media mentors and the burgeoning movement of media mentorship help? These are the questions we'll be exploring in this workshop, as we bring together early childhood educators (including teachers and caregivers across the birth-to-3rd-grade age spectrum), librarians, museum educators, leaders of after-school programs, faith-based leaders, researchers, and digital and media literacy experts. Come to learn new strategies for working with young children, build new networks across sectors, and be inspired! This workshop will build on a 2017 symposium at the Technology in Early Childhood Center at Erikson Institute in Chicago.

10:00AM - 4:00PM

### MEDIA LITERACY IN PRACTICE: A PROFESSIONAL DEVELOPMENT OPPORTUNITY FOR MIDDLE & HIGH SCHOOL TEACHERS NEWSEUM

10:00AM - 1:00PM

### Real Media Literacy for a Fake News World Conducting By NewseumEd:

Using the phenomenon of fake news, attendees will explore the complexities of how information is created, spread and consumed, and be given tools to help students spot problem stories. Throughout this workshop, primary sources and case studies will be used to bring these issues to life while participants will explore strategies on how to help students use technology to discern misinformation.

2:00PM - 4:00PM

**PBS Media Literacy Educator Certification Training Conducted by PBS Education:** A PBS Media Literacy Educator can read (access, analyze, evaluate), write (create), and share (act) media effectively to support their own learning, as well as design and implement instruction and assess student learning in ways that support learners developing these same skills. The competencies associated with achieving Certification are built into a series of eight micro-credentials hosted on Digital Promise's Micro-Credential Platform. Each of the eight PBS/KQED micro-credentials address key competencies associated with reading, writing, sharing and teaching with media. Earning the full set of eight micro-credentials requires that the earner both possesses the competencies themselves and demonstrates their ability to effectively support their students in achieving them, too.

1:00PM - 5:00PM

### NAMLE YOUTH MEDIA MAKING WORKSHOP\* AMERICAN UNIVERSITY SCHOOL OF INTERNATIONAL SERVICE, FOUNDERS ROOM

Join us for a youth media making workshop to explore civic engagement and hone your media literacy skills. The workshop will revolve around the questions: what does it mean to be an active participant in democracy and why is it important? Using Britannica's new digital storytelling platform, LumieLabs, students will have a chance to participate in a workshop led by 22X20 a national initiative that aims to activate and facilitate increased and more diverse youth voice in the democratic process through media making in the lead up to the 2020 election. The workshop will include hands-on experience with LumieLabs and culminate in group projects to be shared on social media channels and websites of participating partners.

*\*This event is sponsored by Britannica.*

## WIFI INFORMATION

### NEWSEUM

Newseum Guest\*

### AMERICAN UNIVERSITY

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# WEDNESDAY JUNE 26

## Research Symposium

8:00AM - 8:30AM

### REGISTRATION

8:30AM - 8:45AM

### WELCOME

TONY STREIT, NAMLE PRESIDENT  
BELINHA DE ABREU, CONFERENCE CHAIR

### CHALLENGES OF MEDIA LITERACY EDUCATION

YONTY FRIESEM, PROGRAM CO-CHAIR

8:45AM - 9:45AM

### CHALLENGING MEDIA LITERACY EDUCATION

MODERATOR: BENJAMIN THEVENIN

### INTERNATIONAL ASPECTS OF MEDIA LITERACY EDUCATION

PRESENTER: LESLEY FARMER

Media literacy is a global issue, but media literacy education and even definitions vary by region. Learn about different concepts of media literacy, media literacy principles and learning outcomes, research-based barriers and factors for media literacy education success, and exemplary media literacy education practices. Resources will be shared.

### MAKING MEDIA LITERACY EVERYBODY'S BUSINESS: AUSTRALIAN COLLABORATION IN RESPONSE MISINFORMATION

PRESENTER: JOCELYN NETTLEFOLD

In 2018 Australia's public broadcaster developed evidence-based media literacy guidance in partnership with the University of Tasmania, in addition to content for all ages, including a two-day national conference connecting media, civil society organizations, academia, educators and high school students as part of the ABC's inaugural Media Literacy Week.

### ENGLISH & MEDIA LITERACY: A CHALLENGING PATH FORWARD

PRESENTER: LYDIA BRAUER

What is the path forward for media literacy in K-12 schools? As a discipline, English already includes the study and production of texts, and might seem a natural home for media literacy. However, English in the United States has been slow to incorporate the study of screens, or to include broader questions regarding text production and reception. This ethnographic study of 24 middle and secondary English teachers draws from interviews, observations, and course assessments to explore the ways in which contemporary English teachers construct English texts, and to understand the curricular contexts in which teachers approach the integration of media into English curriculum.

### RECOVERING THE HISTORY OF MEDIA LITERACY AS REFORM: POSSIBLE UNIFIER OR CAUTIONARY TALE

PRESENTER: MICHAEL ROBBGRIECO

From the years of emerging U.S. media literacy practices in the late 1970s through the formative stages of the field in the 1990s, thought leaders positioned media literacy as reform. This historical research recovers how prominent discourses from diverse voices of media scholars, activists, and teachers convened to problematize media and propose solutions in the pages of NAMLE founder Elizabeth Thoman's Media & Values magazine (1977-1993). By reflecting on past discourses, I aim to engage you in thinking about how we problematize media today, how we position media literacy as a solution to various issues, and to what effects.

### REDESIGNING MEDIA LITERACY WORKSHOPS TO ACTIVATE DIALOGUES

PRESENTER: KYOKO TAKAHASHI

This presentation focuses on the idea of activating dialogues between people with various opinions through redesigned Media Literacy Workshops. The traditional form of media literacy has been effective for decoding media messages in pop cultures and advertisement. However, in the age of post-truth in which mass media no longer functions as a gatekeeper and the audience needs to verify the authenticity of information, new literacies are required especially to understand and analyze today's news and other information. I propose new Media Literacy Workshops that combine the existing media literacy with elements from news literacy and fact-checking methods.

### THE COMM+MEDIA RESEARCH COLLABORATORY: BRIDGING THE SCHOLAR-PRACTITIONER DIVIDE

PRESENTER: VANESSA GREENWOOD

Responding to higher education research opportunities in media literacy at this historical moment requires a collective mindset of scholarly experimentation, pedagogical innovation, and interdisciplinary collaboration. This meta-research session provides key findings of year one of the COMM+MEDIA Research Collaboratory (C+MRC) at Montclair State University.

### MEDIA LITERACY PEDAGOGICAL PRACTICES WITH CHILDREN: ENGAGEMENT, LEARNING AND HOME-SCHOOL COMMUNITY KNOWLEDGE EXCHANGE

PRESENTERS: VITOR TOMÉ & MARIA JOSÉ BRITES

This presentation focuses on parental mediation of children's digital literacy practices in homes, children's media engagement and literacy learning in homes, and home-school knowledge exchange of children's digital literacy practices. We rely on a Portuguese participatory action research project (2015-2018) that aimed to empower children (aged 3 to 9) in three related contexts (family, school and community), in order to allow them become active and effective citizens in the digital era, following a methodological model organized by Sefton-Green, Marsh, Erstad, & Flewitt (2016).ning and Home-School Community Knowledge Exchange.



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# WEDNESDAY JUNE 26

## Research Symposium

10:00AM - 11:00AM

### MEASURING MEDIA LITERACY EDUCATION

MODERATOR: ALICIA HAYWOOD

### CRITIQUING ADVERTISEMENTS WITH TEENS AND THEIR FAMILIES: MEDIA LITERACY INTERVENTION IN JAMAICA

PRESENTER: RACHEL POWELL

In Jamaica, there has been a nutrition transition to a more Western diet, which consists of food choices that are higher in fat, sugar, and sodium. Unfortunately, media literacy efforts in Jamaica are limited. We developed the J(amaican and) U(nited) S(tates) Media? Programme (JUS Media? Programme), a culturally-sensitive intervention teaching media literacy principles about food advertising and training participants to “subvertise” (i.e., create spoof ads). Participants discussed the subvertising process during 18 focus groups of approximately 2-4 mother-adolescent dyads each. Findings demonstrated evidence of some increased media literacy and acknowledgement of the negative effects of some advertised foods and beverages.

### MEDIA LITERACY WORKS! ASSESSING CRITICAL INQUIRY IN MEDIA LITERACY EDUCATION

PRESENTERS: THERESA REDMOND & EVELIEN SCHILDER

Measuring the effectiveness of media literacy is still a major challenge in the field. To address this issue, we studied changes in questioning habits for students enrolled in media literacy courses by evaluating the questions they generated after viewing a commercial. We examined questions by media literacy concept and level of complexity before and after participation in a media literacy class. Findings revealed that students’ inquiries became significantly more complex and involved more attention to important key concepts of media literacy. Our study illustrates an innovative approach to media literacy assessment and shows that media literacy develops critical inquiry abilities.

### ICT IN EDUCATION AND MEDIA LITERACY TREADING TOGETHER: MEDIA LITERACY IN SECONDARY STUDENTS

PRESENTER: RICARDO CASTELLINI DA SILVA

This research project departed from the assumption that ICT in education, which is a field well established in schools in Ireland, can be used in order to develop media literacy practices with students, especially during the Transition Year. A Media Literacy program using only iPads and Internet connection was developed for this project, and it was applied to 75 Transition Year students in three different schools in Dublin. This presentation will discuss the main findings of the research project, especially the ones related to the opportunities offered by the new digital technologies to foster media literacy in students.

### VISUAL LANGUAGE INTERMODAL RELATIONS DATA ANALYSIS

PRESENTER: OLGA GOULD

Oftentimes, people are able to correctly make meaning of visually observed events. After my 2014, 2016, and 2017 qualitative case studies found that all my research participants strongly relied on visuals for meaning making in the process of reading a multimodal text, I conducted intermodal relations data analysis of that multimodal

text aiming to understand in what ways modes, including but not limited to postural behavior, head position, gaze, and color, might assist student with comprehension.

### EXTRAORDINARY PAIRS: REPRESENTATION OF TWINS IN CHILDREN’S ANIMATED TELEVISUAL MEDIA

PRESENTER: ABIGAIL BEECH

Twins have been present in narratives throughout history and currently appear in many children’s animated televisual shows. Given how often children are exposed to this media, it is important to examine the representations of twins that are shown and to consider the implications thereof for twin and non-twin audiences. Using a sample of shows from 2014 to 2016, this presentation will describe several examples of twin characters and discuss the patterns of representation that emerge, including extreme similarity and symbolic duality of gender. The implications for twins and for all children’s identity development will then be considered.

### ALIENS AS ‘OTHERS’: HOW THE FILM “ARRIVAL” DEMONSTRATES RACIAL ‘OTHERNESS’

PRESENTER: ALEXIS ROMERO WALKER

This article looks at the film Arrival (2016) through textual analysis to analyze how the film uses aliens to represent the racial “other.” The analysis looks at the film through film techniques such as the male gaze and the oppositional gaze, while also discussing rhetoric and how often the barrier of language is what defines “otherness.” I argue that Arrival uses the main character Louise as a literal translator between the aliens and the US military to showcase that instead of immediately disregarding the racial “other” that we should try to understand them, and through empathy we recognized that they are not much different than us.

### CRIMINAL MINDS & LOONEY TOONS: PORTRAYALS OF MENTAL ILLNESS & THERAPY ON TELEVISION

PRESENTER: CYNDY SCHEIBE

This content analysis of portrayals of mental illness and therapy sampled 689 television shows reflecting 14 different program types (2011-2016). More than 60% of the programs contained one or more mental illness incidents or language, including negative euphemisms for mental illness (e.g., “crazy,” “nut-job,” “whacko,” “totes cray”). Results showed that television underrepresented children, teens, older adults, and people of color with mental illness, especially in portrayals of addiction. In the 1,450 incidents portraying mental illness, less than 20% included any reference to treatment and only 47 incidents involved therapists or therapy, usually shown in a negative or stereotypical fashion.

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# WEDNESDAY JUNE 26

## Research Symposium

11:00AM - 11:10AM

### MEDIA LITERACY RESEARCHER AWARD PRESENTATION

RECIPIENT: JULIE FRECHETTE  
PRESENTED BY: NATASHA CASEY

11:15AM - 12:15PM

### ENGAGING THE COMMUNITY WITH CIVIC MEDIA, SOCIAL JUSTICE, AND SUSTAINABILITY

MODERATOR: NATASHA CASEY

### ECOMEDIA LITERACY: GREEN DESIGN FOR MEDIA LITERACY EDUCATION

PRESENTER: ANTONIO LOPEZ

In response to the need to develop “green” resources and methods for media literacy educators, ecomedia literacy is an approach designed to integrate media literacy with sustainability education. Drawing from research on North American media literacy practices, ecomedia literacy reconceptualizes how we teach media. It is based on “ecomedia,” which is an emerging framework in media studies that recognizes the material reality of media production and its impact on the environment. Ecomedia literacy incorporates four main perspectives by addressing media objects (texts or gadgets) in terms of culture, political economy, materiality, and worldview. This presentation will demonstrate the main analytical heuristic, the ecomedia/sphere, as a novel approach to media literacy education.

### REFUGEES CREATING DOCUMENTARIES IN GREECE USING VISUAL ETHNOGRAPHY

PRESENTER: EVANNA RATNER

In May 2018 we gathered about 20 Israeli and Arab researchers from universities and colleges from Israel, in Volos Greece, to an international conference on “Curriculum Development on Refugee Life” in which we created joint videos. The purpose of the study is to examine how creating films with refugees according to their life stories creates a personal narrative and a structure of social identity. By applying visual ethnography to analyze the videos, the Israeli and Arab researchers from Israel and the refugee students created a dialogue. The dialogue included discussions about different themes of refugees and migrants lives. In order to conduct the analysis of these short digital stories, it is important to know what biases exists.

### TEACHING ABOUT GENOCIDE THROUGH A MEDIA LITERACY FRAME

PRESENTERS: JAD MELKI & STEPHEN REESE

Our research reflects upon the teaching about genocide through a media literacy frame to an international body of students. The pedagogical method we have used and developed for 12 years is part of a media literacy study abroad program that attracts students from many countries. Challenges and advantages to the pedagogical approach were examined through a survey of all participants of the past years. We hope the findings can be applied to similarly difficult topics that require cultural and historical sensitivity in order to help prepare a future generation of media literate global citizens.

### CIVIC ENGAGEMENT AND DIGITAL MEDIA LITERACY: THE ROLE OF ‘KEYBOARD WARRIORS’

PRESENTER: MOHAMMED MIZANUR RASHID

Recognizing the proceedings of social activism and its modes of engagement to determine the necessity of media literacy among media activists today is imperative. Through case studies, this paper will analyze the proliferation of these engagements through social media platforms and what level of media literacy is required to participate in them. The paper also deconstructs the traditional concept of ‘key-board warriors’ and represents it as an intervention to conventional notions of media literacy. The paper instantiates that, promoting social justice, these ‘key-board warriors’ become the forerunners of infrastructural media literacy in regions where media literacy is yet to be established as either approach or method.

### PUSHING BACK AGAINST HATE IN ONLINE COMMUNITIES

PRESENTER: KARA BRISSON-BOIVIN

This presentation draws on a study of the attitudes and experiences of young Canadians with hate speech online, as well as determining the motivations and external factors that influence their decisions regarding whether or not to speak out. MediaSmarts’ past research has shown that while teens generally agree that it is important to speak out against hate content, older ones are less likely than younger to feel they have a right to do so. This session will provide key insights into ways that platforms, educators and policymakers can empower youth to speak out against hate and prejudice online.

### MAKING FOIA WORK: AN INTERVENTION FOCUSED ON CIVIC EFFICACY & ENGAGEMENT THROUGH FREEDOM OF INFORMATION ACT REQUESTS

PRESENTER: PAUL MIHAILIDIS

In Fall 2018 journalism and civic media students at Emerson College in Boston, MA, participated in a media literacy intervention that explores how Freedom of Information Act requests (FOIAs) can shift the ways in which journalists engage with local communities to source information, identify problems, and create relevant and accessible stories. This study explores the impacts of an applied media literacy pedagogy on how young people perceive their self-efficacy as emerging media makers and storytellers. This study employed critical ethnography. Initial findings show that students perceived a sense of civic efficacy through working with local media and community members around issues that were tangible and locally situated. Implications show a need to ground such local applications in media literacy interventions to make them more civically-focused.

### THE PEDAGOGY OF DIGITAL MEDIA ACTIVISM: AT THE CROSSROADS OF CIVICS EDUCATION AND MEDIA LITERACY

PRESENTER: CAROLINE FITZPATRICK

Educators/students must teach/learn the tenants of advocacy and activism to sustain a civil and just society. Using revolutionary critical pedagogy and communication activism pedagogy as a foundation, the author asserts U.S. educational institutions were established, as part of their mission, to better communities and promote democracy. By implementing digital advocacy and cyber-dissidence education, students/faculty can collaborate to intervene or reconstruct unjust discourses in more just ways. Campus culture examples include the online coordination of protest rallies, solidarity expressions via Facebook profiles, collective outcries via online petitions, etc. Opportunities and challenges of teaching civic responsibilities alongside media literacy will be discussed.

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# WEDNESDAY JUNE 26

## Research Symposium

1:15PM - 2:15PM

### BRIDGING NEWS, INFORMATION, AND MEDIA LITERACY

MODERATOR: PAMELA MORRIS

#### MEASURING FAKE NEWS ACUMEN USING A NEWS MEDIA LITERACY INSTRUMENT

PRESENTER: TYLER NAGEL

News media literacy education is gaining increased attention in the age of fake news and post-truth America. However, as with any pedagogical goal, it is important to be able to evaluate the success of the delivery. In a survey built on existing news literacy frameworks (Maksl, Ashley, & Craft, 2015), 1476 students at a large Canadian polytechnic answered questions about their own news literacy, fake news acumen, and news consumption habits. Analysis of the data suggests that conscientious fake-news attitudes and behaviors are correlated with an existing news media literacy scale, providing a method of evaluating the success of fake news education efforts.

#### WINNING THE WAR ON STATE-SPONSORED PROPAGANDA: STUDY OF A UKRAINIAN NEWS MEDIA AND INFORMATION LITERACY PROGRAM

PRESENTERS: ERIN MURROCK & JOY AMULA

A media literacy training program trained over 15,000 Ukrainian adults to critically analyze news media messages and identify misinformation. Over a year after the program, we conducted a quasi-experimental impact evaluation of news literacy skills, knowledge, and behavior using a stratified random sample of 412 participants and non-participants. An online news literacy assessment was administered to both groups to assess media analysis skill, knowledge of the news media environment, and Media Locus of Control assessment. Participants had statistically significant higher levels of news analysis skills and knowledge of the news media environment, controlling for geographic region, education level, age, and gender.

#### HOW DO HIGH SCHOOL STUDENTS LEARN ABOUT THE FIRST AMENDMENT?

PRESENTER: AMY SINDIK

This research examines what sources high school students learn about the First Amendment from, and if the sources of First Amendment knowledge have varying degrees of value and credibility. While student support for the First Amendment is at an all time high, little research has studied how students learn about the First Amendment, and if the sources impact support for the First Amendment at different rates. Learning more about how high school students learn about the First Amendment can then allow researchers and educators to consider ways to enhance and tailor First Amendment knowledge in this age group.

#### NO SILOS: COMBINING MEDIA & INFORMATION LITERACY IN THE COLLEGE CLASSROOM

PRESENTERS: NATASHA CASEY & SPENCER BRAYTON

The fields of media literacy and information literacy have different histories and have developed through different traditions. The proposed research examines the separate traditions of media literacy and information literacy in the U.S., delineating the striking commonalities between the two fields (while also recognizing important pedagogical and philosophical differences within and between both), and providing a rationale for why the two should be taught together. We will offer one approach for teaching media and information literacy in a liberal arts college classroom, include a discussion of the authors' faculty-librarian collaboration, an overview of the course, and student responses to it. We will conclude with explanations for the dearth of similar models and the reasons for the lack of alliances between the two fields of study in general.

#### NEWS & VIEWS: A STUDY OF USERS' OPINIONS OF BIASED NEWS

PRESENTER: SCOTT CLARKE

Discussion of a faculty/student research study into the effects of cable news on viewers' opinions toward gun violence and mass shootings. The project used surveys and focus group discussions to probe viewer responses to news clips selected from FOX News and MSNBC.

#### EFFECTIVE PASSWORD HYGIENE E-PROGRAM FOR YOUTHS

PRESENTERS: JIOW HEE JHEE & SHEM WEIXIONG YAO

Studies have found that adolescents often possess lax password-related habits that put their personal security at risk. Yet, there is a shortage of password hygiene program that specifically target youths, especially in Asia. In efforts to equip young citizens with the necessary knowledge and competencies to guard against hacking and password-related threats, we developed a contextualized password hygiene training program that integrates the five components of Roger's Protection Motivation Theory into the development of the e-module materials. In this session, we will present the password hygiene e-program's development and its effectiveness in improving actual password handling behaviors of local youths.

#### IS HOAX NEWS AND VERACITY INTERMINGLED? PERILOUS EFFECT OF SOCIAL MEDIA FAKE NEWS ON INDIAN SOCIETIES

PRESENTERS: DURGESH TRIPATHI & PRIYANKA SACHDEVA

Great minds discuss ideas; average minds discuss events and small minds discuss people. In the present scenario the media fits in this context. You read a newspaper or a magazine about people, events, whereas you might learn more watching an event on television and you will learn furthermore about the event or idea discussing with intellectuals. NAMLE acts as a bridge between people and ideas. An event where schemes are discussed, deconstructed and developed. An ultimate breeding ground to elevate propositions into conversations and dialogues into actions. For an idea to be success engagement of people plays a paramount role, more the engagement more the voices and unifying voice gives wings to an idea to transpire.

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★ ★ ★

## WIFI INFORMATION

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# WEDNESDAY JUNE 26

## Research Symposium

2:30PM - 3:30PM

### TEACHING MEDIA LITERACY

MODERATOR: VANESSA GREENWOOD

#### MEDIA LITERACY IN THE SECONDARY CLASSROOM: TEACHERS' PERSPECTIVES

PRESENTERS: JESSICA HARVEY & TRACY MCNELLY

Currently, there is a small, but growing, body of research that explores teachers' perspectives on media literacy education and how teachers integrate media literacy into their classroom instruction. In an effort to contribute to this area of knowledge, we surveyed secondary educators to better understand their sense of efficacy with media literacy education, their practices integrating media literacy in classes, and the challenges they experience integrating media literacy into their curriculum.

#### SMARTPHONES IN THE CLASSROOM: POLICIES AND POTENTIAL PEDAGOGY

PRESENTER: PAMELA MORRIS

In 2018 I conducted a nationwide survey (with many open ended questions) of more than 150 college instructors to answer some questions we have not seen addressed in literature: (1) what are the policies used, and where do they come from? (2) how are they enforced (e.g. rewards and punishments) and (3) For those instructors who embrace phones in the classroom, how are they integrating pedagogy and this technology?

#### LIKED: THE UNMEDIATED TEACHER EDUCATION DISCOURSE ON TWITTER

PRESENTERS: LAUREN AREND & ALEXANDER CUENCA

In this case study, we explore the potential problem with Twitter as a learning space for teacher education by examining the feeds of two pre-service teachers enrolled in an elementary teacher education. The representations of teaching that these teachers shared on social media was often decontextualized, performative, overly simplistic, and aimed at highlighting teacher "success" at any cost. Because pre-service teachers are learning about teaching in this unregulated and often unexamined space of professional preparation, we will outline ways for teacher educators to both examine and directly address social media representations of learning with pre-service teachers.

#### TEACHING TEACHERS CRITICAL MEDIA LITERACY

PRESENTER: JEFF SHARE

The possibilities and limitations are vast for teaching educators in K-12 classrooms to teach their students to use various media, critically question all types of texts, challenge problematic representations, and create alternative messages. Through applying a critical media literacy framework that has evolved from cultural studies and critical pedagogy, students at all grade levels can learn to critically analyze the messages and create their own alternative media. This session shares the voices of teachers engaging in this work and can provide pragmatic insight into the potential and challenges of putting the theory into practice in K-12 public schools.

#### EXPLORING TURKISH TEACHERS' PROFILES AND VIEWS ABOUT TEACHING MEDIA LITERACY

PRESENTER: ALI SOKEN

This study aims to understand media literacy practices of Turkish middle school teachers. The data collected through a survey and semi-structured interviews. Their media literacy definition is limited to access, analyze and evaluate the information, and ignore democratic participation. Only ICT (Information and Computer Technology) teachers emphasized the role of media production. Also, ICT teachers use media in a student-centered way while their non-ICT colleagues utilize a teacher-centered approach. Moreover, teachers want to learn programming and effective social media use in a way where the materials are aligned with the curriculum and have a well-designed sequence.

#### BEYOND THE CLASSROOM: INTERSECTION OF MEDIA LITERACY AND SERVICE LEARNING

PRESENTERS: BOBBIE EISENSTOCK & TESSA JOLLS

How do you teach a life skill like media literacy? One way is for students to apply what they learn beyond the classroom to solve real-life problems with a community partner. In this study conducted over a two-year academic period, university students enrolled in a service-learning course studying media and diversity issues partnered with a national media literacy organization to expand its outreach while increasing students' critical thinking skills to analyze and evaluate messages across media platforms. This research discusses the effectiveness of service learning as a teaching and learning pedagogy for developing media literacy skills and for empowering and inspiring young people to become active and contributing citizens in the digital society.

#### PARTICIPATORY DESIGN

PRESENTERS: YOO KYUNG CHANG, IOANA LITERAT & SHU-YI HSU

The recent changes in the media ecosystem has implications on the civic participation and media literacy of younger generation. As a way to engage youths in deeply thinking about the issues of media ecosystem, participatory design can be used as an instructional approach. In the participatory game design, learners participate as design partners to develop games around certain topic, in this case media ecosystem, as they gain deeper understanding of the content as well as design thinking skills - critical analysis and design based on informed problem analysis. Participants will be invited to join as game design partners.

3:30PM - 4:00PM

#### CLOSING: THE STATE OF THE JOURNAL OF MEDIA LITERACY EDUCATION (JMLE) AND THE FUTURE OF MEDIA LITERACY

MODERATORS: RENEE HOBBS AND ELIZAVETA FRIESEM



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# WEDNESDAY JUNE 26

## Conference Kick-Off Event



PEACETECH LAB

“MEDIA LITERACY AND THE IMPLICATIONS FOR PEACE AROUND THE GLOBE”  
2301 CONSTITUTION AVE, NW • WASHINGTON, D.C.

- 5:30PM TO 6:00PM RECEPTION
- 6:00PM TO 6:15PM WELCOME: TONY STREIT, NAMLE PRESIDENT  
OUTSTANDING VOLUNTEER AWARD PRESENTATION  
RECIPIENT: THERESA REDMOND  
PRESENTED BY: MICHELLE CIULLA LIPKIN
- 6:15PM TO 7:00PM PRESENTATION & DISCUSSION
- 7:00PM TO 7:30PM MINGLE



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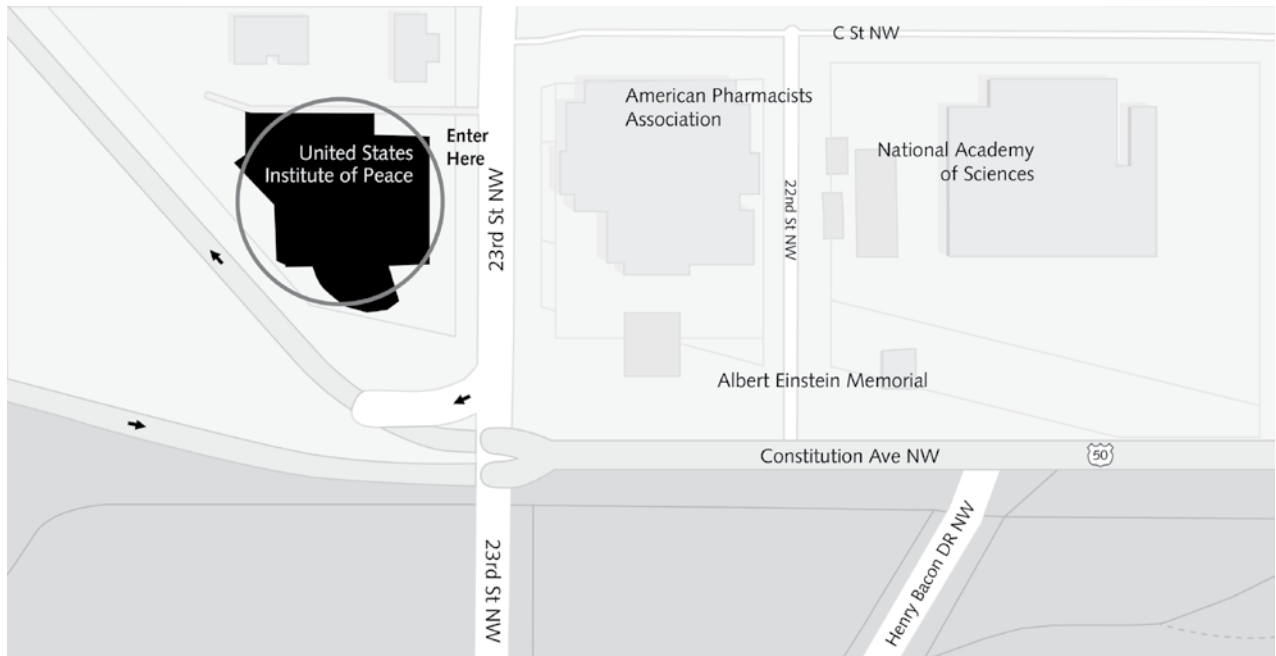
**MICHELLE CIULLA LIPKIN**

Executive Director  
*NAMLE*



**TONY STREIT**

Managing Project Director  
*Education Development Center*



PeaceTech Lab is located at **2301 Constitution Ave NW Washington, DC 20037** within the United States Institute of Peace. Please enter the building off of 23rd street (directly across from the State Department) and let security know you're there for the NAMLE kick-off reception at PeaceTech Lab.



## CONNECT WITH YOUR PRESENTERS ON TWITTER

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 Lauren Arend  
 Annabel Astbury  
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Please visit the Conference website to view the full profile of each presenter.





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Australian Broadcasting Co.  
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*\*Org Partners in bold are also exhibiting.*



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Session 1: June 17 - June 28

Session 2: July 1 - July 12

Session 3: July 15 - July 19

### 2020

Session 1: June 22 - July 3

Session 2: July 6 - July 17

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THE NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION'S  
**Journal of Media Literacy Education**

### About

The Journal of Media Literacy Education is an online, open-access, peer-reviewed interdisciplinary journal that supports the development of research, scholarship and the pedagogy of media literacy education.

### Aims and Scope

JMLE provides a forum for established and emerging scholars, media professionals and educational practitioners in and out of schools. As an extended conceptualization of literacy, media literacy education helps individuals of all ages develop habits of inquiry and skills of expression needed to become critical thinkers, effective communicators and active citizens in a world where mass media, popular culture and digital technologies play an important role for individuals and society.

### Types of Submission Accepted

JMLE accepts both scholarly articles about media literacy education from researchers and voices from the field essays from practitioners.

#### *Research and Scholarship*

Scholars and educators may submit papers, research articles, and theoretical/critical papers for double-blind peer review. *6000-8000 words*

#### *Voices from the Field*

Teachers and practitioners may submit first-person reports of practice, case studies, reflective essays, or translational applications of research. *2000-3000 words*

#### *Essays*

Published occasionally, these are commentaries or other expressive forms of writing that offer insight to readers of the Journal of Media Literacy Education. *750-2500 words*

#### *Book/Media Reviews*

Reviews describe key features of books, films, videos, websites, games or other resources relevant to the readers of the Journal of Media Literacy Education. *750-2500 words*

CO-EDITORS

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**Elizaveta Friesem, *Media Education Lab***

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Online at [www.jmle.org](http://www.jmle.org)  
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# SESSION DESCRIPTIONS



## RESEARCH SYMPOSIUM

Each presenter will be seated at a round table and will have the opportunity to present their research for 10 minutes, four consecutive times. Audience members will initially select a table to sit at and then move to a new research presentation every 10 minutes. Following the 45 minutes of roundtable presentations, all audience members will participate in a 15-minute Q&A session at the table/presenter of their choice.



## SEMINAR

Join us for a four-part series that investigates how individuals and groups across the country are moving the field of media literacy forward through innovative community outreach and collaborative programming.



## IDEA FAIR

These presentations will take place in a large, communal space where attendees will have the ability to walk freely between asynchronous presentations, allowing ample time for interaction with presentators to ask questions or network. This format allows individuals or groups to conduct an interactive demonstration of a practice, research, or tool as often as desired over the course of a two hour period.



## CURRICULUM ROUNDTABLE

The Curriculum Roundtable sessions are designed for sharing curriculum and classroom ideas with other educators, researchers, and practitioners. Each presenter will be seated at a round table and will present their information every 25 minutes to 3-4 groups of audience members. Audience members will move to a new table every 25 minutes. Following the 3-4 roundtable presentations, all audience members will participate in a 20 minute Q&A session with the presenter/table of their choice.



## CLASSROOM DEMO

The classroom demo will consist of educators and practitioners turning their presentation space into a classroom! The audience will become the "class" and the presenter will provide a demonstration of a full 45 minute media literacy lesson followed by 15 minutes of Q&A.



## INTERNATIONAL ROUNDTABLE

The International Roundtable session is designed for sharing curriculum, resources, lessons, or other ideas with educators, researchers, and practitioners. Each presenter will be seated at a round table and will present their information every 25 minutes to 3-4 groups of audience members. Audience members will move to a new table every 25 minutes. Following the 3-4 roundtable presentations, all audience members will participate in a 20 minute Q&A session with the presenter/table of their choice.



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# THURSDAY JUNE 27

## Conference-at-a-Glance: American University

8:00AM TO 4:00PM	REGISTRATION					
8:00AM TO 8:30AM	CONTINENTAL BREAKFAST					
8:30AM TO 10:00AM	<b>MORNING SESSION:</b> Welcome: Executive Director & Conference Chair What We Don't Talk About: A Conversation About Race, Politics, Religion, Sexuality					
10:30AM TO 11:30AM	EXHIBITS OPEN	<b>CLASSROOM DEMO:</b> "On the Air: Elementary Student Adventures in Podcasting and Radio Broadcasting"	<b>CLASSROOM DEMO:</b> "Editorial Decision-Making and Student Empowerment"	<b>SEMINAR:</b> "Personalized Learning as a Path Forward in Media Literacy"	<b>IDEA FAIR:</b> JOURNALISM AND CIVIC EDUCATION	<b>LUMIE LABS</b>
11:45AM TO 12:45PM		<b>CLASSROOM DEMO:</b> "Mind Over Media: Analyzing Contemporary Propaganda"	<b>CLASSROOM DEMO:</b> "Visualizing Media Literacy"	<b>CLASSROOM DEMO:</b> "Come as You Are: Making Youth Media That Matters in Safe Spaces"		
12:45PM TO 1:45PM	LUNCH BREAK IN CAFETERIA - MARY GRAYDON BLDG.* (cafeteria voucher included)					
1:45PM TO 2:45PM	EXHIBITS OPEN	<b>CLASSROOM DEMO:</b> "Media Literacy Goes Outside"	<b>CLASSROOM DEMO:</b> "What Does the Internet Know About You?"	<b>SEMINAR:</b> "Curating Community Conversation: Film Education and Media Literacy Lessons from Libraries"	<b>IDEA FAIR:</b> JOURNALISM AND CIVIC EDUCATION	<b>LUMIE LABS</b>
3:00PM TO 4:00PM		<b>CLASSROOM DEMO:</b> "Info-Taking or Knowledge-making? Inviting Students Into Academic Argument with Close & Distant Reading Strategies"	<b>CLASSROOM DEMO:</b> "Let's Retire the Term 'Fake News': Teaching a New Misinformation Vocabulary"	<b>CLASSROOM DEMO:</b> "Constructivist Media Decoding: Radical Pedagogy for Every Classroom"		
4:15PM TO 5:15PM		<b>TOWN HALL:</b> Media Literacy & Social Justice	<b>TOWN HALL:</b> Media Literacy & Civic Engagement	<b>TOWN HALL:</b> Media Literacy & Advocacy	<b>TOWN HALL:</b> Media Literacy & the Tech Industry	
5:30PM TO 7:30PM	<b>EVENING COCKTAIL RECEPTION - SIS FOUNDERS ROOM</b> 2019 Media Literate Media Awards Conversation with Gordon Quinn, Kartemquin Films Moderated by Patricia Aufderheide, Center for Media & Social Impact, American University					

Constitution Hall Reception
  Constitution Hall Breakouts
  Collaboration Lab
  Classroom
  Law School

\*GAPMIL North American sub-chapter for Canada and the U.S. informational meeting held in the cafeteria at American University.





# FRIDAY JUNE 28

## Conference-at-a-Glance: Newseum

8:00AM TO 11:00AM	REGISTRATION					
8:30AM TO 9:00AM	CONTINENTAL BREAKFAST					
9:00AM TO 10:15AM	MORNING SESSION: Plenary: Trust, Journalism and Media Literacy					
10:30AM TO 11:30AM	CLASSROOM DEMO: "Digital Forensics Pathways: How to Hook Students on Fact-Checking"	CURRICULUM ROUNDTABLE: Media Composition	CURRICULUM ROUNDTABLE: Civic Media	CURRICULUM ROUNDTABLE: Children & Media	CLASSROOM DEMO: "Net Neutrality: The Game! Role Playing in the Classroom to Break Down Concepts & Encourage Civil Debate"	SEMINAR: "Feet on the Ground: How to Spread Media Literacy in Your Community"
11:45AM TO 12:45PM	CLASSROOM DEMO: "How Can Students Respond Safely & Justly in the Face of Online Biased & Hateful Language?"				CLASSROOM DEMO: "Remixing Henry Jenkins & Fiskkit: Media and Information Literacy in the Classroom"	STUDENT DEMO: "The Kids Are All Right: How Hartford Teens are Showing the Way to Protect Themselves From Fake News"
12:45PM TO 2:15PM	PBS STUDENT REPORTING LAB SHOWCASE LUNCH (BOX LUNCH INCLUDED) Hari Sreenivasan PBS NewsHour Weekend Anchor and Senior Correspondent					
2:15PM TO 3:15PM	CLASSROOM DEMO: "Teaching about Ideology w/ Critical Media Literacy"	CURRICULUM ROUNDTABLE: News Literacy	CURRICULUM ROUNDTABLE: Teaching with Media Literacy	INTERNATIONAL-ROUNDTABLE: Media Literacy Around the World	CLASSROOM DEMO: "Yellow Journalism vs. Fake News: Media Literacy in the History Classroom"	SEMINAR: "Making Media Literacy Part of the Mission: Working with Local Newsrooms to Improve Community Information Ecosystems"
3:30PM TO 4:30PM	CLASSROOM DEMO: "Diving Past the Headlines: Empowering Students to think Critically of News & Media Literacy"				FILM SCREENING 63 Boycott Kartemquin Films	
4:30PM TO 5:00PM	CLOSING SESSION: INFORMING NAMLE'S STRATEGY FOR 2020 AND BEYOND					

Knight Studio
  8th Floor Conference Center
  Private Dining
  Documentary Theater
  Annenberg Theater





# THURSDAY JUNE 27

## Opening Session - American University College of Law

8:30AM - 8:45AM

**WELCOME - BELINHA DE ABREU, CONFERENCE CHAIR**  
MEDIA LITERACY TEACHER AWARD PRESENTATION – RECIPIENT: MEGAN FROMM

8:45AM - 9:15AM

**STATE OF MEDIA LITERACY IN THE U.S. - MICHELLE CIULLA LIPKIN, NAMLE EXECUTIVE DIRECTOR**  
SPONSOR REMARKS - RHEA VITALIS, BRITANNICA

9:15AM - 10:00AM

**PANEL: WHAT WE DON'T TALK ABOUT: RACE, POLITICS, RELIGION, AND SEXUALITY**

Race. Politics. Religion. Sexuality. We are living in times where the conversation about these important topics becomes contentious before it even begins. We have lost the ability to listen and digest information before reacting to it. The understanding that humans are flawed, complex and biased is not often acknowledged. As a community, we are struggling to engage around difficult topics. Teachers are nervous to talk about controversial topics in the classroom because of push back they get from administration and the community. College campuses, which should be a breeding ground for diverse thinking, have stopped inviting guest lecturers or speakers that the student body might find controversial. Comedians have stopped coming because they may 'offend.' This opening plenary session is a chance to explore the difficult conversations that we are seeing in our world, with the idea of creating a bridge for divergent thinking. Understanding nuance and its method for dialogue is vital. This opening keynote conversation will open the lines of communication while also pushing the proverbial envelope of what people consider to be a truth about themselves or other cultures, and spark a continued exchange in a space and place where the dialogue should exist – our nation's Capital.



**STEPHANIE FLORES-KOULISH**

Associate Professor,  
Curriculum & Instruction  
*Loyola University Maryland*



**STEVE GOODMAN**

Founding Executive Director  
(Emeritus)  
*Educational Video Center*



**ASAD MUHAMMAD**

Vice President, Impact and  
Engagement Strategy  
*American Documentary*



**TRACYE A. MATTHEWS**

Executive Director, Center for  
the Study of Race, Politics and  
Culture  
*University of Chicago*  
**(moderator)**

10:30AM - 3:30PM

**WHAT'S YOUR STORY? INTRO TO VIDEO STORYTELLING WITH LUMIELABS\***  
ALL DAY WORKSHOP FOR YOUTH - AMERICAN UNIVERSITY DON MYERS BUILDING

Visual communication is the language of teenagers. They tell stories online with every picture they post and every video clip they share. This workshop is about taking a step back, reflecting, and challenging students to think about the stories they tell. Using LumieLabs, students will create their own video content exploring the questions: how is my identity shaped by the stories I tell about myself through media? What stories do I want to hear about my generation and what role can I play in constructing those narratives? Stop by to see this hands-on digital storytelling workshop to explore, collaborate, and create.



*\*This workshop is sponsored by Britannica.*





# THURSDAY JUNE 27

## Sessions - American University Constitution Hall

10:30AM - 11:30AM



### ON THE AIR: ELEMENTARY STUDENT ADVENTURES IN PODCASTING AND RADIO BROADCASTING

PRESENTER: DIANA MALISZEWSKI • LOCATION: CONSTITUTION HALL 1

Creating media texts is one of the most authentic ways to understand how conventions and techniques converge to create meanings for different purposes and audiences. What better way to elevate conversations and unify voices than through podcasting and radio broadcasting? In this classroom demonstration, not only will attendees tinker with planning and recording a potential podcast, they will discover some production perspectives via a virtual field trip to a real radio station and some mini-activities to prompt thinking about several key media concepts.



### EDITORIAL DECISION-MAKING & STUDENT EMPOWERMENT

PRESENTERS: MEGAN FROMM & KELLY GLASSCOCK • LOCATION: CONSTITUTION HALL 2

Student journalists make dozens of decisions daily in their pursuit of truth and knowledge. Few of these decisions are as empowering as those made during a convening of the editorial board. This classroom demonstration will position participants in a model editorial board meeting for student journalists and editors. Participants will engage in the same high-level, media-savvy discussions scholastic journalists face in their quest to put a voice behind the most important stories of their time. To get it right, we must ask: What truth is evident? Which stories matter most? How do we know? Where do we go from here, and what is our responsibility?



### PERSONALIZED LEARNING AS A PATH FORWARD FOR MEDIA LITERACY: INTEGRATING WITH K-12 REFORM INITIATIVES

PRESENTERS: MICHAEL ROBBGRIECO & RHYS DAUNIC • LOCATION: CONSTITUTION HALL 3

We theorize that integrating media literacy with emerging school reform initiatives is an effective way to implement media literacy across curricula in K-12 schools. Personalized learning is one such emerging initiative that media literacy pedagogy can be positioned as instrumental in advancing. We share how we won state grant support to help increase student engagement, and voice and choice, across K-12 curricula through professional development of teachers' media literacy and their media literacy pedagogy. We present artifacts from personalized learning plans of teachers and students in K-12 settings, and ask you to help evaluate our progress.

11:45AM - 12:45PM



### MIND OVER MEDIA: ANALYZING CONTEMPORARY PROPAGANDA

PRESENTERS: RENEE HOBBS & BERT PIETERS • LOCATION: CONSTITUTION HALL 1

Today's learners face a near-constant exposure to advertising, the 24-hour news cycle, and an ever-expanding array of information and entertainment media. Misinformation, disinformation, partisanship and conspiracy theories are part of the media environment. The Mind Over Media free online platform, with more than 2,000 examples of propaganda from all across the world, provides opportunities for robust discussion about contemporary propaganda in relation to the power of communication and our responsibilities as both authors and audiences. In this workshop, we demonstrate four lessons that illustrate how propaganda analysis stimulates intellectual curiosity and builds learners' confidence in "talking back" to media.



### VISUALIZING MEDIA LITERACY

PRESENTER: THERESA REDMOND • LOCATION: CONSTITUTION HALL 2

In this session, participants will engage in media literacy inquiry through visual methodologies and practice. With the proliferation of digital tools and devices for communication and creation, people of all ages and backgrounds may find themselves in the role of the 'producer,' authoring texts, images, videos, memes, and other media. Yet, what does production look like as part of media literacy learning? Using analog, digital, and transdigital methods, I have been innovating and investigating creative journaling in my college-level media literacy class. Preliminary findings suggest visualization exercises comprise a student-centered, democratic pedagogy that cultivates inquiry through multimodal expression.



### COME AS YOU ARE: MAKING YOUTH MEDIA THAT MATTERS IN SAFE SPACES

PRESENTERS: ARIEL TAYLOR & LAURA DEUTCH • LOCATION: CONSTITUTION HALL 3

In this session we will discuss the strategies involved with building "safer spaces" to support collaborative youth media production. Safer Spaces help facilitate deeper conversations, enhance student learning, sharpen critical thinking and support community building. PhillyCAM facilitates the creation and cablecast of locally produced television programs that reflect the diverse social, political, ethnic, and artistic communities that can be found in Philadelphia. Through media production, our program helps youth develop their individual voices, gain confidence, learn to work collaboratively, and acquire important technical and life skills they can apply in school and in the workplace.



# THURSDAY JUNE 27

## Idea Fair - American University Don Myers Collaboration Lab

10:30AM - 12:30PM

### HOW NEWS MEDIA LITERATE ARE YOU?

PRESENTERS: ERIN MURROCK & JOY AMULA

This demonstration allows participants to appreciate the challenge of measuring media literacy skill through the experience of taking a five-minute assessment that requires them to analyze a news article using the media literacy skill components identified by Hobbs & Frost (2003) and Weber (2012). The assessment was developed for an impact evaluation of a large news media literacy program in Ukraine. Participants will be asked to review either an objective or disinformation news piece and answer eight questions about it, followed by three self-rating questions on media literacy confidence, skill, and value. Scores will be provided and interpreted after the assessment.

### FREE NEWS LITERACY TOOL: NUTRITION LABELS FOR NEWS

PRESENTERS: MACAELA BENNETT & SARAH BRANDT

NewsGuard's team of journalists have developed a framework for assessing the credibility and transparency of news and information websites. Using nine criteria, NewsGuard rates thousands of sites and writes detailed Nutrition Label reviews to help news consumers learn how to identify these indicators of credibility for themselves. For the program, NewsGuard analysts will demonstrate how librarians and educators can use NewsGuard's free browser extension to spot false news, develop skills for assessing the reliability of news sites, and teach media literacy.

### FLIPPING THE FRAME: TEACHING STUDENTS TO PRODUCE SOLUTIONS-ORIENTED JOURNALISM

PRESENTER: ELIA POWERS

News often focuses on conflict and problems. However, there is a growing effort to encourage journalists to reframe coverage so that it focuses on responses to problems and how those responses work. Solutions-oriented journalism can help elevate public conversations about how to address seemingly intractable societal problems, reduce polarization, and help empower people to be active citizens. This presentation will cover the practice and purpose of solutions journalism, and how high school and college media educators can integrate solutions-oriented projects into their curriculum.

### MISSION: INFORMATION, A MEDIA LITERACY COMMUNITY HUB

PRESENTER: SARAH MORRIS

Mission: Information portal is an evolving space for educators to discover, adapt, and use media literacy education resources. The goal is for this space to grow into a community of practice for educators interested in contributing their skills to push back against misinformation and develop OERs. For this session, I hope to share this resource, explain how it developed, highlight future goals, and invite people to join in the work. In this session I plan to demo various features of the Mission:Information online portal, including open-source lessons plans and avenues for contributors to engage.

### FAKE NEWS ESSENTIALS

PRESENTER: LESLEY FARMER

Fake news is rampant and needs to be analyzed and addressed. However, it is seldom addressed in K-12 education curricula. Librarians are the most likely and knowledgeable instructors, and can collaborate with classroom teachers to embed fake news learning activities. This session exemplifies a "one-shot" lesson and ideas for follow-up activities and resources.

### MAKING MEDIA LITERACY CORE TO THE CURRICULUM

PRESENTER: WENDY RIVENBURGH

In Massachusetts and other states, curriculum frameworks now include media literacy as an essential component of the learning program, not just an add-on. Ensuring students are critical media consumers and producers is part skills, part motivation. Teaching media literacy alongside reading and math makes it a fundamental part of a student's education so that evaluating media becomes not elective but expected, and what you're empowered to do as student. In this classroom demo, we will analyze news clips on climate change using a set of prompts, modeling how to integrate a media literacy lesson into a core subject.

### MEDIA LITERACY & INFORMATION LITERACY: BETTER TOGETHER

PRESENTER: MARY MOEN

School librarians have naturally embraced the role of media literacy educator and understand that that it is more than just understanding fake news. Through interactive thinking activities, participants will discover how school librarians are connecting their teaching and learning with the broad principles of media literacy education, not only in the competencies students need but also in the development of dispositions to be informed media and information literate citizens. Come to this session to be inspired to collaborate with school librarians in a unified voice to support MLE.

### EVALUATE AND REFLECT: UNIFYING CONCEPTS AND LEARNING TECHNIQUES IN INFORMATION AND NEWS LITERACY

PRESENTERS: MICHAEL STOEPPEL & SAMANTHA STANLEY

New literacy education has gained attention as a solution to today's fast-paced and overwhelming information and media environment. In response, educators - in the classroom and in the Library - are seizing the opportunity to advance critical thinking education for participation in digital landscapes. However, these efforts can happen within literacy classification silos, missing the opportunity to share critical concepts that cross traditional disciplines. This presentation will show how information literacy and news media literacy educators worked together to apply common threshold concepts, reflective learning practices, and lateral reading techniques to the evaluation of sources of information commonly found in their respective disciplines.



# THURSDAY JUNE 27

## Idea Fair - American University

### Don Myers Collaboration Lab

#### **GAMIFYING FAKE NEWS**

**PRESENTERS:** YOO KYUNG CHANG, IOANA LITERAT, DANIEL AHN, & CHRISTINA BEST

How can we inform middle school students about the issues of fake news in fun, engaging and authentic way? This question led to the design of Fake News game. Participants are invited to play fake news game developed by game designers, scholars and teachers for the middle school students to learn about fake news. The game is developed to engage middle school students in the systematic process of creation and dissemination of fake news through the fun gameplay and the discussions through and around the game.

#### **THREE SEASONS: THE EVOLUTION OF WOLF TV**

**PRESENTERS:** ANDREA DEGETTE, MADISON CRABILL, RYAN WHITFIELD, & RACHEL SERRE

Cedar Ridge High School: Home of the mighty Red Wolves. Three years ago students discovered (with the guidance of their fearless videography teacher) news was not boring. It was a way to bring their ideas, humor and perspective to light in a weekly show. This show hit the airwaves and was an immediate sensation. The student-producers looked forward to making it, and delivering it to their adoring fans. Until they didn't. It has been an odyssey. This experiment, now in its third year is "for students by students". They will define and examine the trajectory of this wonderful experiment.

#### **CIVIC IDEA: BUILDING THE CAPACITY OF YOUTH TO CRITIQUE AND CREATE MEDIA IN DIGITAL CULTURE**

**PRESENTER:** PAUL MIHALIDIS

Civic IDEA is a media literacy intervention to help build the capacity of youth to be more engaged citizens through the creation and distribution of media. Civic IDEA incorporates accessible and playful technologies and a focus on connecting critical inquiry with active engagement through media creation. Participants will actively create and experiment with media to use data to creatively investigate issues, deliberate around media values through an online civic role-playing game, express alternative narratives to current messages with remix, and advocate for communities and issues that matter through memes and hashtags. All that is required to engage with these tools is a mobile phone or tablet.

#### **MEDIA LITERACY EDUCATION IN THE ERA OF POST-TRUTH**

**PRESENTER:** ELIZAVETA FRIESEM

The era of post-truth is defined as a the stage of postmodernity when ideas about the relativity of facts and about limitations of human cognition (i.e., "everybody is biased") are affecting media, politics, and education. With its emphasis on critical thinking and open-ended questions, media literacy education appears to be well prepared for this crisis of knowledge. But is it really? We might need to redefine critical thinking and acknowledge our hidden assumptions about common sense. In this theoretical presentation I will invite participants to discuss challenges of media literacy in the era of post-truth, and potential strategies of overcoming them.

#### **COLLEGE ELL STUDENTS TACKLE NEWS LITERACY WITH PARTICIPATORY JOURNALISM**

**PRESENTERS:** MICHAEL SPIKES & MICHAL ESKAYO

A course in news literacy isn't usually thought of being mandatory for students that are new to the United States, but an innovative course at the City Colleges of Chicago is highlighting how news literacy can provide crucial skills to ESL students. In this presentation, hear how a combination of News Literacy concepts and a video journalism project make their class one that extends far beyond the traditional skills of news literacy.

#### **OVERCOMING OBSTACLES TO MEDIA LITERACY EDUCATION WITHIN U.S. PRISONS**

**PRESENTER:** DREW EMANUEL BERKOWITZ

This presentation draws on over a dozen successful media literacy education program sessions hosted in maximum and medium-security state correctional facility libraries. United States correctional facilities house nearly a quarter of the world's prison population, many of whom are released after decades-long sentences into a society whose patterns of media engagement are distressingly different from the media landscapes they experienced prior to their periods of incarceration. The goal of this presentation is to share ways in which prison librarians and media literacy activists can work together and plan activities for environments in which digital media access is often institutionally limited.

#### **YOU CAN'T GOOGLE YOUR WAY TO NEWS LITERACY**

**PRESENTER:** BOBBIE EISENSTOCK

Are you teaching about fake news? Everyone else is. From elementary school to higher ed, the post-truth culture has driven schools and universities around the globe to teach some version of news literacy. The question is, what is the best practice? Media literacy educators apply media lit core concepts, while news literacy advocates focus on the journalism culture, and web literacy specialists tell us to read laterally. This presentation features an innovative resource that intersects media literacy, news literacy, and web literacy developed by a media educator, former journalist, and media advocate for a news literacy course at a major university. The bottom line is: Media Literacy + Journalism Culture + Reading Laterally = News Literacy.

#### **GET ENGAGED! STRATEGIES FOR TEACHING DIGITAL MEDIA AND NEWS LITERACY**

**PRESENTERS:** BOBBIE EISENSTOCK & JESSI MCCARTHY

How can we prepare students for living in an increasingly complex and diverse global digital society? Connect the classroom to the community with service learning. When students apply what they learn to real-world situations, they increase their knowledge and critical thinking while advancing an organization's mission. Learn how service-learning students partnered with media literacy organizations to spread digital media and news literacy on their campus, encourage their peers to keep informed and get news literate, and to use their voice for personal and social change. Meet the faculty and community partners who will share interactive student projects that demonstrate media literacy "aha" moments and strategies that got them award-winning recognition on campus.



# THURSDAY JUNE 27

## Sessions - American University Constitution Hall

1:45PM - 2:45PM



### **MEDIA LITERACY GOES OUTSIDE**

**PRESENTERS:** BENJAMIN THEVENIN, ELIAS GOLD, SAM BURTON, & CRISTIN DICKEY • **LOCATION:** CONSTITUTION HALL 1

The recent National Climate Assessment report reiterates the need for immediate actions to prevent a global climate crisis. The movement's reliance on constructivist and cultural studies traditions continue to privilege representation over intervention and the human over the non-human. This lesson models an approach to MLE that attempts to address these questions. Structured as a class activity, the presentation will engage participants by demonstrating innovative pedagogies, introducing new concepts, asking critical questions, and encouraging creative interventions. The presentation draws upon my own experience teaching an undergraduate/graduate course called Space, Place & Media Arts.



### **WHAT DOES THE INTERNET KNOW ABOUT YOU?**

**PRESENTER:** JULIE SMITH • **LOCATION:** CONSTITUTION HALL 2

Our students have grown up online, it's very difficult for them to understand that if they are using websites for free that they are not the customers, but the products being sold. This classroom exercise involves six different websites that the students visit which shows them how they are tracked online. I tried this for the first time with my students and I can't describe how many "a-ha" moments there were! Would love to share this information with other teachers.



### **CURATING COMMUNITY CONVERSATION: FILM EDUCATION AND MEDIA LITERACY LESSONS FROM LIBRARIES**

**PRESENTERS:** LIZ DESLAURIERS, PAM STEAGER, & RENEE HOBBS • **LOCATION:** CONSTITUTION HALL 3

This seminar highlights strategies to curate dynamic community conversations using film and digital resources, with shining examples of practices from libraries across the country. In the Digital Age, academic, public and school libraries are continually transitioning their role as vital community resources. Digital collections comprise 30 percent of circulating materials, and makerspaces, digital literacy, and film screenings are prevalent offerings, but how can they be used effectively to increase learning? As we'll explore, these efforts offer opportunities for community partnerships, media literacy education, and engaging conversations that help citizens learn about each other and the world.

3:00PM - 4:00PM



### **INFO-TAKING OR KNOWLEDGE-MAKING? ACADEMIC ARGUMENT WITH CLOSE AND DISTANT READING STRATEGIES**

**PRESENTER:** TROY HICKS • **LOCATION:** CONSTITUTION HALL 1

It has become increasingly complicated to think about what "counts" as evidence in academic writing. Long gone are the days when writers could simply trust a ".org" or ".edu" site, or be told to simply dismiss Wikipedia as unreliable. Building on the Association of College and Research Libraries "Framework for Information Literacy for Higher Education" and NAMLE's "Core Principles of Media Literacy Education", we will examine the tensions – and possibilities – that arise when writers use different sources of evidence from different political perspectives as evidence in academic argument. Please bring a device and prepare to engage in learning!



### **LET'S RETIRE THE TERM "FAKE NEWS": TEACHING A NEW MISINFORMATION VOCABULARY**

**PRESENTER:** JOHN SILVA • **LOCATION:** CONSTITUTION HALL 2

The term "fake news" once had a specific meaning. Today it has become weaponized to dismiss criticism and opposing points of view while being overused as a catch-all term for misinformation. If we are to teach young people to identify and critically evaluate misinformation, we must emphasize a more nuanced, accurate vocabulary for the varying types we encounter daily. This session will emphasize several key terms and ways to teach students to identify each type of misinformation they represent.



### **CONSTRUCTIVIST MEDIA DECODING: RADICAL PEDAGOGY FOR EVERY CLASSROOM**

**PRESENTER:** KELSEY GREENE • **LOCATION:** CONSTITUTION HALL 3

How can classroom media analysis be a catalyst for transforming teaching to be more inquiry-based, student centered, relevant, engaging and democratic? Question-based media analysis can be used to effectively teach core content in any subject area and grade level while developing habits of critical questioning of all mediated messages. Participants will join in demonstrations, watch a video of classroom practice, and reflect on the process, pedagogy and techniques of leading constructivist media decoding in different subject areas and grade levels. We will explore implications for educational change for teachers, Teacher Ed. and professional development.



# THURSDAY JUNE 27

## Idea Fair - American University Don Myers Collaboration Lab

1:45PM - 3:45PM

### THE WASHINGTON EXPERIENCE

PRESENTERS: MARILYN COHEN & MICHAEL DANIELSON

Several states have now either passed media literacy legislation or are in the process of working to get legislation passed. This session is designed to examine one state's experience. Washington was the first state to pass media literacy legislation in 2016, followed by a second piece of legislation in 2017. Presenters will share some of their lessons learned. They will also examine the very important question: what's next? What are the necessary next steps to consider once a state has managed to get legislation passed?

### MEDIA AND INFORMATION LITERACY TOOLKIT

PRESENTER: JENNIFER HOWERTER

It is more important than ever for our students and educators to be media and information literate. Join us and learn about the recent efforts at the California Department of Education (CDE) to support media and information literacy and the newly passed requirements of Senate Bill 830. Come prepared to share your ideas and lessons that integrate California's Model School Library Standards and other content areas - your contributions will help the CDE build out a free, online toolkit that will help educators, students, and parents in California and beyond!

### PROJECT-BASED LEARNING MEDIA LITERACY ACTIVITIES FOR HIGH SCHOOL

PRESENTER: ERIKA THORSEN

Project-Based Learning (PBL) activities engage students in deep critical thinking, allow for creative ownership of projects, require a synthesis of skills and knowledge, and help students use technology and communication skills to engage with peers as well as the world at large. Presented here are four PBL ideas developed and used in a high school Media Studies class: Who Reported it Best?; Role Play: The Effect of Money in Getting Your Message Heard; Ad or Not? Create an Online Quiz and Informational Video on Native Advertising; and The Bots Are Coming! The Bots Are Coming!

### UNDERGRADUATE DIGITAL RHETORIC IN A PROJECT BASED ENVIRONMENT

PRESENTER: FRANK ROMANELLI

Each year, I have participated in the Summer Institute in Digital Literacy in Providence RI as either a participant or a team leader. And each year I have returned with new tools, ideas, concepts to implement in my classroom. At the same time, I have taught an undergraduate course in digital writing and rhetoric. This past year, I brought the whole institute with me and recreated the framework of the week around the course in which I use the text, Create to Learn by Renee Hobbs. This session will show student work, classroom activities, and assignments used in this project based inquiry approach to an undergraduate class.

### PBL BROADCAST JOURNALISM & NONFICTION STORYTELLING

PRESENTER: JEFF ROGERS

This presentation will compare and contrast two media intensive and interdisciplinary curricula offered to Lycée students. The first curriculum focuses on a student news show made by over 100 5th graders over the course of 10 weeks. Students write, research, film and edit their own bilingual news reports that are then broadcast to the entire primary school. At the High School level, for the first time this spring the Lycée's 9th graders will be able to take an online course taught by myself in collaboration with the Lycée Français de Séoul in South Korea. The goal of this course is to teach students the fundamentals of journalism and nonfiction digital storytelling. This global collaboration challenges students at both schools to tell local stories for an international audience by creating a bi-weekly broadcast newsreel.

### THE "ASSOCIAGE" GAME: HOW DO WE SEE? HOW DID WE GET THERE?

PRESENTER: DOMINIQUE GOGOLEVSKY

"Actually, you forced us to look at the world, and this was so nice!" - Felipe, Brazilian student, one of the "Associage" authors about the experience of making the game. The idea is to play the game bringing some essential discussions made with the students while producing it, besides sharing our discoveries and experiences.

### THE POWER OF DIGITAL STORYTELLING: STUDENTS SHARE THEIR STORIES

PRESENTER: JANE F. NICKERSON

In a general studies college class, students read stories from StoryCorps (Isay, 2016) in order to learn about the power of stories. Students understand that everyone has an important story to share and these stories "change what we think and how we feel" (Knowles, 2017). Students create a video of themselves telling their own stories in ASL that they want to share with others. These videos often reveal struggles students have gone through while thinking about their own identities. After they share their own stories, students interview other members in the Deaf community to preserve their stories for posterity.

### I MAKE MEDIA!

PRESENTER: VIRGINIA ROWLAND

Media making begins with understanding the tools used to make various digital or analog works. Many times, young students are under the impression that media makers are Hollywood stars or software geniuses, and that in order to make a movie or any type of media a large budget must be at hand. Through sharing the tools used to make media and understanding the production process, students gain first hand knowledge of how to make media and upon completion of a project, students can confidently state, "I make media!"



# THURSDAY JUNE 27

## Idea Fair - American University Don Myers Collaboration Lab

1:45PM - 3:45PM

### **MEDIA LITERACY FOR A SUSTAINABLE WORLD**

**PRESENTERS: ANTONIO LOPEZ & JEFF SHARE**

Climate change is already impacting life on Earth and media messages about this problem are an ideal space for students to critically analyze and respond. Using a framework of ecomedia literacy and critical media literacy, educators can guide students to question and create their own media messages about environmental justice and sustainability.

### **GROWING MEDIA LITERACY IN THE SOUTHEAST**

**PRESENTERS: JIMMEKA ANDERSON & THERESA REDMOND**

Join our session for an interactive demonstration featuring media literacy in the southeast. Presenters will share a couple of locations in North Carolina specifically where media literacy has a robust history and impact; the campus of Appalachian State University and the organizational community of I AM Not the MEdia, Inc. The goals of our session are to feature programs, invite conversation, and offer networking to grow our media literacy community in the Southeast. We'll talk about regional events and opportunities and how you can get involved in Media Literacy Week 2019.

### **SPEED FRIENDSHIPPING**

**PRESENTERS: SYDNEY SCHOFF & LILLY MCCORMICK**

In a society where our phones are becoming our best friends, Speed Friendshipping can remind us that face-to-face interaction is important and should not be dismissed! This event encourages individuals to be more mindful of how their media use is impacting their current and future friendships. Speed Friendshipping allowed 30 college students to be placed in an environment fueled by physical conversation -- mirroring the conversations that were commonplace before technology was in our pocket. Participants stated in their exit survey that they were highly likely to be more mindful of their media use following the event.

### **MISFITS AND ALLIES: THE PORTRAYAL OF GOTH IN MY SUMMER AS A GOTH (2018)**

**PRESENTER: SHARON PAJKA**

The film, *My Summer as a Goth* (2018) is described as a coming-of-age story about the painful and entertaining search for identity and love in adolescence. The film focuses on 16-year old, Joey Javitts who is sent to stay with her eccentric grandparents after the sudden death of her father and while her mother is traveling on a book promotion tour. Joey falls for Victor, the charming Goth boy next door, and is transformed into a goth princess leaving viewers speculating if this makeover will lead to a permanent change or if this will be Joey's goth phase.

### **DOCACADEMY.ORG: DOCUMENTARY FILMS BUILD EMPATHY AND CRITICAL THINKING**

**PRESENTER: JEN SANCHE**

DocAcademy.org is a free online platform that introduces documentary films as text to encourage students to become engaged global citizens in their media-steeped world. The platform features clips of award-winning films on topics such as refugees, climate change and LGBTQ rights - each paired with standards-aligned lessons to encourage media literacy, critical thinking, and empathy. A team of experienced teachers selected the films and wrote the lessons for ease of use and dynamic classroom engagement. During the Ideas Fair, DocAcademy teachers will show film clips and demonstrate lessons for teachers who want to integrate the platform into their learning plans.

### **DIGITAL DISCONNECT: CAPTURING A 24 HOUR SOCIAL MEDIA FAST**

**PRESENTER: TIMOTHY MOLINA**

This session will explore the results of a 24 hour digital media fast conducted during the first week of an Introduction to Mass Communication course. Students deliberate attempts to disconnect from all forms of media were captured and collected. These preliminary reflective responses captured during the intentional nonuse of media build on our understandings of the relationship we have built with a constant and pervasive media environment.

### **GOT NEWS? INVESTIGATING THE MEDIA AND INFORMATION LITERACY SKILLS IN TEACHER EDUCATION**

**PRESENTERS: MELDA YILDIZ & EDUARDO RIVERA**

This session demonstrates interactive gallery walk approach to teaching using augmented reality software using mobile technologies. It is based on participatory action research that aims to advance Transformative Critical Pedagogy as a means to promote media education through the lens of global news and information literacy skills in teacher education context while developing a "transformative media educator model." Participants engaged in self-study while reflecting on transdisciplinary curricula and innovative strategies for teaching and documenting their transformative, inclusive, multilingual, and multicultural projects across content areas. Over 30 in-service and pre-service teachers explored a wide range of meanings associated with media activities.

### **PBS MEDIA LITERACY EDUCATOR CERTIFICATION BY KQED**

**PRESENTER: TIMOTHY MOLINA**

Get a glimpse into a robust, online community space (KQED Teach) for building media literacy skills for teaching and learning. Then, get a demonstration of a free, competency based certification for educators, PBS Media Literacy Educator Certification by KQED. And, see how educators are being supported in leveling up their media literacy skills and being nationally recognized for their efforts.



# THURSDAY JUNE 27

## Town Hall Meetings - American University

4:15PM -5:15PM

### MEDIA LITERACY AND THE TECH INDUSTRY: EXPLORING COLLABORATIVE WAYS TO NAVIGATE RAPID TECHNOLOGICAL GROWTH COLLABORATION LAB

Technology is advancing at a rapid pace and has forever altered the ways we consume, create, and share media – in our homes, schools, and communities. How do we ensure students learn the skills to think critically of the media around them when changes in technology outpace our ability to fully understand them? How can the technology industry help in this endeavor? Join in a conversation with educators, media literacy advocates and representatives from Facebook, Google, and Twitter as we ponder our relationship with technology and ensure media literacy keeps pace with the speed of innovation.



**ANNE COLLIER**

Founder & Executive Director  
*The Net Safety Collaborative*



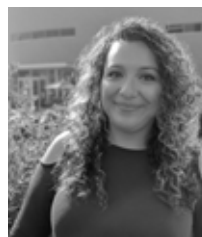
**JENA WUU**

Policy Programs Manager for Social Impact  
*Facebook*



**KEVIN KANE**

Public Policy Manager  
*Twitter, Inc.*



**JESSICA COVARRUBIAS**

Education Program Lead  
*Google*



**TORI HORTON**

Market Researcher, Product  
*PayPal*  
**(moderator)**



**LYNETTE OWENS**

Founder & Global Director Internet Safety for Kids and Families  
*Trend Micro*  
**(moderator)**

### MEDIA LITERACY AND SOCIAL JUSTICE: EXPLORING THE PROMISES AND CHALLENGES OF USING MEDIA LITERACY TO WORK TOWARDS SOCIAL JUSTICE AND EDUCATIONAL EQUITY CONSTITUTION HALL 1

In many ways, media literacy and social justice are inextricably linked. Both are emancipatory in nature: the practices and pedagogies that inform both media literacy and social justice seek to empower, amplify, and liberate through productive and often radical ways. In this town hall conversation, we will engage a selection of experts and audience members in discussions around the ways that media literacy education can be used to inform and achieve social justice and equity in both in- and out-of-school spaces. We will imagine what this might look like, what barriers we might face, and what some tangible next steps might be for the work we do in our own classrooms and educational spaces.



**SRIVI RAMASUBRAMANIAN**

Professor, Dept. of Communication  
*Texas A&M University*



**JEFF SHARE**

Faculty Advisor, Teacher Education Program  
*UCLA*



**RASHAWNA SYDNOR**

Middle School Educator



**ASAD MUHAMMAD**

VP, Impact and Engagement Strategy  
*American Documentary*



**EMILY BAILIN WELLS**

Independent Scholar, Adjunct Instructor  
*NYU*  
**(moderator)**





# THURSDAY JUNE 27

## Town Hall Meetings - American University

4:15PM -5:15PM

### MEDIA LITERACY EDUCATION POLICY & ADVOCACY: EXPLORING WAYS TO PROMOTE MEDIA LITERACY LEGISLATION CONSTITUTION HALL 2

The process of advocating media literacy education and making policy is a very relevant topic as multiple states have begun to address media literacy legislation. This town hall conversation will focus on the process of research and policy development, what this legislation could look like, how it has varied by state, and the method of advocating for this work.



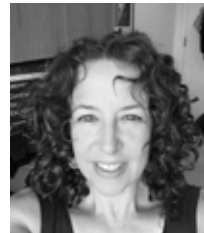
**ALICIA HAYWOOD**

Founder  
*iSpeakMedia Foundation*



**BLANCHI ROBLERO**

Senior Associate  
*Penn Hill Group*



**JESSICA R. WOLFF**

Director of Policy and Research  
Center for Educational Equity  
Teachers College  
*Columbia University*



**JACLYN SIEGEL**

New York State  
Chapter Leader  
*Media Literacy Now*  
**(moderator)**



### MEDIA LITERACY AND CIVIC ENGAGEMENT CONSTITUTION HALL 3

In today's society, citizenship is inextricably linked to one's understanding of and access to the media landscape. Whether interpreting mainstream news on events of the day, posting social media commentary on a community issue, or organizing digitally with neighbors and fellow citizens, participation in civic life requires media literacy skills. In this Town Hall conversation, attendees will explore ways that media literacy education can foster a deeper understanding of one's rights and responsibilities as citizens and cultivate informed and effective civic engagement. Attendees will share discoveries from their own efforts and challenges yet to be addressed, and our expert panel will help us collectively formulate a path forward.



**PAUL MIHAILIDIS**

Associate Professor  
Civic Media and  
Journalism  
*Emerson College*



**LAWRENCE PASKA**

Executive Director  
*National Council for the  
Social Studies*



**KRISTINE GLORIA**

Associate Director  
Knight Commission on Trust,  
Media and Democracy  
*Aspen Institute*



**ABBY KIESA**

Director of Impact  
CIRCLE  
*Tufts University*



**TONY STREIT**

Managing Project Director  
*Education Development Center,  
Inc. (EDC)*  
**(moderator)**







# THURSDAY JUNE 27

## Awards Reception - American University - SIS Founders Room

5:30PM - 7:30PM

CONGRATULATIONS TO THE 2019 MEDIA LITERATE MEDIA AWARD WINNERS!



### Q&A: A CONVERSATION WITH GORDON QUINN

#### ABOUT KARTEMQUIN FILMS

Sparking democracy through documentary since 1966, Kartemquin is a collaborative center empowering filmmakers who create documentaries that foster a more engaged and just society.

The organization's films have received four Academy Award® nominations and won several major prizes, including six Emmys, four Peabody Awards, multiple Independent Spirit, IDA, PGA and DGA awards, and duPont-Columbia and Robert F. Kennedy journalism awards. Kartemquin is recognized as a leading advocate for independent public media, and has helped hundreds of artists via its filmmaker development programs that help further grow the field, such as KTQ Labs, Diverse Voices in Docs, and the acclaimed KTQ Internship.

Kartemquin is a 501(c)3 not-for-profit organization based in Chicago.  
[www.kartemquin.com](http://www.kartemquin.com)



GORDON QUINN

Founder & Artistic Director  
Kartemquin Films



PATRICIA AUFDERHEIDE

Founder, Center for Media & Social Impact  
American University  
(moderator)

## 2019 AWARD WINNERS



ELIZABETH THOMAN  
SERVICE AWARD

Dr. Bobbie Eisenstock



OUTSTANDING  
VOLUNTEER AWARD

Theresa Redmond, EdD



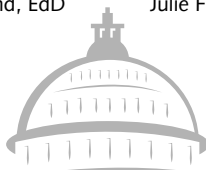
MEDIA LITERACY  
RESEARCHER AWARD

Julie Frechette, PhD



MEDIA LITERACY  
TEACHER AWARD

Megan E. Fromm, PhD



## SAVE THE DATE

3rd International Media Literacy Research Symposium  
(IMLRS)

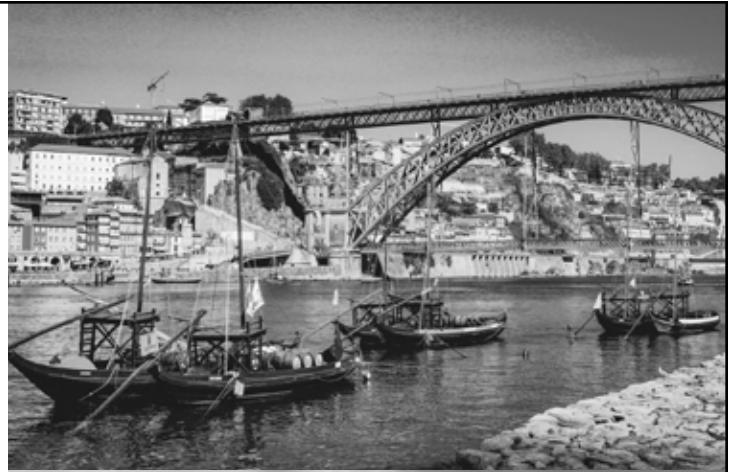
In Porto, Portugal  
June 19, 2020

To Be Held At:  
Universidade Lusófona do Porto

Call for Proposals Fall of 2019

For updates and announcements:  
[www.imlrs.net](http://www.imlrs.net)

**For More Information Contact:**  
Belinha De Abreu, PhD: [deabreub@gmail.com](mailto:deabreub@gmail.com)  
Vitor Tomé, PhD: [vitor@rvj.pt](mailto:vitor@rvj.pt)  
AND/OR  
Maria José Brites, PhD: [britesmariajose@gmail.com](mailto:britesmariajose@gmail.com)



# REUTERS:

## THE REAL WORLD IN REAL TIME™

Providing trusted intelligence that powers  
humans and machines to make smart decisions.



# Trend Micro is proud to support the National Association for Media Literacy Education.

Founded in 2008, Trend Micro's Internet Safety for Kids & Families program aspires to help kids all over the world be great at being online.



We believe **media literacy education** is central to that mission and to helping the world's youth be safe, responsible, and successful on the internet.

Through its worldwide employee volunteer program and key partnerships, Trend Micro has hosted 3000+ events at 10,000+ schools which have positively impacted over 1 million children, parents, and teachers worldwide.

Find out more @ [internetsafety.trendmicro.com](http://internetsafety.trendmicro.com)



Internet Safety for  
Kids & Families Program



# FRIDAY JUNE 27

## Breakfast Plenary - Newseum - Annenberg Theater

9:00AM - 9:30AM

**WELCOME - BARBARA MCCORMACK & MICHELLE CIULLA LIPKIN,**  
ELIZABETH THOMAN SERVICE AWARD PRESENTATION – RECIPIENT: BOBBIE EISENSTOCK  
SPONSOR REMARKS – JESSICA COVARRUBIAS, GOOGLE EDUCATION & LYNETTE OWENS, TREND MICRO

9:30AM - 10:15AM

### PANEL: TRUST, JOURNALISM, AND MEDIA LITERACY

To paraphrase Thomas Jefferson, an informed citizenry is vital for a free society to thrive. And yet, in today's hypersonic media cycle, separating news from noise is becoming all the more challenging. What role can news producers play in elevating the value of a professional press? What steps can consumers take to locate reliable content? What is the connection between trust in the news media and media literacy? Join NewseumED for a discussion with experts in journalism and education working to support an empowered, engaged electorate. Leave with a greater understanding of how journalism outlets consider issues of trust and how media literacy can empower.



**TRACIE POTTS**

Washington Correspondent  
NBC News Channel



**MICHAEL FREEDMAN**

School of Media & Public Affairs  
George Washington University



**STEPHANIE BRUMSEY**

Producer, Facebook Live  
Thomson Reuters



**RAY SUAREZ**

Co-Host "World Affairs"  
KQED



**BARBARA MCCORMACK**

Vice President of Education  
Freedom Forum Institute  
(moderator)



12:45PM - 2:15PM

### STUDENT VOICE SHOWCASE – PBS NEWSHOUR STUDENT REPORTING LABS

Join PBS NewsHour Student Reporting Labs (SRL) for a celebration of youth voice and panel discussion with students and Hari Sreenivasan, anchor of PBS NewsHour Weekend and a senior correspondent for PBS NewsHour.



**HARI SREENIVASAN**

Anchor, PBS NewsHour  
Weekend Senior Correspondent  
PBS NewsHour

#### ABOUT PBS STUDENT REPORTING LABS

PBS NewsHour Student Reporting Labs connect students with an innovative video journalism curriculum and a network of public broadcasting mentors to develop digital media, critical thinking and communication skills while producing original news reports from a youth perspective.





# FRIDAY JUNE 28

## Sessions - Newseum

10:30AM - 11:30AM



### DIGITAL FORENSICS PATHWAYS: HOW TO HOOK STUDENTS ON FACT-CHECKING

PRESENTER: PETER ADAMS • LOCATION: KNIGHT STUDIO

Learn five core digital verification skills and tools that will unlock your ability to create "digital forensics pathways" for your students. You'll learn how to use free online tools that can help you get to the bottom of misleading memes, pernicious fakes and other forms of mis- and disinformation -- as well as investigate the accounts that share them. You'll then learn how to use these same skills and tools to create captivating challenges for students that deliver a triple educational benefit by: engaging them in current events; teaching them skeptical, media-literate habits of mind; and empowering them with 21st century information survival skills.



### NET NEUTRALITY: THE GAME! ROLE PLAYING TO BREAK DOWN CONCEPTS AND ENCOURAGE CIVIL DEBATE

PRESENTER: MICHELLE CICCONE • LOCATION: PRIVATE DINING

This classroom demo will highlight two flexible and high-leverage practices for the media literacy classroom: perspective taking to explore controversial topics and digital conversation to engage in evidence-based discussion. First play a role-playing game that gets to the heart of net neutrality, then digitally respond to a video with your peers. Participants will walk away with both a ready to use plan to explore net neutrality specifically with students and also strategies to dig into any controversial topic in the classroom and (hopefully) a confidence to tackle controversial topics in the classroom.



### FEET ON THE GROUND: HOW TO SPREAD MEDIA LITERACY IN YOUR COMMUNITY

PRESENTER: JULIE SMITH • LOCATION: DOCUMENTARY THEATER

How can we get media literacy out of the "Ivory Tower" and into the hands of parents and K-12 teachers in our community? It's more important than ever that we spread the word - and people are hungry for it. Come learn ways to share this 21st Century Survival Skill with your community!

11:45PM - 12:45PM



### HOW CAN STUDENTS RESPOND SAFELY AND JUSTLY IN THE FACE OF ONLINE BIASED AND HATEFUL LANGUAGE?

PRESENTERS: CORY COLLINS & HOYT PHILIPS • LOCATION: KNIGHT STUDIO

Teaching Tolerance created a K-12 framework for digital literacy and online civic engagement. This framework outlines seven key areas in which students need support developing digital and civic literacy skills so that they can actively participate in our diverse democracy. Each key area is accompanied by K-12 lessons that don't require any technology. This middle school lesson focuses on key area 3: Students can constructively engage in digital communities. During this lesson students will examine their experiences online, unpack realistic online scenarios and then create strategies to help themselves and others safely respond to online hate and bias.



### REMIXING HENRY JENKINS & FISKKIT: MEDIA AND INFORMATION LITERACY IN THE CLASSROOM

PRESENTERS: NATASHA CASEY & SPENCER BRAYTON • LOCATION: PRIVATE DINING

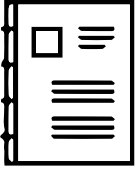
Attendees will revisit Henry Jenkins' Wikipedia assignments (as relevant today as they were when first written) and learn how to engage students in a substantive debate regarding the use of Wikipedia. Further, attendees will learn how to incorporate Fiskkit, an online tool to analyze news stories into their classroom.



### THE KIDS ARE ALL RIGHT: HOW HARTFORD TEENS ARE SHOWING THE WAY TO PROTECT THEMSELVES FROM FAKE NEWS

PRESENTERS: MATTHEW VANDERWERFF, KATHERINE TROUERN-TREND IREX & HARTFORD PUBLIC LIBRARY • LOCATION: DOCUMENTARY THEATER

What happens when teens become the teachers? In this demonstration, participants will learn how IREX and the Hartford Public Library's YOUmedia team are equipping teen media literacy champions to lead informal, teen-focused media literacy workshops. While youth-focused media literacy efforts are often led by teachers or other adults, this unique program in the Hartford Public Library is putting teens at the center for efforts to understand-and discern-the information and media environment around them. Drawing from IREX's Learn to Discern approach, teens will lead a short demo session showing how they teach peers to check news sources, evaluate their own emotional reactions, and become more aware of how they can be manipulated. Hartford Public Library's YOUmedia teen programming follows best practices in engaging teens around digital media using a "Hang Out, Mess Around, and Geek Out" model. This session will demonstrate what teen-led media literacy programming can look like in your community.



# FRIDAY JUNE 28

## Curriculum Roundtable - Newseum

### 8th Floor Conference Center

10:30AM - 12:45PM

#### A PROGRAMMING LESSON AS A TEAMWORK EXPERIENCE

PRESENTER: JOANNA RABIEGA-WISNIEWSKA

Can you bring younger students working together, not individually, during a programming lesson? A background of our program is a course developed for students of an elementary school. Our interactive presentation will show how to create space for dialogue, cooperation and subject exploration between participants to whom some programming tasks are given. Our proposal is to engage participants into an activity which aims at: solving an algorithmic problem using e.g. artistic and technology tools, and analyzing a role that one plays in a teamwork and challenging a stereotypical image of programmers and computer science.

#### MEDIA LITERACY THROUGH FILMMAKING: WHY WE MAKE MOTION PICTURES

PRESENTER: ANDREA DEGETTE

The essential question "Why do we make Motion Pictures and How do we Keep Them Relevant" is the subject of our living textbook which we are building within our high school in Hillsborough NC. We tackle these essential questions as we examine the elements of documentary and narrative motion pictures. As we utilize the core concepts and key questions from the Center For Media Literacy, we build our vocabulary and ensuing production work with finer and greater comprehension of what we are making and how it fits into the digital culture which engulfs our current state of disunion.

#### THE PROJECTS: MIDDLE SCHOOLER MEDIA LITERACY THROUGH RADIO/PODCASTS PRODUCTION

PRESENTERS: DELLA LUDWIG & ROBIN BLAIR

This interactive session will model a real school experience to bring digital radio production into the classroom. The Projects engages students in media analysis, evaluation, and integration for the production of thematic digital radio programming or podcasting. Participant teams will touch media's influence in their lives while exploring skills used for various production responsibilities for radio/podcast creation and imagining how they can make that happen in their classrooms and context.

#### SNACKING ON MEDIA LITERACY IN THE PRIMARY CLASSROOM

PRESENTER: CHELSEA ATTWELL

Participants will be provided with a timed challenge using design thinking to redesign a snack food container which contains only recyclable material. Participants will reflect on how teaching through and about Media Literacy can support a rich inquiry based program in the early years and elementary grades while providing opportunities for students to engage in making connections to the Global Competencies to promote Global Citizenship, Collaboration and Communication.

#### CIVIC DATA ZINES ENCOURAGE OPEN DATA LITERACY

PRESENTER: TESS WILSON

Last summer, Carnegie Library of Pittsburgh facilitated a workshop that engaged teen participants in open data literacy through the creation of civic data zines. With the help of local partners PublicSource and the Western Pennsylvania Regional Database Center, teens successfully created zines examining civic issues through the lens of open data. This iteration was part of The Labs@CLP, a teen media platform that allowed us to foster meaningful conversations about bias and intellectual freedom. Highly adaptable and approachable, this creative and practical introduction to open data and civic engagement could easily be translated for different age groups and venues.

#### CURRENT EVENTS FOR THE CURIOUS CLASSROOM

PRESENTER: ROSE PIERRE-LOUIS

Combative discussions on current events and a practice of obfuscating facts have become central facets of our national discourse, providing youth with poor models for civil debate and media literacy. We recognize the challenges that schools face in navigating an ever-changing media landscape. As a public media organization, Connecticut Public has a responsibility to help foster critical thinking by providing classrooms with sources that are both credible and useful to students. That's why we've developed tools to empower students to think for themselves, listen to others, and use their voice for good.

#### READING LIKE A HACKER: EXERCISES FOR DIGITAL SECURITY AND PRIVACY LITERACY

PRESENTER: GILLIAN ANDREWS

Hands-on exercises in this workshop will explore ways of "reading" social media texts, passwords, interfaces, and systems in the ways hackers and other digital security experts do. These "audiences" ways of reading these texts may make the difference between keeping our online lives secure and private, or ending up a victim of the next big data breach. Join us as we break down our cognitive biases about security, and think about how to build a basis for better digital security literacy.

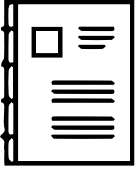


## WIFI INFORMATION

### NEWSEUM

Newseum Guest\*

\*Network does not require a password



# FRIDAY JUNE 28

## Curriculum Roundtable - Newseum

### 8th Floor Conference Center

10:30AM - 12:45PM

#### IMAGE, SOUND, AND STORY: LITERACY FOR A VISUAL CULTURE

PRESENTER: DARREL SWANN

The language of image and sound has a rich history, but innovations in media creation and sharing have given it new relevance as an essential communication tool. Based on almost two decades of experience with over 200,000 students, the Jacob Burns Film Center has developed Image, Sound, and Story, a curriculum and professional development program that scaffolds the vocabulary, concepts, critical and creative thinking skills to support fluency with visual and aural communication for Pre-K-12 learners. Image, Sound, and Story prepares teachers to integrate viewing and creating media into their literacy instruction and classroom culture. In turn, students become creators, innovators, and shapers of narrative. This session will share some of the resources the JBFC has developed that will inspire immediate use, and share the JBFC's unique approach to visual storytelling.

#### FOODMANIA: KIDS & FOOD IN A MARKETING-DRIVEN WORLD

PRESENTERS: MARILYN COHEN & MICHAEL DANIELSON

This presentation will introduce FoodMania: Kids and Food in a Marketing-Driven World, a curriculum designed to reach 9-14 year old youth and their parents. This curriculum was developed by the Northwest Center for Excellence in Media Literacy based in the College of Education, University of Washington and served as the basis for a 5-year research project conducted in collaboration with Washington State University researchers. This session will include research results which indicate that the program has been successful in achieving many of its goals and objectives.

#### WHAT THE TOP KID-YOUTUBERS TELL US ABOUT KIDS TODAY

PRESENTER: SHERRI HOPE CULVER

YouTube is the most popular brand among kids (#1) according to the Smarty Pants 2018 Brand Love Study. It ranked higher than Nickelodeon (#32), Disney (#19) and even higher than McDonalds (#6). The vastness of YouTube's offerings means kids could be watching almost anything. Rather than throwing our hands up in frustration and fear, this session will explore the insights we can glean from the choices kids are making. What and who are they streaming? What value messages are conveyed? In this workshop we will dig deep into the YouTube channels of the ten most popular kid YouTubers and analyze our findings.

#### MOVIES ARE THE MESSAGE: TEACHING THROUGH AND ABOUT FILM

PRESENTER: JOANNE PARSONT

This session will highlight the work of a film arts organization using film as an educational resource in both the theater and the classroom. Using a documentary/animation hybrid film as a case study, we'll explore how film can inspire student engagement and develop empathy, resilience, cultural understanding, and media literacy.

#### MEDIA LITERACY AND OUR YOUNGEST LEARNERS

PRESENTER: DIANA MALISZEWSKI

Kindergarten students CAN have insightful, thought-provoking discussions and think critically about media texts. Educators just need a developmentally appropriate and engaging way to start these conversations with our youngest learners. Participants will experience several mini-lessons and strategies used frequently and successfully with pre-kindergarten and kindergarten students, including those for whom English is not their first language. These lessons start our youngest students on the path to being media literate citizens and allow them to respond verbally and non-verbally to relevant media texts and experiences from their lives.

#### MEDIA LITERACY TEACHING STRATEGIES

PRESENTER: NEIL ANDERSEN

Most teachers feel the pressing need for media literacy education. Unfortunately, most faculties of education provide little or no support. Teachers experience acute frustration from wanting to teach media literacy without knowing how. This presentation provides a range of concrete strategies using active and constructivist learning that will help teachers move their students from consumers to critical thinkers. In the process, their frustrations about not knowing how to teach media literacy will be eased.

#### FRAME FORWARD: AN EXPLORATION OF MEDIA LITERACY FROM PAGE TO SCREEN

PRESENTER: LUCY EAGLESON

The world of cinema is shape shifting and evolving, finding its way to our screens. From the Netflix show we binge watch until 3am, to the viral Facebook video our friend just shared with us, to the carefully curated, filtered stories we see on Snapchat, we are spending less time watching feature films and traditional media, and more time viewing content in new ways. As the lines are getting blurred between traditional narrative structure and the ways of new media, we use Media Literacy to elevate our conversation as critical consumers and conscious creators exploring the ever-evolving digital frontier.

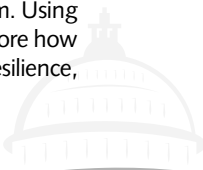


## WIFI INFORMATION

### NEWSEUM

Newseum Guest\*

*\*Network does not require a password*





# FRIDAY JUNE 28

## Sessions - Newseum

2:15PM - 3:15PM



### TEACHING ABOUT IDEOLOGY WITH CRITICAL MEDIA LITERACY

PRESENTER: JEFF SHARE • LOCATION: KNIGHT STUDIO

In this classroom demonstration we will explore the role of ideology to reproduce dominant myths through media. We define ideology as hegemonic narratives that become “normalized” in society so that they are invisible in what Stuart Hall describes as the taken-for-granted world of “common-sense.” Through various interactive activities, participants will experience the power of ideologies to “normalize” and “other” people and issues with images, words, and stories. Analyzing and challenging dominant ideologies and hierarchies of power are key components of critical media literacy that are often missing in mainstream approaches to media education.



### YELLOW JOURNALISM VS. FAKE NEWS: MEDIA LITERACY IN THE HISTORY CLASSROOM

PRESENTER: JACLYN SIEGEL • LOCATION: PRIVATE DINING

This lesson was completed within the context of a 9th grade history classroom. This lesson will include: a brief overview of Yellow Journalism (historical background and context); defining fake news vs. biased news; comparing and contrasting Yellow Journalism with Fake News; completing a headlines activity (both modeled by the teacher and hands-on activity for the students); and how to extend or vary this lesson (comprehension questions, creating headlines, etc.).



### MAKING MEDIA LITERACY PART OF THE MISSION: WORKING WITH LOCAL NEWSROOMS TO IMPROVE COMMUNITY INFORMATION ECOSYSTEMS

PRESENTER: KRISTY ROSHKE • LOCATION: DOCUMENTARY THEATER

This session will demonstrate a process for bringing together journalists, librarians, educators and other community stakeholders to boost community media literacy. Starting with a benchmark survey of the community’s news fluency and attitudes toward local news, the process includes convening a community working group that aims to collaboratively meet the community’s information needs. Central to the process is working with local newsrooms to try new ways of being open about who they are, what they do and why — and to engage with their communities in ways that help people seek, understand, act on and even create news.

3:30PM- 4:30PM



### DIVING PAST THE HEADLINES: EMPOWERING STUDENTS TO THINK CRITICALLY OF NEWS AND MEDIA LITERACY

PRESENTER: BARBARA HUTH • LOCATION: KNIGHT STUDIO

Come experience media literacy activities from Common Sense Education’s new K-12 digital citizenship curriculum, developed in partnership with Project Zero at the Harvard Graduate School of Education. Each lesson takes on real challenges that students face today, giving them the skills they need to succeed as digital learners and leaders tomorrow.

### FILM SCREENING: ‘63 BOYCOTT

KARTEMQUIN FILMS • LOCATION: DOCUMENTARY THEATER

In 1963, 250,000 students boycotted the Chicago Public Schools to protest racial segregation. ‘63 Boycott connects the forgotten story of one of the largest Northern civil rights demonstrations to contemporary issues around race, education, and youth activism.







# FRIDAY JUNE 28

## International Roundtable - Newseum

### 8th Floor Conference Center

2:15PM - 4:15PM

#### THE FUTURE OF MEDIA LITERACY REQUIRES STARTING EARLY: "ULLA" THE LITTLE OWL IN KINDERGARTEN

PRESENTER: EVELINE HIPELI

Preparing children for a life surrounded by media isn't an easy task. There are a lot of skills children will have to learn in order to understand the different media phenomena they encounter every day, mainly from their parents and teachers as agents of socialization. That's why it is crucial to start media education as early as possible. With age appropriate children's books, various media topics (like different sources of stories, advertisement, feelings during media use, media manipulation) can already be discussed with kindergarten and primary school children. We are doing exactly that in Switzerland will be the main focus of this presentation.

#### TEACHING AND DISCUSSING PROPAGANDA FROM A CROSS-NATIONAL PERSPECTIVE

PRESENTER: SILKE GRAFE & RENEE HOBBS

With the rise of so-called fake news as a global phenomenon, interest in propaganda analysis has advanced along with the recognition of the fundamentally social process of interpretation. In the context of our classroom demo participants experience approaches for analyzing and teaching the subject matter from a cross-national (Ger-US) perspective. Based on a project with German educators and practitioners, we will provide a cross-national perspective on the subject matter and want to unify international voices in the field of media literacy education in order to discuss, develop and advance teaching strategies which help students to establish resilience against propagandistic messages.

#### A GREAT LEAP FORWARD: DEVELOPING MEDIA LITERACY WITH AFGHAN YOUTH

PRESENTERS: BENJAMIN THURN & TOM TOOMEY

What does media literacy look like in an international education youth development context? Our team at American Councils has been finding out. LEAP (Leadership and English Advancement Program) is a U.S. Embassy Kabul funded month-long program held in India, where students from diverse regions of Afghanistan come together to build upon English language skills and develop critical thinking through media literacy. From analyzing photographs and examining advertisements to creating music videos and public service announcements, students develop their media literacy skills across multiple projects and eventually bring these new abilities back to their home communities.

#### TRAINED JOURNALISTS TRAINING TEACHERS IN MEDIA LITERACY: A PILOT PROJECT IN PORTUGAL

PRESENTERS: VITOR TOMÉ, SOFIA BRANCO, MIGUEL CRESPO,  
ISABEL NERY, & BELINHA DE ABREU

This presentation is focused on the preliminary results of a Media Literacy pilot-project developed by the Portuguese Journalists Union, with the support from the Portuguese Ministry of Education, which main aim is to train up to 100 middle school teachers nationwide through a certified in-service teacher training course taught by professional journalists.

#### MEDIA AND INFORMATION LITERACY POLICY IN ISRAEL

PRESENTER: EVANNA RATNER

This proposal is to express the ongoing aspiration for ML policy in Israel. As a Jewish Democratic country where there is tension between religion and state, this issue is a political one. Comprehensive ML Policy and Strategy Guidelines are crucial for the survival of modern governance and global citizenship in the digital age. The challenges of new media and information technology, embedded in Israeli education system, offer greater opportunities for new types of citizens' engagement and also serve as a governmental tool to challenge citizens, especially on social media while giving rise to issues of safety, security and privacy and hence at the same time tend to limit freedoms and create inequality.

#### CRITICAL AND CREATIVE, MESSY AND ELEGANT FILM-MAKING

PRESENTER: MICHELLE CANNON

This presentation centers on creative media arts as a way to cultivate critical understanding and collective action. It frames literacies as dynamic and ideological, regarding digital arts production as central to media understanding. My approach celebrates the popular cultural interests young people bring to educational spaces, to ensure an empowered sense of self as social and creative participants.

#### MEDIA LITERACY ACROSS THE PACIFIC: WHAT'S HAPPENING IN AUSTRALIA

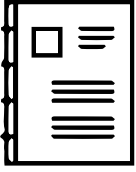
PRESENTER: AMY NELSON

In 2018, Australian Broadcasting Corporation (ABC), held the country's inaugural Media Literacy Week. With a focus on news literacy, ABC Education's Media Literacy website was launched with over 50 free resources for teachers and students. In this session the presenters will share knowledge about what's happening in the media literacy front in Australia, in its curricula and cultural institutions. We will also showcase how the public broadcaster is addressing some of the issues and share what we have learned about the creation and usage of these media literacy resources in schools. We are also excited to reveal our exciting plans for 2019.

#### MEMEING & POETIC TWEETING: EXPLORING EARLY CHILDHOOD TEACHERS' FEARS OF DIGITAL TECHNOLOGY USE

PRESENTER: DENISE CHAPMAN

Australian Institute of Teaching and School Leadership standards for graduate-teachers states that ICT must be used to expand curriculum learning opportunities and make content relevant and meaningful. However, there persists a wariness to technology by some Australian early childhood teachers. It is important to recognize difficulties faced when making good use of digital technologies (Rogow, 2015; Selwyn, 2015). This duo-ethnographic study illuminates two teacher-educators' understandings of EC teachers' resistance to technology in preschools. Autobiographical experiences are shared alongside creative metaphoric conversations within Twitter Messages, Laurel Richardson's 'take three words' concept, and Zoom conversations in order to characterize educators' mindset.



# FRIDAY JUNE 28

## Curriculum Roundtable - Newseum

### 8th Floor Conference Center

2:15PM - 4:15PM

#### IS MEDIA LITERACY HISTORY?

PRESENTER: MARY KATE LONERGAN

Actually “doing” history requires media and information literacy skills. Learn the basics of how the “thinking like a historian” approach and media literacy overlap and while engaging in media decodings using primary sources. Walk away with lesson ideas, free resources, and classroom ready techniques for making media literacy the heartbeat of social studies curriculum. Most importantly, leave ready to strengthen democracy by teaching students to assess the credibility of messages and ask questions about modern media and historic sources they encounter.

#### INFORMATION NEIGHBORHOODS

PRESENTER: SISSEL MCCARTHY

A recent study by Stanford University found that students from middle school through college failed to effectively evaluate the credibility of online information presented in articles and social media. This lesson will teach students how to evaluate the credibility of online information and distinguish news from all other media including advertising, promotion/publicity, entertainment, propaganda, and raw information by building a taxonomy of information neighborhoods.

#### HOW THE OTHER SIDE LIVES

PRESENTER: ALAN GOLDENBACH

How confident are you in what you believe to be right? How well do you understand the opposing point of view? This exercise challenges students’ convictions by forcing them to explore and understand reasons for opposing their perspective. Then, they will challenge classmates who share their point of view to refute the opposing points they have found.

#### PLANNING A NEWS LITERACY SERIES

PRESENTERS: AIMEE MEADER, GUY REEL, NATHANIEL FREDERICK II, & JUDY BURKE BUYNUM

In response to a need for media literacy education, we organized an eight-month series with eleven events titled, “News Literacy and the Future of Journalism.” These events included panel discussions about fake news and the state of the Fourth Estate, opinion writing, and why investigative reporting still matters, among other topics. Our goals were to inform citizens about resources, to help them think critically about content, and identify false information and sources. In our session, we would like to explain how other educators could facilitate similar events, from grant writing, to acquiring guest speakers and promotional activities.

#### DETECTING PROPAGANDA, DEFEATING EMOTIONAL MANIPULATION

PRESENTER: JESSI HOLLIS MCCARTHY

Students are constantly exposed to propaganda shared on social media. They struggle to differentiate real reports from media designed to manipulate them. Using a Newseum Education designed technique, discover ways to help students spot the techniques of manipulation, dissect everyday examples of propaganda, and understand the need to find reliable sources of information. Leave with media literacy resources and classroom-ready techniques.

4:30PM - 5:00PM

#### CLOSING: INFORMING NAMLE’S STRATEGY FOR 2020 & BEYOND

NAMLE Board President, Tony Streit, will wrap up the conference with this closing conversation looking towards the future.

## Advance THE DIALOG

### A News Media Watchdog Tool For The Public

DEMOCRACY IS BROKEN



**Advance The Dialog** is a website with a mission to promote deeper and more accurate reporting by the news media of the important issues facing our nation. The non-partisan site empowers the public to be a media watchdog using a set of **12 Rules** it asks the press to adhere to in order to assure unbiased, fair news reporting.

[www.AdvanceTheDialog.com](http://www.AdvanceTheDialog.com)  
[Admin@AdvanceTheDialog.com](mailto:Admin@AdvanceTheDialog.com)

# Smart Alert Strong Kind Brave

**Be  
Internet  
Awesome.**



**Teach your students to be safe, confident explorers of the online world.**

Be Internet Awesome is Google's free multifaceted program designed to teach kids the fundamentals of digital citizenship and safety so they can explore the online world with confidence. This year, we've enhanced the program with new media literacy lessons. The program is available in English and Spanish and consists of an ISTE standards aligned curriculum, was the 2018 recipient of AASL's Best Websites for Teaching & Learning, includes ready-to-teach Pear Decks for each lesson, Interland—an adventure-packed online game about digital safety and citizenship—and plenty of resources for educators and parents. [Learn more at \*\*g.co/BeInternetAwesome\*\*](https://www.google.com/BeInternetAwesome)

# why video is critical in today's classroom

## The video revolution has happened. How do you leverage it for learning?

Designed to disrupt the status quo and shape a new future for classroom learning, LumieLabs by Britannica harnesses students' natural engagement with video and brings curriculum-relevant digital storytelling projects into K-12 classrooms.

Learn more about LumieLabs at [lumielabs.com](http://lumielabs.com).

1 minute  
of video  
is worth  
**1.8 million  
words**

### MOTIVATED STUDENTS

Learning starts here.  
Motivated students are  
engaged students,  
ready to learn.

**82% of all  
Internet  
traffic**  
will be video  
in 2021

### LITERACY EVOLVED

Video creation transforms  
students from content  
consumers to content  
producers and gives them  
hands on experience with  
literacy concepts.

the avg teen  
watches  
**68 videos  
every day**

### EMPOWERED SCHOOLS

When students  
demonstrate their  
knowledge through video  
creation, educators gain a  
powerful tool for  
assessment.

**85% of teens**  
use YouTube,  
making it the  
**#1 social  
platform**

### ENGAGED CITIZENS

Video connects us to the  
rest of the world and  
delivers the ability to  
understand critical issues  
of local, national, and  
global importance.

**400 hrs**  
of video are  
**uploaded  
to YouTube  
every  
minute**