

NAMLE

CONFERENCE 2021



Media Literacy + Social Justice

JULY 16-18, 2021

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**View the full visual
conference schedule here!**

WELCOME FROM THE CONFERENCE CHAIR



Welcome to the 2021 NAMLE conference, our first virtual conference, dedicated to media literacy and social justice. Our conference theme is unique for NAMLE, but it's imperative in these times of reckoning. In fact, it's been an imperative long over-looked not only within NAMLE, but within our broader society. At NAMLE, we have realized that our previous "Big Tent" approach echoed a colorblind perspective, which is now known as a perspective that erases and neglects the beauty and pain that's been a part of our society since our nation's founding; in other words, we acknowledge systemic racism and white privilege and the ways that that has informed our field. Therefore, this year's conference is different.

What will be different this year from other years is an intentional plan to include new voices who have and will contribute to broadening the perspectives of media analysis, production, curriculum and instruction such that they will help students respond to the media literacy key question, "how might other people understand this message differently from me?" in important new ways. To do this, we will need to use the virtual space to engage in respectful and open dialogue around social justice topics like racism, inequality, environmental injustice, "cancel culture," discrimination, white privilege, etc. from not only individual perspectives, but as well, to examine systemic injustices baked into our society and long neglected while the media has continued to reproduce narratives of inequality exacerbating unjust circumstances.

The spirit of this year's conference is not intended to be another flash in the pan, or simply a response to the tenor of the times, but in fact, having NAMLE focus on social justice aims to be a sustaining institutional pursuit. In other words, we are dedicated to continuing to seek the active involvement of new voices in our organization, and we ask that everyone, new and seasoned NAMLE members, remember the following guidelines:

- **Stay actively engaged.**
- **"Hear" presenters through their lenses.**
- **Engage in honest and respectful dialogue.**
- **Accept discomfort as an element of growth.**
- **Think about the perspectives of marginalized voices who are not present.**
- **Invite new voices to join us!**

Enjoy the conference!
Stephanie Flores-Koulish, PhD
Conference Chair

THANK YOU FROM NAMLE'S EXECUTIVE DIRECTOR



At the 2019 NAMLE conference in Washington DC, one of our most popular sessions was the plenary discussion centered around media literacy and social justice. I remember slipping into the overflowing room at American University and thinking “well, clearly, this is an important topic for our community.” We decided almost immediately to explore social justice as our theme for 2021. We could not have anticipated what was ahead. The past two years have tested our resiliency and fortified our commitment to advancing media literacy education in the United States and beyond. While we have decades of experience in organizing conferences, we are new to virtual conferences. It’s certainly been a pleasure not having to worry about menus

and name tags, but it’s also been challenging to think differently about a conference experience that won’t bring us together in person. What we have learned over the last year of planning is that a virtual conference has many advantages. No travel costs. No jet lag. More people. (We have surpassed the 2019 conference registration numbers by 60%.) More content available for more time. (We have over 150 sessions that will be available for 90 days after the conference). And more flexibility. (Need to walk your dog? No problem, bring the conference with you!)

Our schedule is plentiful with lots of options for everyone. Join us for live and semi-live sessions, watch on-demand sessions, wander the exhibit hall, message other attendees and join the conversation on social media. I hope that you find the conference programming inspiring and impactful. I hope you engage with other attendees on our virtual platform and make connections that go beyond the conference dates. I hope you learn and question and get inspired to learn and question more.

On behalf of all of us at NAMLE, thank you to everyone who helped make this event possible. If you are a presenter, thank you for sharing your knowledge and expertise with us. If you are an attendee, thank you for choosing to spend this time with us. Thank you to our proposal reviewers, our Town Hall organizers, our interns and every person that volunteered to help. Thank you to our sponsors and exhibitors. Thank you to the NAMLE Board of Directors for your guidance and support.

I want to share huge thanks goes to the core conference team. Stephanie Flores-Koulish (conference chair), Emily Bailin Wells (research chair), Azsanee Truss (assistant research chair) and Michael Anderson (assistant research chair). On behalf of everyone at NAMLE, I share immense gratitude for all your time and energy. This has been a massive undertaking and we could have never done it without you. Thank you for bringing your expertise, thoughtfulness, and sense of humor to every meeting.

And, lastly, an enormous shout to the NAMLE staff: Sumi Dey, our office coordinator, who joined the team in March and has learned quickly just how much work it is to plan a national conference while running a national non-profit organization. We are so lucky to have her energy and spirit on the team. Donnell Probst, our Associate Director, is truly the wizard behind the curtain. I have never met anyone who works harder, is more skilled, and brings their all to every single task like Donnell. I would be lost without her.

Here's to an incredible conference for an incredible community.

Thank you!
Michelle Ciulla Lipkin
Executive Director

MESSAGE FROM NAMLE'S BOARD PRESIDENT



Conference Attendees,

On behalf of the board of NAMLE, I just want to say how thrilled we are to be joining you this year for the 2021 Biennial Conference. If you've joined us in the past, we hope you will find this gathering like nothing you've ever experienced with NAMLE – new ways of communicating, new issues to address together, new voices and perspectives to enrich our shared practice. If you are new to NAMLE, we hope it will demonstrate the passion and dedication of this community and the vital role that media literacy must play in renewing education in our nation.

We embarked on this gathering with the belief that there is no more important time to lean into the intrinsic relationship between media literacy and social justice. We as a community have always pushed back against forces that have suggested there's only one way to view the world, only one point of view that matters. This time together is an opportunity to deepen our understanding of how media literacy can be a weapon in fighting the ills of our time, from systemic racism to disdain for those seeking refuge to even the deep political divides that threaten the basic tenets of our democracy.

Know that our focus at this time on justice and equity is not simply opportune. NAMLE has a deep and ongoing commitment to be an organization working toward a more just and better world. If you've read our newsletters, reviewed the resources we've culled and developed, noted the themes

in the JMLE, Media Literacy Week and this conference, you'll note an acknowledgement that our pursuit of equity, diversity and inclusion is real but also an on-going commitment. May this conferences' focus on our shared commitment to social justice be an opportunity to bring our understanding of media literacy's power to the surface and critique the ways that our society views race, culture and identity, and how to demand greater empathy, compassion and respect for all.

As we embark on this important time together, I want to make a special note of appreciation for the involvement of our National Media Literacy Alliance, our newly formed network of the leading education associations that collectively represent more than 350,000 educators across the country. The Alliance members bring to the conference the perspectives of formal and informal educators eager to embrace media literacy in their classrooms, libraries and community organizations. I also want to recognize the many NAMLE partner organizations who are presenting and exhibiting their work over the course of the conference. We continue to be honored to work with you to grow the field and provide vital services to students, educators, parents, and other stakeholders.

I look forward to engaging with all of you in what I know will be an extraordinary conversation. Thank you for your commitment to media literacy and your involvement in NAMLE. Together we can make real, lasting change.

Best,
Tony Streit
NAMLE Board President

ATTEND FEATURED SESSIONS WITH MEMBERS OF THE NATIONAL MEDIA LITERACY ALLIANCE



American Association
of School Librarians
TRANSFORMING LEARNING



National Council of
Teachers of English



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS



ACKNOWLEDGEMENTS

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Elis Estrada, PBS News Hour Student Reporting Labs
Kelly Glasscock, Journalism Education Association
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Abby Moore, Ithaca College
Sophia Podolsky, Vanderbilt University

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Kristine Gloria, Aspen Institute
Alice Huguet, RAND Corporation
Chris Sperry, Project Look Sharp

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American Documentary Inc. | POV

Blissful Us

Brooklyn College

Buffalo Toronto Public Media

BYkids

California Film Institute

Center for Media and Information Literacy

Center for Media Literacy

CIRCLE

Civic Imagination Project

ClassHook

Columbia College Chicago

Common Sense Education

Conscious Media Consulting, LLC

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Critical Media Project

CT Public Media

CyberWise

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Free Spirit Media

Gateway Media Literacy Partners, Inc.

Getting Better Foundation

Healthy NewsWorks

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iCivics

Illinois Digital Educators Alliance

IREX

Jacob Burns Film Center

Journalism Education Association

Journalistic Learning

KET

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KQED

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Media Done Responsibly

Media Education Lab

Media Literacy Now

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Amazon/DoGoodery

Bureau of Labor Statistics (BLS)

Cyber Civics

Education Development Center

Facebook

KET

National Media Literacy Alliance

NewsGuard

Media Power Youth

Media Savvy Citizens

MediaSmarts

MediaWise, The Poynter Institute

Meridian Stories

National Digital Inclusion Alliance

National Telemedia Council

New America

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NewsGuard

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NYS Educational Media Technology Association

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Pauline Center for Media Studies

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Retro Report

Rhode Island PBS

Solutions Journalism Network

Take Two Media Initiative

The Economist Educational Foundation

The Factual

The Media Spot

The Message

The Net Safety Collaborative

The News Literacy Project

The Trust Project

ThinkTV

Vermont PBS

Villa Maria School

VOX ATL

VPM

Welcome 2 Reality

Winston Preparatory School

WNET-Thirteen

WSIU/WUSI/WVSI/WSEC/WMEC/WQEC

WSKG Public Media

Youth Be Heard

**Org Partners in bold are also exhibiting*

Nickelodeon

PBS Student Reporting Labs (SRL)

Snap Inc.

Teachers College Press

Thomson Reuters

TikTok

Trend Micro

Twitter

CONGRATULATIONS TO OUR 2021 AWARD WINNERS!



JEFF SHARE
Elizabeth Thoman
Service Award



PAMELA PEREYRA
Media Literacy
Community Award



JAMIE GREGORY
Media Literacy
Teacher Award

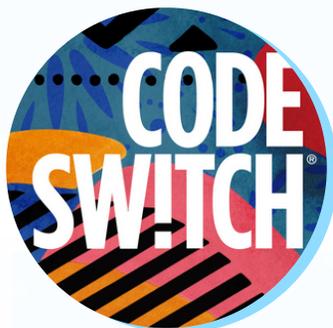


BELINHA De ABREU
Media Literacy
Researcher Award

MEDIA LITERATE MEDIA AWARD WINNERS



DISCLOSURE
Media Literate Media Award



NPR's Code Switch
Media Literate Media Award



Scene on Radio
Media Literate Media Award



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FRIDAY JULY 16TH
OPENING KEYNOTE: 1619 PROJECT EDUCATION NETWORK



11:00AM - 12:00PM EDT

1619 Project Education Network: Resources supporting critical thinking, media literacy, and analysis of the lasting legacy of slavery in the U.S.
 Nikita Stewart, Fareed Mostoufi, Donnalie Wilson

"The 1619 Project" from The New York Times Magazine aims to reframe U.S. history by placing the consequences of slavery and the contributions of Black Americans at the very center of our national narrative. Participants will explore text, audio, and visuals from the over 30 essays and creative works that are part of the Project and evaluate how these resources can support their classrooms and strengthen students' critical thinking and media literacy skills. Nikita Stewart, Assistant Editor at The New York Times and contributor to the Project, will present her process researching and writing her essay, "Why Can't We Teach This?" She will also speak with participants about how the Project can support discussions about media literacy. Participants will examine ways that teachers nationwide are connecting the Project to their classrooms through analysis of lessons and student work shared by educators nationwide as part of the 2020-2021 school year. They will also explore the goals and structure of The 1619 Project Education Network, which includes teams of education professionals from 22 states who are exploring ways of connecting the Project to students through the development of standards-aligned curricula for grades 4-12.

EVENING KEYNOTE: DISCLOSURE



6:00PM - 7:00PM EDT

Disclosure: Exploring the Paradox of Visibility
 Jen Richards, Zeke Smith, Sam Feder, Brian Michael Smith

DISCLOSURE is an unprecedented, eye-opening look at transgender depictions in film and television, revealing how Hollywood simultaneously reflects and manufactures our deepest anxieties about gender. Reframing familiar scenes and iconic characters in a new light, director Sam Feder invites viewers to confront unexamined assumptions, and shows how what once captured the American imagination now elicits new feelings. DISCLOSURE provokes a startling revolution in how we see and understand trans people. Join us in conversation with the director and stars of this important and groundbreaking film as we discuss the impact the film has had and what comes next.

FRIDAY JULY 16TH BREAKOUT SESSIONS

12:30PM - 1:30PM EDT

Media & Me | Live

Presenters: [Destiny Brown](#), [Janae Young](#), [Leah Mann](#), [Shahmeer Mirza](#), [Ellie McGinley](#), [Zalthea Kherxylh L. Esguerra](#), [Janeya Wilkerson](#)

Drawing from Wide Angle's organizational values, "Media & Me" is a youth-centered, youth-driven, and youth-oriented lesson on the relevance and importance of Media literacy today. Students will guide us through dissecting biases from advertisements and media we consume everyday, and how we can use media literacy to be intentional about the way we present ourselves to the world. Students Ellie McGinley, Janeya Wilkerson, Zalthea Esguerra, Janae Young, and Shahmeer Mirza will compare examples of past and present ads whose captions hold similar underlying biases to demonstrate the power of separating the text from the image to understand implicit meaning. The lesson will then end with students presenting their "This is Me" projects with captions that inform who they are and what the picture represents, keeping in mind key ideas of media literacy.

Media Literacy and Developmentally Appropriate Practice in the Early Childhood Classroom | Semi-Live

Presenters: [Susan Friedman](#), [Faith Rogow](#), [Ron Grady](#), [Rachel Konerman](#), [Toni Sturdivant](#)

Children explore what they know about the world through their play and they learn about the world from their experiences. How do young children's experiences impact their knowledge and their ability to understand media? How do early educators effectively help young children think critically about what they see and experience from the media and how do they incorporate creating media into their learning activities? Learn what developmentally appropriate practice is, hear from three teachers who describe how they offer integrated learning experiences across content areas and explore how they do or could incorporate media literacy into their teaching using DAP as a lens.

The Power of Two | Semi-Live

Presenter: [Renee Hobbs](#)

Experience how "the power of two" unleashes transformative creativity and collaborative learning experiences for professional development in digital and media literacy education. Join in the closing day of the 9th Annual Summer Institute in Digital Literacy at the University of Rhode Island and hear from Renee Hobbs and Julie Coiro, along with faculty and participants who have been advancing their expertise in digital and media literacy through hands-on, minds-on learning. Share your insights on "what works" for professional learning communities in digital and media literacy education.

FRIDAY JULY 16TH BREAKOUT SESSIONS

Voices of Resilience: Corona Multimedia Showcase Features the Media Projects of Children and Youth Around the World | Semi-Live

Presenters: Marilyn Cohen, PhD, Dr. Tatyana Tsyrlina-Spady, Janine Madigman

Action for Media Education (AME) launched The Corona Multimedia Showcase in April 2020 with the intent of providing a creative outlet for young people ages 3-19 from around the world to share their thoughts, feelings and ideas during the time of a pandemic. With the help and support of its partners, AME was able to reach out to over fifty countries and receive hundreds of diverse entries which it could then digitally display on the Showcase website. Encouraged to use one of their favorite mediums, participants submitted projects in every suggested category – video, photography, written word, arts and crafts, music and dance, and technology innovations. This session will include Showcase participants from Gambia, India and South Africa who will have an opportunity to present some of their projects. Presenters will discuss common themes and some of their other findings based on project analyses they have conducted. They will also offer suggested strategies for making use of this exciting collection of work in schools and other organizations and groups serving young people.

12:30PM - 1:00PM EDT

Is this anti-Semitic? Questioning popularized family content from the twentieth and twenty first centuries, and breaking down their stereotypes | Semi-Live

Presenter: Michelle Rubin

As this conference aims to show the relationship between media, information and power, this presentation will look at the media content presented to children over the last century and we will analyze if children looking at this content may get misinformation or internalize anti-Semitic thoughts. By questioning the people who created this content, and its popularity when it was emerged, this presentation will help educators explain to children what or how these ideas are anti-Semitic in a way that is level appropriate. This presentation will use examples of popular content from the late twentieth and twenty-first century aimed for children. Whether it be toys, books, television or online content, antisemitic content for children or teens is still being produced. Even though this presentation will focus on anti-Semitic content, the lessons and the steps needed to break down each source of media could be applied to different populations that have been discriminated.

More than a subject: Civics, Teens and Storytelling | Semi-Live

Presenters: Elis Estrada, Isaac Harte, Corie McCowin

Young people in America engaged in democracy during the 2020 Election in new and innovative ways. When the coronavirus pandemic forced everyone to rethink civic engagement for our country's youngest voters, Gen Z sprung into action and found new means through social media and media making. Attendees will hear from teens about how student-driven initiatives helped them make sense of the elections and learn how to rethink civics education and media literacy through programs like PBS News Hour Student Reporting Labs.

FRIDAY JULY 16TH BREAKOUT SESSIONS

1:00PM - 1:30PM EDT

Powerful Images, Powerful Words: American Indian Stereotypes in Education and Popular Culture | Semi-Live

Presenter: [Ami Tamarantz](#)

Pop-culture stereotypes and school curricula filled with incomplete and inaccurate versions of history inform and dominate 21st-century public perceptions of American Indians. In this session, participants will learn more about the history and pervasiveness of these problematic narratives and representations and how they profoundly affect Native youth and Native Nations. Participants will also explore the National Museum of the American Indian's Native Knowledge 360° initiative and its resources for building more complete narratives about American Indians. This session will inspire participants to think more critically about these problematic narratives and representations and provoke inclusive dialogues both in the classroom and in society.

Exploring Issues of Social Justice in U.S. History with PBS NewsHour's Interactive "Journalism in Action" Website | Semi-Live

Presenters: [Greg Timmons](#), [Syd Golston](#), [Vic Pasquantonio](#), [Liz Ramos](#)

PBS NewsHour EXTRA's new interactive website, "Journalism in Action: Civic Engagement and Primary Sources Through Key Moments in History" (www.journalisminaction.org) features primary sources from the Library of Congress that explore how journalists covered key social justice issues that have shaped the U.S. Attendees will learn how to use the website with their students and think critically about the role of a free press in a democracy. We will explore issues like the Civil War, suffrage, immigration, migrant labor, civil rights and political corruption. One of the main goals of Journalism in Action is for students to develop media literacy skills as they analyze reporting about individuals and groups of people whose stories were often excluded from news sources, including people of color, women, low-income and poor people and those with mental health issues. They will feel empowered learning about some of the victories, but yes, realistic regarding the work still left to do. Attendees will learn how to use Journalism in Action's 10 interactive case studies (we will hone in on just a few) with students and enjoy exploring some of the interactive elements of the site, like the magnifier and annotation tools. These teacher presenters are passionate about the subjects featured on the site, and the audience is guaranteed a meaningful, fun session. The site allows students to deepen their understanding of historical events and make connections to today, including social justice-centered journalists like Ida B. Wells and Nellie Bly.

FRIDAY JULY 16TH BREAKOUT SESSIONS

2:00PM - 3:00PM EDT

Town Hall Conversation: Future of Algorithmic Justice | Live

Presenters: [Fay Cobb Payton, PhD](#), [Kristine Gloria](#), [Amanda Lenhart](#), [Ziad Obermeyer](#)

Fay Cobb Payton, PhD, Kristine Gloria, Amanda Lenhart, Ziad Obermeyer

Over the past year, we've seen an uptick in media coverage around the impact of large-scale automated systems on our day-to-day lives- from facial recognition technologies to hiring algorithms to automated scoring in education. While public awareness of these systems grows, there is a pressing need to elevate both good and bad; and to educate future generations on how to critically identify, create, design, develop, and engage with these types of solutions. Join us for this conversation facilitated by our partners at Aspen Institute.

Town Hall Conversation: Covering Injustice in America with Reuters Journalists | Live

Presenters: [Reade Levinson](#), [Linda So](#), [Janet Roberts](#), [Lawrence Hurley](#)

In four related series of data-driven reports, Reuters examines institutional failings of the U.S. law-enforcement and justice systems that exacerbate racial inequity.

3:30PM - 4:30 EDT

Building a Cyber Citizenship Portal for Educators: A New Way to Take Action | Live

Presenters: [Lisa Guernsey](#), [Jimmeka Anderson](#), [James L. Welsh](#), [Nathan Fisk, PhD](#), [Kelly Osborne-Rozgonyi](#), [Becca Shafer](#), [Cynthia Weaver](#)

Polarization and the fracturing of society into “us versus them” groups is a time-tested tactic by those who want to destabilize democracies. On today’s social media networks, this fracturing has become all too easy with the spread of misinformation, disinformation, and mal-information (information that is based on reality, but elevated or pushed in order to inflict harm on a person, social group, organization or country). Fortunately, new tools are emerging every month that aim to help students identify false and misleading information online—and to build their resilience against toxic information streams. But teachers don’t always know where to find these resources. And they don’t yet have a space for discussing and sharing what works and what doesn’t. The Cyber Citizenship Initiative aims to address these gaps. This session will introduce the project, discuss why cybersecurity and national security issues have jump-started this initiative, and examine how social justice issues and new approaches to civics education are integral to the work. The second half of the session will be devoted to getting feedback and input from educators on the design of a Cyber Citizenship Portal and to elicit examples of how the portal could help teachers build customized “playlists” of resources for their students. The initiative is a new partnership among Cyber Florida, New America, the Florida Center for Instructional Technology, and NAMLE.

FRIDAY JULY 16TH BREAKOUT SESSIONS

Ecomedia Literacy: Environmental Justice is Social Justice | Live

Presenters: Jeff Share, Amina Humphrey, Theresa Redmond, Antonio Lopez

Media and technology have significant impacts on the planet and people as seen at the nexus of multiple crises, including the COVID-19 global pandemic, increasing economic inequality, police violence against BIPOC, and our heating planet. In this panel, we will address the interconnections of social justice and environmental justice by challenging the myths of universal vulnerability and universal responsibility using ecomedia literacy and an ecojustice framework. We will bridge the gaps that emerge from the academic silo-ing of content areas, specifically media educators who neglect the importance of the climate crisis and environmentalists who fail to recognize the need to incorporate media literacy education. The inequalities and injustices described above require media educators to abandon the illusion of neutrality and embrace the importance of critically questioning the intersections of social and environmental justice, because we are not affected equally and we are not all equally to blame. Through this panel, we invite participants to build their awareness of the importance of recognizing and responding to ecological concerns and advocating towards environmental justice through ecomedia literacy.

Film as a Catalyst for Student Activism | Semi-Live

Presenters: Joanne Parsont, Paul Igaz

The value of documentary film as a teaching resource has dramatically increased in recent years as documentary filmmakers have become an ever more reliable source of news, information, and in-depth exploration of current events and global issues that relate directly to school curriculum. This impact has been particularly acute in the area of environmental filmmaking, with the surge of urgent and persistent threats to the future of the planet and the younger generation. In this session we will demonstrate how to leverage film to foster student activism and engagement around environmental issues through a program of films, conversations, and curriculum resources that can be offered both online and in person.

3:30PM - 4:00 EDT

"This Is For The Birds:" A Digital Short Story about Narratives, Representations, Biases, Marginalization and Being Authentic Anyway | Semi-Live

Presenter: Ava Montgomery

"This Is For The Birds" is a digital short story 9 minutes in length about the plight of some birds in society--as seen through the lens of a Crow. The movie subtly addresses a variety of themes that have direct correlations to social justice issues and outcomes. As well, it addresses the historical and powerful role of media on influencing public opinions and public policies that maintain systems of marginalization and "othering." The Crow (and its "kind") is a metaphor and a symbol of marginalized peoples--whether they are marginalized because of their color, ethnicity, the way they wear their hair, physical features, gender, religion, sexual orientation, or sexual preference, etc. Having features,

FRIDAY JULY 16TH BREAKOUT SESSIONS

characteristics, and traits which are devalued by some people in society at-large, may lead individuals from a group or a collective group who has those features, characteristics and traits, to feel, believe and be treated as if they are not welcome to actively participate in society. People who are "othered" are frequently pressured to conform to societal dictates to be more accepted and to keep themselves safe. Yet, what happens when they conform or assimilate but are still unsafe? Sometimes, societal influences, such as the media, teach us to regard certain people as having less value than other people. Those that are perceived to have less value, are not afforded protection and are often judged to be dispensable. This movie is meant to help to start a conversation about biases and why some people experience it.

Uncovering the protest paradigm through visual framing: A media literacy lesson for college students | Semi-Live

Presenters: Nate Floyd, Jaclyn Spraez

Much is made of the proliferation of fake news in media literacy education. With good reason, we worry about unreliable news reporting and its effect on political participation. However, instruction that focuses on the most sensational attempts to hijack political discourse misses the more routine way in which reliable news reporting influences the political process. From horse race journalism to social justice movements, news professionals frame issues in particular ways, and those representations affect public opinion. Entman (1993) defines framing as the process of selecting "some aspects of a perceived reality and making them more salient in a communicating text in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation" (p.52). In our presentation, we share an interactive lesson plan demonstrating how to teach students to make sense of framing, social justice movements, and the protest paradigm. Using Associated Press images taken from the Black Lives Matter protests of 2020, we teach students how to use framing theory to uncover protest paradigms in the media. This lesson plan will foster a deeper engagement with social justice movements and the news media ecosystem. Teaching students about framing theory will equip them to unpack news stories in any medium and to critically engage in the subtleties of news production and its effects.

What's in a Word: Implicit Bias and Information Access | Semi-Live

Presenter: Jacquelyn Whiting

Our implicit biases accumulated through a lifetime of experience manifest themselves in subtle yet profound ways when we seek to make meaning of the media we consume. In this session we will review examples of implicit biases manifest in interpersonal interactions. Then attendees will participate in an exercise that helps people explore the impact of their biases on their understanding of the information they consume and on the ways in which they engage in discourse with other people. The exercise can easily be replicated with students and adults in any setting: the classroom, library, professional development, as well as parent and community workshops.

FRIDAY JULY 16TH BREAKOUT SESSIONS

4:00PM - 4:30PM EDT

Protests in Photo City | Semi-Live

Presenters: Kathryn Shriver, Emily Shriver

Images used to represent recent events in the media shape our assessments of those events, their sociopolitical impacts, and how they are contextualized and remembered. The circulated images of the Black Lives Matter protests from summer 2020 form a powerful collective memory of the events, just as the images of the Civil Rights Protests of the 1960's shape national memory that has bearing on the political landscape, school curricula, and lived realities of the present. Our study looks at media images from the 2020 protests in Rochester, NY sparked by community grief and outrage at the killing of Daniel Prude during a mental health intervention by a Rochester City Police Officer. As these protests were a significant part of BLM solidarity demonstration against police brutality throughout the US, our research is a comparative study of how images from these events were framed and presented by national and local publishers. These public images will be compared to the photos taken and privately shared by community members involved in the Rochester demonstrations. Rochester has a diverse population and takes pride in its abolitionist history as the home of Frederick Douglass. Rochester also has photography at the heart of its history, which positions the city as a compelling and productive context in which to ask how images from 2020 BLM protests from different news sources and personal collections compare in subject matter, tone, and viewpoint.

Exploring Virtual Learning Environments to Support Student Agency in the Early Years | Semi-Live

Presenter: Chelsea Atwell

“Am I on mute”? This question has been asked time and time again in virtual meetings, including classrooms. For over a year now, students and educators have been engaged in virtual learning on a scale not seen before. This presents new challenges and an opportunity for educators to engage in social justice work through media literacy in order to ensure virtual learning management systems function as successful “third teacher” environments, and that they support all learners. Participants will explore questions such as: Whose values are represented? Does the learning environment reflect the students' lived experiences? How is the virtual space negotiated with, and by, the learning community? What digital tools might educators use to support their learners? We will explore digital learning spaces in this early years (kindergarten to age 8) lesson. Media literacy concepts provide the framework for exploring how “media communicate value messages” and “audiences negotiate meaning”. Through critical analysis of digital environments and application of the media literacy key concepts, participants will have the opportunity to reflect on how they might create virtual learning spaces in which all students can see themselves reflected.

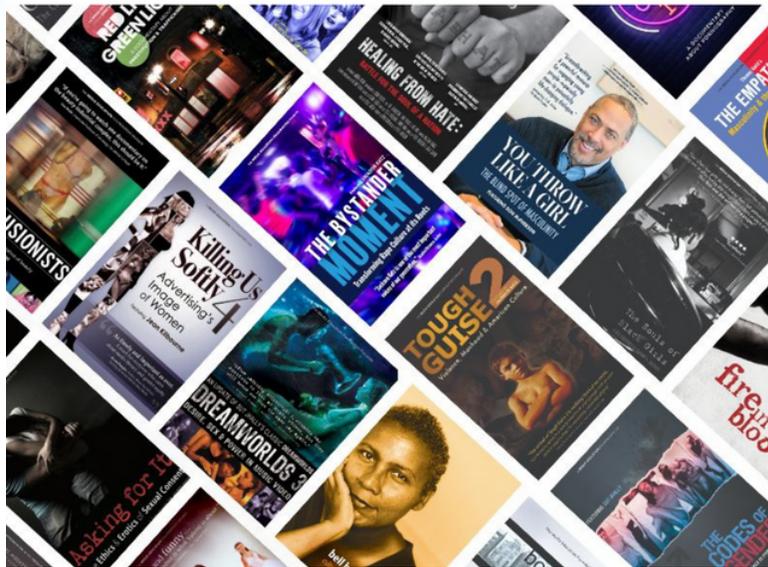
FRIDAY JULY 16TH BREAKOUT SESSIONS

Time to Act & Advocate: Using Storytelling to Center the Voices of Black and Latina Girls & Women | Semi-Live

Presenters: Joanne Parsont, Paul Igaz

The value of documentary film as a teaching resource has dramatically increased in recent years as documentary filmmakers have become an ever more reliable source of news, information, and in-depth exploration of current events and global issues that relate directly to school curriculum. This impact has been particularly acute in the area of environmental filmmaking, with the surge of urgent and persistent threats to the future of the planet and the younger generation. In this session we will demonstrate how to leverage film to foster student activism and engagement around environmental issues through a program of films, conversations, and curriculum resources that can be offered both online and in person.

media education foundation
documentary films. challenging media.



**SAVE 15% OFF ANY FILM
WITH CODE NAMLE15**

SATURDAY JULY 17TH
MORNING KEYNOTE: NPR'S CODE SWITCH



11:00AM - 12:00PM EDT

Race in Your Face: NPR's Code Switch

Gene Demby, Shereen Marisol Meraji,
 Kumari Devarajan, Leah Donnella

Code Switch is a race and culture outlet and a weekly podcast from American public radio network NPR. Members of the Code Switch team will be in conversation about what media literacy has to do with diversity and racial justice; how media literacy is related to an understanding of and communication with audience; and why media literacy is foundational to telling stories about race and identity. We'll format this as a panel conversation. Leah Donnella, supervising editor, will be asking questions of Code Switch hosts Gene Demby and Shereen Marisol Meraji, as well as Code Switch producer Kumari Devarajan. They each bring a different perspective to these topics and will have insights to share about our team's process from their various backgrounds and experiences.

EVENING KEYNOTE: SESAME WORKSHOP



6:00PM - 7:00PM EDT

It's Never Too Early to Talk about Race

Michael Preston and Akimi Gibson

Sesame Workshop is a community built on diversity, equity, and inclusion, where creators, educators, partners, and unforgettable characters come together on a mission to help kids grow smarter, stronger, and kinder. Together, Sesame Workshop and the Joan Ganz Cooney Center conduct timely research, create learning resources, and lead social impact projects designed to meet the developmental, physical, and emotional needs of children. Sesame Workshop creates and shares resources to help all families foster open and age-appropriate conversations about identity, race, and racism, and the Joan Ganz Cooney Center conducts research to empower the wider community of educators, practitioners, and producers to create inclusive content and technologies that consider the needs of diverse populations. In this session, Akimi Gibson, Vice President & Education Publisher at Sesame Workshop and Michael Preston, Executive Director of the Joan Ganz Cooney Center, will discuss their recent work and Sesame Workshop's efforts to address racial literacy as part of its Coming Together commitment to racial justice.

SATURDAY JULY 17TH BREAKOUT SESSIONS

12:30PM - 1:30PM EDT

Confirming the Business Case for Diversity, Equity and Inclusion in Education | Live

Presenters: Shaunelle Curry, Estella Owoimaha-Church, Dr. Shani Byard

Comprehensive critical media literacy teaching includes analysis of the history of institutional racism, the categorical othering of humans to establish systems of human value and hierarchy, and the use of media as a tool for propaganda and socialization to maintain these oppressive systems. It also shows the beauty and the power of humans to use media to create systems change and perpetuate powerful counternarratives that build equity, agency and healthy practices in digital citizenship. The CEO, Director, and Featured Teacher of the Media Done Responsibly School of Media Literacy Education are 3 Black women experts in the fields of DEI, Critical Race Theory, critical media literacy thought, Afro-media literacy, education, and Sustainable Development Goals. Here, they share their framework for systems change, embedding social justice and anti-racism work into media literacy education, and developing deep listening and authentic sharing practices using dialogic models that facilitate safe learning spaces. They share classroom practices for building counterstories and anti-racist technology development that support the social emotional development of middle school youth through college students.

From Youth Voice to Social Justice | Semi-Live

Presenters: Wendy Rivenburgh, Victor Ye, Jana Amin, Anya Dua

Driven by civic purpose, a new generation of young people are leveraging media to create social change. Youth media has long been a vehicle for youth voice but the scale and impact of these efforts seem to have reached a higher order of magnitude during the pandemic. What are the best practices for youth advocates to engage their audiences? What's unique about this moment in history that sets the stage for civic action? What lies ahead for young people working for social justice in their communities? What are the distinct opportunities for educators seeking to support them in their work? These are the questions compelling this panel. In this session, three youth leaders, Jana Amin, Anya Dua, and Victor Ye, will talk about empowering young people through media making and community engagement. They will share their motivations and stories as founding members of the award-winning podcast Untextbooked, a series that takes a critical look at historical events through a contemporary lens, with the overarching goal to strengthen democracy. The youth panel will also strive to distill best practices for educators who collaborate with young changemakers. Programs designed to foster positive youth development are youth-centered, driven by the interest of the youth participants, and planned around meaningful opportunities for civic engagement. Come join this session to hear what these youth leaders regard as the vital skills they have learned through media making, and how their skills and expertise have helped them in their pursuit of social justice.

SATURDAY JULY 17TH

BREAKOUT SESSIONS

Intersections of Social Justice and Media Literacy with Math, Science, and Technology | Semi-Live

Presenters: Elizabeth Allen, Julia E. Torres, Dr. Shakiyya Bland, Trena L. Wilkerson

The commitment and responsibility of math, science, and technology in understanding the critical importance and intersections of social justice and media literacy

Express Your Power Video Series: Public Pedagogy Promoting Social Justice through Freedom of Speech and Media Awareness | Semi-Live

Presenters: Feilin Gao, Linda Saint Marc, Andrea Zarczynski, Nicole LaMoreaux, Cole Bannick, Nelli Kobanenko, Carly Consalvo

Inspired by witnessing a nationwide racial reckoning as cross-cultural individuals united in protest for social justice last year, the Express Your Power series explores the relationship between media, civil rights, and social change. Taking an innovative public pedagogy approach, the creators partnered with the Stavros Niarchos Foundation Library in New York City. Discover how popular short-form explainer videos combined with public events reach an audience of e-learners and empower them to contribute to the global narrative. Meet members of Media Smart Citizens, a progressive initiative advancing media and information literacy. Answering how one can responsibly exercise their freedom of expression with media is the Express Your Power series' focus. It introduces the First Amendment as the foundation of respect for others and a central human right in America. Emphasizing the significance of personal truth-telling, educating storytellers on the many media formats and resources they can use to tell their stories, the series fosters community building. Gaining more insight into each other's life experiences promotes better social inclusion and strengthens our democracy.

12:30PM - 1:00PM EDT

ALL IN: THE FIGHT FOR DEMOCRACY: Grow a Voter Case Study | Semi-Live

Presenters: Minjung Pai, Ebony Murphy-Root, Fran Sterling

Leading up to the 2020 election, the opportunity to galvanize educators and students through understanding the full scope and gravity of voting rights was at stake. The documentary film ALL IN: THE FIGHT FOR DEMOCRACY (allinforvoting.com) examines the issue of voter suppression in the US. With the perspective and expertise of Stacey Abrams, the documentary interweaves personal experiences with activism and historical insight to expose a problem that has corrupted our country from the beginning. Beginning in October 2020 a committed team working together from Amazon Studios, The Raben Group, Picture Motion, Blueshift Education, and doGoodery created and launched an ambitious initiative and full educator toolkit--discussion guide, US History, Civics, and Media Literacy curricula--to inform, prepare, and empower a cadre of Teacher Ambassadors from battleground and other states to incorporate the film and resources into their classrooms as a launch pad for civic engagement and democratic participation. With some initial evaluation data to share, teacher insights to reflect upon, and a vision for

SATURDAY JULY 17TH BREAKOUT SESSIONS

the ongoing work ahead with this project, this panel (two participating educators from the Teacher Ambassador Program, Lead Curricula Writer for Grow a Voter) will engage our community in a rigorous examination of the interplay and role a powerful documentary film together with training and resources can empower educators and play an instructive and influential role in fostering critical media literacy as a necessary skill for our democracy to survive and thrive.

DECOLONIZING MEDIA LITERACY: AN INDIGENOUS POSITIVE DEVIANCE COMPARATIVE CASE STUDY OF MUNICIPAL GOVERNMENT CIVIC EDUCATION/PROPAGANDA FOR CRITICAL CONSCIOUSNESS TOWARDS SELF- DETERMINATION | Semi-Live

Presenter: roque aguon

Inspired by witnessing a nationwide racial reckoning as cross-cultural individuals united in protest for social justice last year, the Express Your Power series explores the relationship between media, civil rights, and social change. Taking an innovative public pedagogy approach, the creators partnered with the Stavros Niarchos Foundation Library in New York City. Discover how popular short-form explainer videos combined with public events reach an audience of e-learners and empower them to contribute to the global narrative. Meet members of Media Smart Citizens, a progressive initiative advancing media and information literacy. Answering how one can responsibly exercise their freedom of expression with media is the Express Your Power series' focus. It introduces the First Amendment as the foundation of respect for others and a central human right in America. Emphasizing the significance of personal truth-telling, educating storytellers on the many media formats and resources they can use to tell their stories, the series fosters community building. Gaining more insight into each other's life experiences promotes better social inclusion and strengthens our democracy.

1:00PM - 1:30PM EDT

Media Literacy as Anti-Racist Pedagogy | Semi-Live

Presenters: Alison Trope, DJ Johnson

This paper explores the role of media education in antiracist pedagogy by examining Critical Media Project (www.criticalmedaproject.org) as an educational intervention in social identity and justice. Working in schools since 2015, CMP's curriculum builds on the site's foundational structure and mission to put media in context and build student awareness and critical thinking around representations of social identities and their intersections. CMP introduces media norms and problematizes stereotypes, contextualizes them historically and in relation to institutional structures, and opens up the possibility of counter-narratives. In turn, CMP gives youth opportunities to push back, rewrite themselves and generate new and revisionist perspectives affirming their lived experiences and promoting self-efficacy. This paper will discuss our youth-centered work, designed to generate knowledge and provide an accessible and engaging entry point for students to explore identity. In the wake of the murder of George

SATURDAY JULY 17TH BREAKOUT SESSIONS

Floyd and the ensuing protests around the globe, CMP released a curated media playlist focused on Black protest and social movements. This playlist serves as an example of using media literacy in the context of antiracist pedagogy to explore the history, underlying causes, politics, and representation of Black protest and social movements in U.S. history. We will consider how this playlist and our other curricular materials can be used as foundational to antiracist pedagogy, while also remaining cognizant of the social and political discourses that frame identity politics as liberal indoctrination, creating a volatile terrain that teachers and school districts must try to (or learn to) navigate.

True Justice: Bryan Stevenson's Fight for Equality Comes to the Classroom | Semi-Live **Presenters: Emily Keating, Elyse Frenchman, Matthew Henderson**

This session will center Bryan Stevenson and the Equal Justice Initiative's work through the Emmy and Peabody Award winning HBO and Kunhardt Films production, True Justice. In the last half-century, America has become the nation with the highest rate of incarceration in the world, authorized the execution of hundreds of condemned prisoners and continued to struggle to recover from a long history of racial injustice. For more than three decades, Bryan Stevenson has advocated on behalf of the poor, the incarcerated and the condemned, seeking to eradicate racial discrimination in the criminal justice system. An intimate portrait of a remarkable man, True Justice follows his struggle to create greater fairness in the system and shows how racial injustice emerged, evolved and continues to threaten the country, challenging viewers to confront it. Hear directly from two of the filmmakers about the opportunity and responsibility of representing on screen both trauma and hope, and how their work seeks to reflect Bryan's emphasis on the power of narrative to help fight against injustice. Participants will gain access to the film and to the educator resources designed to support the film's themes and content.

2:00PM - 3:00PM EDT

Virtually Viral Hangouts (Networking/Social Hour) | Live **Presented by Media Education Lab and NAMLE**

Everyone learns from everyone when discussion protocols encourage people to express themselves safely and authentically. We'll use the protocol developed by the Media Education Lab during the first five months of the Covid pandemic to create a trusted space for networking, discussion and sharing.

NAMLE Board of Directors | Live

Join this open conversation with NAMLE board members about the present needs of and opportunities ahead for the media literacy community. Meet the board members and learn about how the board functions. Hear about the current NAMLE strategic plan and share your thoughts on key issues we as a community should be focused on and how to scale media literacy practice in the years ahead.

SATURDAY JULY 17TH BREAKOUT SESSIONS

3:30PM - 4:30PM EDT

Fostering Student Fact Checkers & Media Makers: the PBS Certified Media Literacy Educators | Live

Presenters: [Kari Wardle](#), [Nikki Vradenburg](#), [Rik Panaganiban](#)

Over 40 teachers across the United States have participated in and completed the PBS Media Literacy Educator Certification by KQED. This rigorous, self-paced, competency-based certification is designed to recognize and elevate the media literacy practices of educators across the country. PBS Media Literacy Certified educators emerge from the program with a greater confidence in their ability to support their students to be media literate citizens within their communities. This session will spotlight three educators from diverse backgrounds and settings who will share their journey and how becoming PBS Media Literacy Certified Educators transformed the way they teach and the way their students analyze, evaluate and make media.

Using Media to Know Better, Teach Better: Using Documentary Films to teach Critical Media Literacy and Racial Justice | Semi-Live

Presenters: [Courtney B. Cook, PhD](#), [Meg Roosevelt](#), [Abi Manivannan](#), [Paula Hill](#), [Will Tolliver, Jr.](#)

In this interactive session, PBS Education and POV, television's longest-running showcase for independent nonfiction films, bring you PBS Presents: POV Watch Club! Watch Club is an ongoing, asynchronous professional development engagement that offers educators a free POV documentary and teaching resources every month. This session (and Watch Club) offers practical support, resources, and critical dialogue to help teachers cultivate their own critical media literacy skills and deepen their understandings of the structural and historical role of racism in American schools. After introducing the initiative we will share some highlights from our monthly "After Shows" where scholars, teachers, activists, and filmmakers engage in dialogue around the contemporary relevance of our films in society and schools and share teaching tools and tips for facilitating difficult dialogue around race and racism in the classroom. As an interactive session, we will then invite session participants to engage in dialogue - modeled by our Special Guests in the After Show Reel - and respond to critical media literacy topics like naming, framing, and representation. We will also use this opportunity to unpack strengths and limitations of using bold, intimate, and artful documentaries as a tool for teaching racial justice and media literacy in your classrooms. All relevant sign-up information will be shared during this session so you can join the club and receive free access to POV films, classroom resources, and connect with the PBS Education community.

SATURDAY JULY 17TH

BREAKOUT SESSIONS

Youth Film Screening and Community Dialogue by Educational Video Center | Semi-Live

Presenters: Raino Isto, Rachel Brown, Raelene Holmes, Isabella Araya, Niaja Nazario, Ambreen Qureshi

Film 1: What's Gender Got To Do With It?

"What's Gender Got To Do With It?" focuses on the stories of teenagers and adults who share personal narratives of gender discrimination and how it has affected their mental health. With a focus on the queer community, activists working to end discrimination based on gender identity and gender expression discuss their methods for changing minds, behaviors and social structures. This film also looks at how social media plays a part in spreading stereotypes about gender roles, as well as how it can be used as a tool for social change. Created by high school filmmakers, the documentary is a powerful example of the ways that youth perspectives can shed new and important light on different forms of injustice, and the social and media narratives that perpetuate them. The film examines paradigms and legacies of protest by queer people of color, and situates youth efforts in relation to those struggles.

Film 2: Cops Are(n't) Colorblind

Racial profiling by police is a recurring problem in our society for people of color. EVC's 2020 documentary film "Cops Are(n't) Colorblind: Changing the NYPD from the Inside and Out" highlights the experiences of two of the youth producers involved in creating the film. The film follows the stories of Demetrius and Niaja, who experienced racial profiling as young teenagers. Demetrius was followed, stopped and searched based on what he was wearing. Featuring interviews with teens, community members, activists, and others, the documentary explores the ways that different actors have attempted to change the NYPD. The documentary considers how community organizations and activists can combat the pessimism surrounding the possibilities for changes in policing practices. Foregrounding the ways that youth are affected by and perceive racism in the police force, the film contributes to a broader discussion about how young people can most effectively advocate for changes in policing, and in society at large.

Weaving School Libraries into the Media Literacy Fabric for Social Justice | Semi-Live

Presenters: Sylvia Norton, Jennisen Lucas

Content courses stand alone as the warp on a loom, each strand following a distinct path, but not connected to other content or courses. Media literacy focuses on the process by which we learn for understanding the relationships between media, information and power. These processes become the weft, the cross threads providing connectivity between content areas enabling learners to create new knowledge through the power of information. In this presentation, we will share the six AASL Standards to Inquire, Include, Collaborate, Curate, Explore, and Engage and how school libraries are where all learners can weave their own creative patterns for social justice.

SATURDAY JULY 17TH BREAKOUT SESSIONS

3:30PM - 4:00PM EDT

The Soundtrack of Change: Exploring protest music to encourage civic engagement, discourse, and digital fluency using Adobe Spark | Semi-Live

Presenter: Cristen Magaletti

According to Plato, "Music gives a soul to the universe, wings to the mind, and flight to the imagination." Ignite student curiosity with an exploration of a PBL unit that enables student voice and choice as they create an Adobe Spark Page that examines the social and political impacts of protest music both currently and throughout history. In this session, we will discuss how to make thinking visible as students share their opinions about how music may have sparked reflection, inspiration, and change in their own lives. Students can enhance their digital fluency as they curate their work and demonstrate their learning with a deep multimedia analysis of historical events using Adobe Spark. As an additional extension, if students feel comfortable, they are encouraged to write and upload an original song or spoken word poetry based on their research. By providing opportunities for students to publish their work to a global audience, teachers can encourage, enliven, and empower students to use their unique voices to shape discourse as powerful agents of change in both the present and future.

Teachers Transform with Classroom Media Literacy in Marginalized Communities | Semi-Live

Presenter: Pamela Pereyra

In Spring 2020, Media Savvy Citizens piloted the Teachers Transform: Media Fluency Program, a job-embedded capacity-building program with public middle school English language arts and social studies teachers, to enhance 21st century teaching and learning across disciplines, by incorporating traditional and new media literacy as an instruction strategy into curriculum. Centered on equitable practices and access to basic practices and tools, questions about the differences between rural vs. urban and different tech levels were explored to find patterns in learning to better reach diverse geographic, cultural and technological needs of teachers and students. Piloted January through June 2020, its hybrid learning model revealed more than expected as teachers transitioned to Covid-19 remote education. In this session, you will learn about the program design, outcomes, and opportunities to meet localized media fluency needs of teachers and students. You will explore the program's design with a social justice approach to address access, equity, diversity, and participation as a human right to today's education. You will gain insight into how media literacy was applied in phases and delineate the impact on special populations. Lastly, you will conceptualize pathways of media literacy implementation from beginner to change agent. The session offers a unique opportunity to observe media literacy's evolution in real-time, and to deepen our understanding of the media literacy implementation with marginalized populations.

SATURDAY JULY 17TH

BREAKOUT SESSIONS

4:00PM - 4:30PM EDT

Beyond the Culture Wars: Literacy ‘On The Way’ to a Humanizing World | Semi-Live

Presenter: Josue Emmanuel Muñoz

How to engage high schoolers in a constructive and mindful dialogue that names and challenges systemic injustices in order to plant (medicinal media) seeds and take steps toward healing. We must face the culture war, fueled by misinformation, fear, and ancient yet evolving ‘isms’, by disarming local/global citizens with a common language and frame to help us humanize and nourish our community ‘garden.’ Through the metaphor of a seed, we’ll draw on critical media literacy to curiously explore our minds and how they grow. Following a three-step process, Let’s Get Lit, I Am, and Cre8 Love, participants will receive an adaptable workflow that can be customized for any age group. First, we assess the dominant story and culture normalized in the messages, cultural artifacts, or seeds we consume. We follow with emotional literacy by taking a moment to accept, breathe, and meditate through the hard truth of naming the problem. We end the session by sharing how we can encourage our students to plant verses of love and identify actions one can take to nourish. This presentation is intended for educators and parents looking to pair critical media literacy with mindfulness and storytelling practices. Educating in a cultural war zone can stir emotional challenges, we cannot neglect how we feel and hyperfocus on media literacy: propaganda targets the mind and the heart.

What Teachers Value About Digital and Media Literacy Education | Semi-Live

Presenter: Renee Hobbs

What leads an educator to implement media literacy in the classroom? Many media literacy educators see themselves as “activists” or “watchdogs,” helping learners to understand the relationships between media, information, and power by addressing disinformation, stereotypes, and bias. The Motivations Profile paradigm offers guidance in understanding the diverse reasons why media literacy educators do what they do. This is important because some educators don’t see their work as particularly political. Some identify with being a “Spirit Guide” in helping to advance the social and emotional well-being of their learners. Others take on the role of “Teacher 2.0,” emphasizing active participation in digital media and learning cultures, helping students get comfortable with new formats, modes of expression, and participation in and out of school. Why are there such diverse educator motivations and how do they affect how learners experience media literacy education? In this session, we present the Motivations Profile and explain how we use it in professional development for media literacy education. In practical work with more than 1,000 educators, we examined how teacher decision-making about the form/content of curricular implementation in media literacy is aligned with motivational profiles. In this session, we review some activities that are designed to support metacognitive reflection on the relationship between educator motivations and curricular choices. In this session, you’ll also learn why students need to encounter a diverse array of approaches – and how the differing passions, interests, and motivations of their teachers have much value to learners.

SATURDAY JULY 17TH BREAKOUT SESSIONS

4:45PM - 5:45PM EDT

International Research Initiative: Exploring Media Literacy in the U.S. and Australia | Live

Presenters: [Dr. Paul Mihailidis](#), [Dr. Srivi Ramasubramanian](#), [Dr. Melissa Tully](#), [Dr. Tanya Notley](#), [Dr. Michael Dezuanni](#), [Dr. Sora Park](#), [Sherri Hope Culver](#)

In 2020, NAMLE launched an international research initiative to assess the current state of media literacy education in the United States and Australia. The Australia team seeks to address information gaps relating to the media literacy values, practices and needs of Australian citizens. The U.S. project seeks to build a common framework for identifying and measuring impactful media literacy practices in the United States. Both research teams will share details on their project, their findings, and what is next.

Join the Conversation!

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**SUNDAY JULY 18TH
MORNING KEYNOTE: DERAY MCKESSON**



11:00AM - 12:00PM EDT

DeRay Mckesson

DeRay Mckesson, Kimberly Moffit

DeRay Mckesson is a civil rights activist focused primarily on issues of innovation, equity and justice. DeRay has advocated for issues related to children, youth, and families since he was a teen. As a leading voice in the Black Lives Matter Movement and a co-founder of Campaign Zero, DeRay has worked to connect individuals with knowledge and tools, and provide citizens and policy makers with commonsense policies that ensure equity. He has been praised by President Obama for his work as a community organizer, has advised officials at all levels of government and internationally, and continues to provide capacity to activists, organizers, and influencers to make an impact.

EVENING KEYNOTE: PBS NEWSHOUR STUDENT REPORTING LABS, JOURNALISM EDUCATION ASSOCIATION (JEA), TIKTOK



6:00PM - 7:00PM EDT

Exploring TikTok for Youth Media and Social Justice

Riley Thompson, Kasey Thompson, Sanaa Wilkins
Marina Williams, Christian Guzman, Ashan'te N. Carr
Gracie Siaw-Osborne, Sophia Ortiz, Kaitlyn Gong
Hannah Bradley, Bailey Liebert, Jeremiah Mitchell
Aran Sonnad-Joshi, Laryssa Diaz, Sofia McMaster
Kaitlyn El-Sayegh, Isaac Harte, Corie McCowin
Nairobi Barnes, Jimmeka Anderson, Elis Estrada

In partnership with TikTok, PBS NewsHour Student Reporting Labs, Journalism Education Association and I AMnottheMEdia, 20 students from across the country will come together for a day-long workshop on the final day of NAMLE's conference. They will have the opportunity to learn about media literacy, storytelling, and using their voice for social issues that matter to them. The workshop will culminate with this closing session where young people will share their experiences, their insights, and their TikTok creations.

SUNDAY JULY 18TH BREAKOUT SESSIONS

12:30PM - 1:30PM EDT

NAMLE Research Project: Mapping Impactful Media Literacy Practices | Live

Presenters: [Dr. Paul Mihailidis](#), [Dr. Srivi Ramasubramanian](#), [Dr. Melissa Tully](#)

This research project explores how differential impact in media literacy interventions is understood, develops indicators for more equitable impactful practice, and offers educators across formal and informal learning ecosystems the opportunity to align their work within a responsive field guide that facilitates the alignment of practice with indicators for impact. Join the U.S. research team for this workshop to explore the interactive website in progress as well as to give input on what is next for the project.

The Sources of Justice: Equity and Inquiry in Social Studies and Journalism | Semi-Live

Presenters: [Lawrence Paska](#), [Kristy Brasfield, Ed.S.](#), [Dr. Sheena Jacob](#), [Shari Adwers, MJE](#)

What is the role of inquiry and sourcing in areas of civic engagement, media literacy, and social justice? How can we spotlight teacher practice in these areas? Are there specific resources we can share for teachers in attendance to support their work in these areas? This panel presentation features educators from the National Council for the Social Studies and the Journalism Education Association, who will share their perspectives on classroom practice and opportunities for students to critically engage in media literacy and social justice learning.

12:30PM - 1:00PM EDT

The Power of the Interview: One Story, Multiple Perspectives | Semi-Live

Presenters: [Emily Ohara](#)

Our experiences are felt and understood through our own perspective. But, what happens when we go outside ourselves and look through someone else's viewpoint on the same event? This presentation focuses on how the power of the interview allows us to see a shared experience from multiple perspectives helping shape the bigger picture and sharing a deeper understanding of a particular event. Emily Ohara, the education program manager and children's curator at the Jacob Burns Film Center, will take participants through the core themes and techniques of an original media literacy lesson designed for teachers to bring to their classroom. Participants will be encouraged to pause and engage with specific prompts and apply what they learn towards designing a project centered around social justice themes.

SUNDAY JULY 18TH BREAKOUT SESSIONS

Media Literacy for the Media | Semi-Live

Presenter: Ash Gopalani

India stands at the crossroads of a backsliding of democracy & people's rights along with a rising tide of extreme religious fundamentalism of the majority community. Being the world's largest democracy and one of the most diverse countries, understanding issues of media and social justice in India is crucial to understanding how the media landscape is subverted to decenter minorities from the discourse. Media Literacy is crucial but until the media itself does not understand media literacy, we will continue to face the issues we face today. It is equally imperative to focus on the flaws of structures of media and provide solutions to correct them. The role of Media Regulatory Bodies has rarely been examined in democracies and today, as democracies are threatened across the world we must examine what sort of a role media regulatory bodies can play today.

Using Wikipedia to Create and Share Credible Information and Build Community | Semi-Live

Presenters: Kristy Roschke, Sherry Antoine, Pete Forsyth, Dr. Alexandria Lockett

Wikipedia has a contested history in education. Since its inception, students have been warned against using the crowdsourced encyclopedia to find credible information, because "anyone can edit it." But to uncritically follow that outdated mantra ignores the powerful media literacy and community-building tool Wikipedia has evolved into. Lessons built on student Wikipedia editing can empower students to learn about how information is produced and vetted on the site. They will also learn key research and collaboration skills that can be used both within the Wikipedia community and in their academic and professional futures. As community-driven initiatives like News On Wiki focus on improving the diversity of content on Wikipedia, students learn important lessons about equitable representation and the social impact of being included (or not) in Wikipedia's vast web of content. Projects like this also help improve the diversity of the editors contributing to Wikipedia. In this panel session, presenters will provide background on the News On Wiki campaign and how it was used in the classroom to teach students how to develop visible content about credible information sources. The session will also discuss the benefits of using Wikipedia in the classroom more broadly, and how educators can adapt this project for use in their own classroom and with different age levels.

1:00PM - 1:30PM EDT

Not Starting from Scratch: Media Literacy Lessons and Resources for Teaching Sustainability and Social Justice in Elementary Grades | Semi-Live

Presenters: Cyndy Scheibe, Chris Sperry

Today's teachers recognize the critical imperative of integrating environmental and social justice issues into their curriculum, while at the same time developing the media literacy skills necessary for students

SUNDAY JULY 18TH BREAKOUT SESSIONS

of all ages to navigate an increasingly complex mediated world. But how can we find the time and the materials to do this effectively, given the challenges of today's online and in-person teaching environments? This dynamic and interactive session will showcase and demonstrate ways to use constructivist media decoding to address sustainability and social justice issues in the elementary grades through integrating media literacy practice with curriculum-based standards and other classroom objectives. Drawing on a huge set of free online lesson activities and other resources in multiple curriculum areas, the presenters will use interactive demonstrations to illustrate how to use media analysis to teach to these critical and often controversial issues in developmentally appropriate ways. Participants will leave with a better understanding of how to integrate inquiry-based approaches into their teaching, along with direct access to hundreds of media literacy lessons, activities and resources that they can use immediately in their work on social justice. The Q&A will address practical concerns and strategies for implementing media literacy approaches in ways that meet the needs of all students.

Using Media Literacy to Promote Equity & Justice | Semi-Live

Presenter: Nora Benavidez

As our online ecosystems reveal greater and greater divide among digital citizens, polarization continues to beget a sense of irreconcilable difference, exacerbated by a splintering media, isolating pandemic, violent political season, and powerful disinformation tactics wielded to play on these vulnerabilities. In this session, PEN America will explore effective media literacy strategies to promote civil and well-informed dialogue across party lines, generations, and ideologies, both offline and online. We will frame the conversation by beginning with a brief history of PEN America's work on mis/disinformation research and First Amendment advocacy which inform our approach to media literacy education. We will dissect the role that mis- and disinformation play in polarizing communities, particularly how racialized disinformation targets Black, Latino, immigrant, and other communities of color. We will discuss how media literacy skills, if made accessible and equitable, can neuter the harmful side-effects of misleading content online. In the second half of this session we will explore techniques for having difficult conversations with others who share misinformed narratives and fall prey to them. We will close the session by outlining how media literacy education can protect freedom of expression while fostering equity and understanding.

Type the Power! Exploring the Liberatory Practices of Critical Media Literacy Programming in Virtual Spaces with Urban Youth | Live

Presenter: Jimmeka Anderson

Type the Power! is an interactive learning session that combines research and practice to produce key strategies implementing critical media literacy programming with urban teens online. In this session, participants will explore challenges and potential solutions for teaching critical media literacy to urban teens in virtual spaces. Additionally, this workshop highlights the affordances of two critical media literacy virtual programs towards serving as a counterspace for urban youth. Participants will walk away with practical approaches towards building digital counterspaces for urban teens to engage in critical media literacy skills.

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2:00PM - 3:00PM EDT

Righteous Discomfort: Social Justice in the Classroom | Live

Presenters: Chris Sperry, Jamie Rhue, Melina Melgoza, John Billingslea

How do we deal with essential and challenging issues that can be politically polarizing and emotionally fraught in our classrooms? What are the boundaries, the guidelines, the cautions, and the imperatives of this work? What role can media literacy play in addressing these challenges? These are some of the questions that we will discuss with our panel as a community.

Media Literacy and Research in the Era of Truth Decay | Live

Presenters: Alice Huguet, Andrea Prado-Tuma, Julia Kaufman, Laura Hamilton

RAND defines "Truth Decay" as the diminishing role of facts and analysis in American public life. This phenomenon has taken hold over the last two decades, eroding civic discourse, causing political paralysis, and leading to public uncertainty and disengagement. In this session, RAND researchers will discuss their current research related to media literacy and civics education, two potentially powerful tools for countering Truth Decay - including a recent survey relevant to media literacy and equity in US schools. The researchers will also seek audience input about the direction of future research.

3:30PM - 4:30PM EDT

Roundtable Session: The Challenges of Teaching Critical Thinking and Student Agency | Live

Presenters: Yonty Friesem, Jayne Cabbage, Ralph Beliveau, Frank Romanelli, Natasha Casey, Igor Kanižaj, Amanda LaTasha Armstrong, Susie Grimm, Michael Spikes, Michelle Ciccone, Spencer Brayton, Salome Apkhazishvili, Samantha Stanley, Betsy Bozdech

In order to help our students develop critical thinking skills, educators must be willing to allow all students the freedom to express their views, even when they are in disagreement with our own. For this reason, and despite our best intentions, there can be a tension between the pedagogies that might be employed to develop critical thinkers and allowing students the opportunity to exercise their own agency in our classrooms. In this hour-long virtual roundtable session, participants will be invited to explore challenges they have encountered in their context as well as share strategies they have developed for engaging in this important work. Participants will have the opportunity to discuss in large and small group settings, including in breakout rooms organized by age group served or educational settings, including: Early Childhood, High School, Library, Higher Education, Media Industry, and out of school Youth Media. Participants will walk away from this roundtable session with various tools, strategies, and

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resources that they can apply in their own educational and community settings, so that they are able to teach media literacy through a critical lens while encouraging student voice and agency.

Corrective and Connective Histories: and the Narrative Powers of Art, Education & Media | Semi-Live

Presenters: [Michael K Lawrence-Riddell](#), [Makeda Mays-Green](#), [Bayeté Ross Smith](#)

Join Self-Evident Education for a close look at two of their engaging and accessible anti-racist U.S. history education modules, utilizing multimedia tools and curriculum. Each module consists of a short interactive documentary film and a suite of follow-up activities rich in resources. The resources are aligned with national education standards and explore the themes and stories presented in the short films with more depth and nuance. We will view the episodes, examine Self Evident's lesson plans and follow up activities related to the episodes, and explore the roles art, media and education play in developing stereotypes, preconceived notions and bias in young people and consider: the ways the resources can be used to center often underrepresented and non-represented narratives in education - the power of multimedia narrative-based resources for encouraging and strengthening critical understanding & analysis of history, and that understanding's role in affecting the present, and future of democracy and our world - how Self-Evident Education's work can be used to enhance student voice and choice in the classroom - how Self-Evident Education's work and multimedia tools can be applied beyond K-12 grade education scenarios - how Self-Evident Education's work can be used as a lever for social change within a context where stereotypes are developed through education and media - the ways in which correcting harmful historical narratives and mythologies about race in the United States can make the United States a stronger and better world leader

Media Literacy in English Language Arts Education | Semi-Live

Presenters: [Detra Price-Dennis](#), [Seth D French](#), [Elyse Eidman-Aadahl](#), [Emily Kirkpatrick](#)

What is the future of media literacy in English language arts education? In this panel discussion we reflect on efforts to advance digital and media literacy education among PK-12 educators and teacher educators and identify the most pressing needs for the advancement of media literacy in relation to the current national landscape of policies, practices, resources, and dialogues. Media literacy includes a rich array of instructional practices that are practiced quite differently in different settings by individual teachers and teacher communities. In some U.S. communities, a strong focus on media literacy for social justice is rewarded and valued, while in other places, it can be risky. For media literacy education to be taken seriously within and across diverse communities, efforts must be taken to advance the full and logical integration of critical media literacy practices within the teaching of literature/reading, genre studies, and writing studies/composition and rhetoric.

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3:30PM - 4:00PM EDT

Constructing Counterstories through Digital Storytelling | Semi-Live

Presenter: Andrea Gambino

Bishop (1990) described that texts could be akin to "windows, mirrors, and sliding glass doors." Yet, the commonplace social studies history curriculum oftentimes generates erasure and misrepresentation of histories that generates "othering" for students who hold identities of difference (Ladson-Billings, 2003). However, teachers and students who draw upon critical literacy examine the relationship between language, texts, and power to generate their own truth (Morrell, 2008) through praxis (through converged with action) (Freire, 1970). This lesson demo amplifies the ways in which high school social studies teachers with students can disrupt commonplace high school social studies curriculum through the tools of critical media literacy (Kellner & Share, 2019) by deconstructing Dominant texts (Gee, 1990) and generating countertexts through digital storytelling using StoryboardThat and FlipGrid.

Integrating Media Education and Environmental Activism in Site-Specific Art | Semi-Live

Presenter: Andrea Gambino

The panel presentation will describe the scholarly foundations, production process, educational and advocacy objectives for a social and environmental issue-oriented, site-specific art project. The projects were completed in an undergraduate ecomedia literacy course. The projects were designed to comment on and raise awareness about local social and ecological issues that interested and/or affected the students. The students practiced integrating form, content, and ideology as they made use of land art, sculpture, performance, video, photography, etc. to comment on these issues, in the very places that they were of greatest impact. Following the description of the course's theoretical foundations, the activity, and specific student projects, faculty and students will share key findings based on their experiences in order to help media creators and educators make use of similar aesthetic and advocacy approaches in their activist work.

4:00PM - 4:30PM EDT

Dear Black Male... | Live

Presenters: Anthony Gay, Quran Webb, Marcus Stallworth

This workshop will focus on the depiction of Black males in today's world. The issues Black males go through and face. Cultural mistrust that influences perceptions and the quality of their relationships. Recognizing Black males varies in their individual needs and identifying supports that might be most effective. Consider how efforts to adequately provide for Black males can be linked to the fight for larger social justice goals for themselves and their communities.

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Project Censored in the Classroom | Live

Presenters: [Andy Lee Roth](#), [Stephen Macek](#), [Jennifer Levinson](#)

Project Censored's core mission is to identify, research and publicize significant news stories that go under-reported or ignored by the mainstream corporate media. Every fall it releases a list of the 25 most important such stories of the previous year (see: <https://www.projectcensored.org/category/the-top-25-censored-stories-of-2019-2020/>) as part of a yearbook published by Seven Stories Press. To identify these stories, the Project depends on submissions from college (and sometimes high school) students of summaries of stories from the alternative or nonprofit news sources that they have found to be both valid and lacking in corporate news coverage. Instructors from a variety of fields (sociology, communication, media studies, English) have found that assigning students to find, research and summarize these stories helps them to develop valuable critical media literacy skills (writing, critical thinking, deep research, news judgement) and builds their knowledge of the ways corporate media filters out vital information about topics such as the environment, war and militarism, climate change, racial justice, government corruption and economic inequality. Many instructors have found that the public-facing nature of the sort of writing students produce for this assignment -- encourages students to be more conscientious in their research and more careful and precise in their writing. The central aim of this panel is to inform participants about how they can get their own students involved in the work of Project Censored by incorporating this assignment into their classrooms and presents some of the pedagogical benefits of doing so.



Want even more media literacy content?
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"If you aren't careful, the newspapers will have you hating the people who are being oppressed..."

Presenter: John La Due

An interactive video and game were created to outline the basics of critical and information media literacy to sociology students at a community college. This classroom demo provides the opportunity to see open-source H5P interactive technologies in use to highlight media literacy information and to give students a game that can help them better understand media sources, media bias, confirmation bias, framing and narrative, and what is left out of the news.

"Trust Me" documentary

Presenters: Jimmeka Anderson, Rosemary Smith

While the scientific facts demonstrate that today is still one of the best times to be alive, most people don't believe them. Perhaps this is due to the influx of negative, sensational news, literally at our fingertips since the advent of smart devices. Media Literacy may be one of the cures. Using new doc film, "Trust Me" to teach critical thinking skills is a way to start conversations and provide tools to teach, learn, grow, and become a more resilient population.

"Who was this toy made for?": Teaching first graders to deconstruct gender and racial stereotypes in kids' toy commercials

Presenter: Shanique Coombs

This lesson plan was created to dismantle the societal norms of gender stereotypes about toys and to emphasize the racial stereotypes placed in kids' toys commercials. This first-grade lesson plan follows the 5E instructional model. Instruction is primarily student-led and inquiry-based. The teacher is a facilitator, guiding the student through questions, investigations, and experiences. Eventually, students arrive at a deep understanding of literacy concepts in regard to the media. Instruction starts by engaging students to discuss the types of media they are familiar with, allowing them to unpack their schema. After the introduction of the lesson students will explore a toy [teddy bear] during the exploration, they will think "is this toy for a boy or girl?" After, students have a brief class discussion based on their observations. Students will then begin to identify stereotypes in the media by watching two commercials, one that showcases a typical toy for a male and the other showcasing a typical toy for a female. Once the video concludes, students will participate in a guided discourse about the racial stereotypes and gender biases seen. Students will discuss their perspectives by sharing their feelings, thoughts, and deliberate how this impacts the opposite gender and race. Students will elaborate on their discourse by engaging in an activity. Students will show understanding of media and advertisement by creating a call-to-action poster. The poster will showcase their perceptions about gender and racial stereotypes in media. Additionally, students will create their own toy that is gender-neutral and showcase equality.

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#ABetterBYU: Using Media to Deconstruct White Privilege at Predominately White Institutions

Presenters: Jose Chavez, Ranse Gale, Claire Hatch, Benjamin Thevenin

The panel presentation will describe the scholarly foundations, production process, educational and advocacy outcomes for a social media campaign and accompanying video project called #ABetterBYU. The campaign was developed in an undergraduate Civic Media course at Brigham Young University, a religiously affiliated, predominately white institution with a history of racial discrimination. The students' intention was to use their critical thinking and media production skills to provide racial education for the campus community—specifically, to help the 81% of BYU students who are white to recognize the role white privilege plays in issues of racial equity and encourage them to become more involved in advocating for racial justice on campus. Following the faculty and students' description of the project, they will share key findings based on their experience in order to help media creators, educators and activists at PWIs engage with similar issues in their contexts.

Achieving Social Justice through collaborative & creative digital media literacy

Presenters: Gina Baleria, Fawn Canady

Though the importance of a digital media literacy education is widely acknowledged, limitations exist when focusing just on content creation and reading digital spaces. To achieve connection, understanding, and social justice, we must also teach students how to engage across differences with the goal of discovering commonalities and recognizing the humanity of our others. In this workshop, participants will explore how students can leverage tools they use every day in media spaces to craft and create content that counters misinformation, shares and amplifies counter-stories and voices, and engages across differences via the uncovering of commonality, all toward the goal of advancing social justice. We begin by examining timely examples of mis/disinformation and counter-stories from social media and engage discussion by using selected case studies to prompt targeted inquiries. This process helps underscore the “invisible” literacies and biases people use in everyday communication, which can either connect and build or exclude and marginalize. It also makes visible the meaning-making behind various media content and how students can harness these skills to cultivate engagement and connection. We then introduce simple strategies students can use to demystify the research and fact-check processes; and engage participants in creative problem solving by decomposing misleading or false stories and recomposing them as counter-narratives.

Amplifying Youth Voices Through Digital Storytelling

Presenters: Joanne Parsont, Paul Igaz

So many of our current struggles for social justice are being energized and emboldened by the life stories of people who have long been marginalized, oppressed, or absent from public view. Young people—and particularly young people of color—are a huge segment of that population. In this session, we will explore the curriculum for an intensive online workshop for teens called My Place | My Story that teaches and empowers them to create short personal narrative films through digital storytelling and basic filmmaking skills. We will demonstrate how personal essay filmmaking empowers students to share their identities and experiences and stake a claim to their place in the world.

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Advancing Algorithmic Literacy: Raising Awareness of Digital Inequities through Game-Based Learning with Youth

Presenters: Kara Brisson-Boivin, Samantha McAleese

Based on qualitative research with young Canadians aged 13 to 17, this presentation outlines findings and recommendations related to algorithmic, digital, and critical media literacy. Conversations with youth about their experiences online confirm that insufficient knowledge of artificial intelligence and algorithms contributes to various privacy risks, exclusion from online spaces, tech-facilitated discrimination, and exposure to harmful content. Youth expressed concerns about the increasing reliance on algorithms and artificial intelligence and the impact of these always-already changing technologies and processes on their lives. This project created space for youth to reflect on and learn more about algorithmic systems through an educational game designed to build awareness and meaningful understanding. A scaffolded learning experience allowed for in-depth discussion with participants and demonstrated the value of game-based learning in making young people aware of digital inequities and social justice issues, like algorithmic bias. While participants saw some benefit to machine learning and algorithmic filtering, specifically for entertainment content, they were troubled by data collection and privacy; the accuracy of recommended content and how this might create a false sense of consensus; and the algorithmic uses of personal data to generate assumptions about people and how bias in these process can lead to discrimination and marginalization. The recommendations from this research echo what participants told us about the need and desire for more algorithmic awareness, transparency, protection, control, and ongoing engagement with youth.

After Australia's #FacebookNewsBan – teaching students about the changing news media landscape, its impact on democracy, and youth voice.

Presenters: Katie Costello, Dr. Stephanie Smith, Saffron Howden

Governments worldwide are deeply concerned by Big Tech's size, autonomy and ability to control the flow of news media via algorithms. Following 'heated' government consultation, a weeklong blackout of local and international news content on Facebook, and subsequent Bill amendments in February 2021 – other nations are watching closely as Australia tries to hold Facebook and Google to account (financially and ethically) for their influence and role in our democracy. Australian teens aged 13-18 years whose dominant news source is social media, so the issues impact and relate to their daily media consumption and presumption. Now is an ideal time to teach students about how digital platforms and news media outlets operate and how their actions with media influences democracy. The Alannah & Madeline Foundation's eSmart Media Literacy Lab is being used in hundreds of Australian middle and high schools, to help teachers unpack the issues with students by facilitating gamified module lessons. In Module 5 – Media and Democracy, co-designed with the Museum of Australian Democracy, students learn to see beyond social media snippets and delve deeper into understanding and informing themselves on political issues. They learn to identify where bias exists across traditional and news media – including lobbying federal government to arguably seek greater revenue and strengthen their industry monopoly.

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Agents of Influence: A Media Literacy Game Combatting Misinformation

Presenter: Anahita Dalmia

Digital media dominates the decisions we make in our social, political, and economic lives. But what if the basis of these decisions was sabotaged? What if our agency was snatched away? Young digital natives, by some estimates, now spend 7+ hours/day on screens, not including school or homework (Common Sense Media), and get most of their information through platforms like TikTok and Instagram. These malleable minds are susceptible to mis- and disinformation, and it is crucial they are aware of the media they consume. To address these concerns we're creating Agents of Influence, a spy-themed media literacy video game in which players aim to defeat the devious Dr. Disinfo. The term "agents of influence" originates from the Cold War describing spies who subtly influence public opinion. We are reclaiming that term by reminding young learners they have "agency" to navigate the world and the ability to "influence" the circumstances around them. Players will be assigned missions from their spy agency and misinformation-spreading individuals. The game combines exciting gameplay with educational metrics, including informal tests and reports, which allow educators and/or guardians to assess student progress and areas of potential improvement. In this presentation, we'll start by introducing our company and why it exists. Then we'll take you into Agents of Influence as a project, including target audience, inspiration, gameplay, educational objectives, standards alignment, and plans for distribution. We'll conclude by discussing what we hope to learn from Agents of Influence, and how you can get involved.

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Ask a story how it wants to be told: best practices for critical creativity and media design in the classroom

Presenter: Mariana Ochs

Critical creativity – the ability to access, curate and synthesize information to produce an original narrative – is at the core of inquiry-based learning, a pedagogical practice that has many parallels in the journalistic process and develops the skills that are key to 21st century learning (and indeed, to learning well beyond school). Yet few teachers outside of the Language Arts area feel confident to lead a classroom of researchers, editors, designers, image- and videomakers. In this session we present a framework of best practices to support investigation and media creation in the classroom, from asking good questions that lead to creative action to the steps of production.

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Audience Study: Scaffolding Pre-Service Teacher Understandings of Audience Agency

Presenter: Lydia Brauer

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Brazil: Integrating Educators for Media Literacy into Learning and Teaching Pedagogy

Presenter: Ghy Ferreira

In Brazil, statistical data on gender issues show that women and men are affected differently by violence. Although there are laws on gender violence that seek to assist victims, they still relegate prevention. In regard to education, the words "gender" and "sexual orientation" were cut off from the Base Nacional Comum Curricular with the clear intent of restraining teachers from addressing this issue in the classroom. Considering this scenario and knowing the role of language as a socializing agent, this teacher training course is a Civic Education movement that aims to raise awareness about the importance of media literacy, as well as understand the mechanisms of sexist language in virtual environments and promote a reflection on the contemporary process of opinion formation. The content has guidelines for all areas and disciplines because it was prepared with UNESCO guiding documents and language studies including: (1) the classroom lecture (online); (2) reading and analyzing digital and academic texts; (3) research and study with monolingual dictionaries; (4) electronic research on the content covered; (5) collaborative writing and; (6) discussions and; (7) preparation of materials developed by their own students. The preliminary results were grounded from the 20º Encontro USP-Escola.

Bring Truth to Fear: Removing Obstacles to Media Literacy and Social Justice

Presenter: Bob Van Oosterhout

Fear and Fear-Based Thinking are significant obstacles to media literacy and social justice. Fear narrows our focus, blocks learning, stifles curiosity, and pulls our mind to previous ways of seeing things as it draws our focus to evidence that confirms our beliefs. It solidifies bias that isolates us from others and insulates us from different points of view. Facts cannot penetrate walls built on fear. Attempts to show that there may be another way of looking at things only result in thickening those walls. This presentation focuses on understanding the physical, mental, and emotional aspects of fear and how it affects learning and perception while describing specific approaches for effectively dealing with fear in ourselves and others. Participants will learn to distinguish three kinds of fear, become aware of how Fear-Based Thinking gets structured into our lives and interactions, and understand how restoring and maintaining physical, mental, and emotional balance creates more fertile ground for media literacy and social justice. Resources for further study will be provided along with opportunities for continuing the conversation online.

Challenging the Literacy Metaphor and Teaching about Media and Technology

Presenters: Daniel G. Krutka, Lance E. Mason, Marie K. Heath

This paper challenges the efficacy of the term media literacy. Media literacy, it will be argued, is rooted in the literacy metaphor, leading to a focus on exercises in comprehension of media messages. This conceptual focus on literacy works to limit understanding of the sensorial dimensions of electronic media technologies. The authors suggest new avenues for investigating the ways that electronic media technologies play upon human perception and affect understanding.

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Civic media in Chicago, Montreal and Paris

Presenters: Yonty Friesem, Emmanuel Vaillant, Normand Landry

In this interactive presentation, participants will learn about three civic initiatives to address inequalities by using the power of media literacy. Dr. Yonty Friesem from Columbia College Chicago will present how the Civic Media MA program supports the students' practicum work with vulnerable communities in Chicago and beyond to advance civic participation through various media co-production as participants apply media literacy practices of access, analysis, creation, reflection and civic action. Dr. Normand Landry from Université TÉLUQ, Montréal, Québec will introduce a grant funded initiative to apply media literacy practices to address the discrimination and poverty with multimedia and photo exhibit. Emmanuel Vaillant, executive director of la ZEP, a not-for-profit organization based in Paris who works with youth who learn media literacy through journalistic work. After a short introduction of each case study, participants will review the online materials and have time to reflect and ask about the various techniques and initiatives. Using a backchannel chat and hashtag #CivicMedia, we will be able to continue the conversation via social media.

Cultivating Confidence in Youth Voices to Change the Media Landscape

Presenters: Natasha Casey, Renee Childs, MSW

This panel will introduce 'Youth Be Heard' (YBH), a youth focused art and media literacy non-profit established in 2018, with a mission to elevate youth writing and art so they can inspire each other and the world. The panel will showcase youth writing and art and perspectives on the project from two youth involved in the organization.



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Cognitive Resilience: Teaching Fallacies and Manipulation Tactics to Help Students Recognize and Fight Division

Presenter: Erika Thorsen

Critical thinking is the heart of media literacy. And part of being a critical thinker is being equipped to recognize the tactics being used to trigger and manipulate others. The messages people hear can shape how people feel and think about their fellow human beings, so how can we help students think critically about those messages? • “All ____ are ____.” -- fallacy of composition • “If you talk to the police, you are part of the problem.” -- either/or fallacy • “What about the BLM protests destroying buildings?” – red herring, strawman, false equivalency, whataboutism • “White people have been discriminated against, too.” - false equivalency, historical revisionism When students encounter information understanding (and even being able to name) illogical thinking and manipulation tactics, they can better process and critically question the information being thrown at them, and hopefully work to counter it through proactive behaviors: not sharing posts, offering alternative messages, pointing out logical flaws in arguments, as well as making sure their own rhetoric is ethical and honest. In this session, you’ll be provided with practical lists of logical fallacies and manipulation tactics you can share with students, strategies for teaching these lists and the opportunities to look at relevant, real examples to identify the use of such tactics.

Creating Community Tributes: Fostering citizen journalism, emotional intelligence and digital content creation with social media literacy [Active Learning Project]

Presenters: Nelli Kobanenko, May Do, Linda Saint Marc, Miranda Gilbert

The Tribute Media Project is a social media initiative designed to celebrate the best of humanity. Launched in 2020 amid the devastating COVID pandemic by media management graduate students and their professor -- two Instagram accounts created space for sharing stories of gratitude, grief, and resilience. Heroes Tribute brings people together to honor the heroes among us, and Love Tribute celebrates the lives of loved ones lost. The Tribute Media lesson plan is appropriate for beginner to advanced digital media users. They will discover ways to identify and craft a personal or community story with empathy. The lesson can be completed within one session and demonstrates how an active-learning media-making and publishing project can teach critical media literacy skills. The practical learning outcomes will enable participants to continue telling meaningful stories using social media. In addition to a presentation video, educators, librarians, community organizers, and other NAMLE attendees will receive a step-by-step activity guide with tech resource links. Once completed, students will become Tribute Media Project contributors. An ongoing cultural archive, the Tribute Media Project aims to transform individual human experiences into a collective conscience and heartfelt remembrance.

Critical Makers Lab--A Zoom Experiment

Presenters: Alison Trope, Jillian Russell, Jessica Faltinsky, Xuqi (Yuki) Liang, Meher Qazilbash, Faith Dearborn, Andrea Porras Portillo

The “I Too Am Critical Makers Lab” (CML) was established in Fall 2020 to address pressing social needs at a moment when COVID-19 has made remote online learning a necessity for all students, while at the same time disproportionately impacting teachers and students in low income areas and among our

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neighbors surrounding the University of Southern California. The CML facilitates critical media literacy education while engaging youth in media maker projects designed to promote social justice and advocacy. Despite our local school district (LAUSD) providing technology resources in the form of laptops, tablets and internet connection, there remain stark inequities fueling digital and knowledge divides in our neighboring schools and underscoring the importance of interventions like CML. The CML offers an extended learning and enrichment opportunity for 8-12th grade students from South LA schools. Over the course of the academic year, we offered six modules revolving around questions of identity, community, and belonging. The Lab is driven by a series of questions, asking youth to reflect on who they are and how they can represent themselves, their communities, and their stories. We are currently working with 4 local schools and one after school program, reaching approximately 185 middle and high school youth.

Critical Media Literacy for Inspiring Academic Writing on Social Justice Issues

Presenters: [Debasmita Roychowdhury](#), [Myriam N. Torres](#)

Critical Media Literacy (CML) should include the notion of driving interests determining the decisions of how a specific medium or corporations work, to be really critical. Mainstream or corporate media are driven by profit and political power. In contrast, independent non-profit and public interest media deliver truthful information as they are driven only by public interests; therefore, they retain independence from government, corporations, or special interest donors. Despite limited resources, these media offer real stories of public interest on social justice issues that aid us to make informed decisions for participating in democratic processes. This study used participatory action research methodology that embraces radical democratic pedagogy for critical understanding of the stories from media and writing about them. Community college students enrolled in the Rhetoric and Composition course participated in the study. These participants selected the stories of their own interest, shared, and discussed them with classmates. This opened the door to participatory democracy while inviting the participants to build course curriculum with inspiring themes, and motivating them to work on writing projects. The main sources of data were free writings on videos/texts selected, watched, read, shared, and discussed by the students; argumentative and reflective essays; instructor reflective journals and in-class observation notes. Excerpts from students' writings document noticeable growth- albeit at different degrees of transformation- in their critical understanding of media, and about social and environmental issues. Their writings became authentic and committed, and their arguments became complex and critical. Some students even aspired to become activists.

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Critical Thinking as Key Competence - a Comparison of International Media Literacy Models

Presenter: Dr. Daniela Cornelia Stix, Tessa Jolls

With this paper four renowned media literacy models from Germany, UK and USA (Baacke 1999 & Jörissen/Marotzki 2009, Masterman 1989, Thoman/Jolls/Wilson 2014) will be analyzed to derive, through comparisons, the necessary core competencies which apply to all professions and that are valid across disciplines. In the results, as key competencies, critical analysis was identified as essential to be able to act as self-determined individuals in mediatized societies. Critical analysis helps people to understand the relationships between media, information, and power. Also critical thinking leads to forming one's own opinion. This is a factor that the models examined in different ways. Further results show that media literacy learning can be developed in formal learning settings, as well as in non-formal and in informal learning settings that complement each other. The promotion of media literacy and critical thinking is therefore a cross-disciplinary task for all kinds of professionals in the educational and social systems. With referring to the concept of mediatization, I also show the deep social impact of media on people's lives (i.e., fake news, stereotyping, social injustice) and explain why it is helpful to see media literacy learning as part of lifelong learning. Finally I conclude that the terms teaching media literacy and media literacy education are no longer applicable. Instead, the terms promoting media literacy and media literacy learning will be highly recommended. By seeing media literacy learning as a cross-disciplinary task and as a process of lifelong learning, these findings can help to unify discussions about media literacy on a global level.

Digital Storytelling: The Necessity, The Relevance, The Ease and The Fun

Presenter: Brett Pierce

Digital Creation – audio and video narratives – around core curricula is the new literacy for today's students: the 'writing' part of media literacy. Given our students' propensity to find both entertainment and information on the many visually-based media platforms, it's incumbent upon us to teach them how to produce substantive content for these digital platforms. And yet, as educators, we don't prioritize helping our students "write" or create for this literacy; this visually digital universe of ideas. This hands-on workshop focuses on providing 1) practical guidance for educators to lead Digital Storytelling Projects (you don't need to understand digital production!); and 2) a re-imagined understanding of the educational potency of students collaborating around creative digital narratives based on core curricular content.

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Discussing about ‘self-literacy’ in terms of digital media literacy with ‘Sati’ (mindfulness) to encourage social justice and equity in Thailand.

Presenter: Monsak Chaiveeradech

This research study uses the methodology of action research with capabilities approach to investigate the relationship between the three keywords of ‘Sati’ (mindfulness), critical thinking, and digital media literacy that articulate the conceptual framework to describe digital media literacy with ‘Sati’ (mindfulness). Ten participants of four key stakeholders were asked to participate in the process of the co-creation workshop developing the pilot intervention to investigate the conceptual framework. In particular, data collection was analysed and presented to ten participants of four key stakeholders in the focus group discussion again to share findings for debating that leads to an investigation of how participants of four key stakeholders engage with this issue as part of social sectors in society. Critical discourse analysis was chosen to illustrate 1) how knowledge is constructed through the representation of each key stakeholder, 2) the power relations and the negotiation between four key stakeholders through discussion to articulate the definition and relationship of three keywords. In particular, power relations between each particular agent and social context that influence the movement of digital media literacy in Thailand.

Disrupting Disinformation: Student Teach-ins that Challenge Social Injustice

Presenters: Jessi Hollis McCarthy, Bobbie Eisenstock, PhD

How do you teach students to disrupt disinformation and challenge social injustice? One way is community-engaged learning in which students collaborate with an organization to solve real-world equity and diversity problems. The intersection of media literacy and service-learning pedagogies provides opportunities for students to gain practical experience applying what they learn in the classroom while expanding a partner organization’s mission. This session showcases a virtual student-produced Disinformation Teach-in in which news literacy students helped the partner organization enrich its educational resources to better serve youth audiences. Participants will learn about the role of community-engaged learning in valuing diversity, inclusion and equity and inspiring civic engagement.

Do You See What I See? Analysing Images of Social Justice

Presenter: Pamela L. Morris, PhD

Today, students spend a great deal of time analyzing text – determining fact from fiction, finding evidence of credible sources, and learning to critique words and written messages. Less time is spent dedicated to teaching visual literacy. Few activities and courses are solely dedicated to visual communication. However, we know that a great deal of what we take in today is visual. Before they can write, children recognize visual elements, from red means stop to the jagged points of a star. Teens are obsessed with watching and creating video, and college students avoid textbooks and seek more visual sources of learning. Although there are many types of images instructors can use to teach visual literacy,

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Images communicating issues of social justice integrate an additional aspect of digital citizenship. Such content adds depth and contributes key questions to the analysis (and creation) of artifacts. It also connects students to the multitude of inequity and social disparities that individuals from their community encounter. In addition, a visual literacy lesson using social justice content encourages the growth of critical media literacy - critical thinking skills needed to analyze the images used to educate the public about the issues. In the process of critiquing the image, (or the advanced lesson of creating their own), students will research the issue in order to establish credibility, facts, and prevalence.

Media Literacy Grant Program: Legislation and the Washington Experience

Presenters: Michael Danielson, Marilyn Cohen, Shawn Sheller

Action for Media Education (AME), a Seattle-based nonprofit, has served as the catalyst for Washington State's media literacy legislation. Since 2016, AME has mobilized advocates from throughout the state to help and support major legislation. One of our greatest accomplishments thus far has been the establishment of a media literacy grant program administered by Washington's Office of the Superintendent of Public Instruction. Members of AME's Executive Board will discuss some of the major lessons they have learned as they've worked with their state's legislators. They will also share some of the curriculum units that have been developed thus far with media literacy grant funding.

Media Literacy Curriculum: An Oral Communication Pedagogical Approach

Presenter: Dr. Yupa Saisanan Na Ayudhya

This is a new media literacy curriculum, which offers an Oral Communication Pedagogical Approach (Saisanan Na Ayudhya, 2019) to prepare teachers to teach adults of all ages about digital media and how digital media affect thoughts and cultures. This Oral Communication Instructional Approach is developed based on oral communication characteristics discussed in Ong (1982) *Orality and Literacy: Technologizing of the Words* and media literacy concepts discussed in Silverblatt et al., (2014) *Media Literacy: Keys to Interpreting Media Messages*. This media literacy curriculum will introduce teachers to the six media literacy categories that form a conceptual framework of the oral communication pedagogical approach to teach media literacy in the digital age. This curriculum addresses the active role of the Digital Audience as media users and media makers, enabling them to employ characteristics of oral communications features discussed in Ong (1982) to engage in an ongoing interaction with the Digital Communicator in real-time and face-to-face virtually.

The Third Dimension of Literacy: Bringing Filmmaking and Media Literacy into the Classroom

Presenter: Megan Kiefer

The Third Dimension of Literacy considers viewing and making media as important for the next generation to learn as reading and writing. As our lives move increasingly online, understanding the power of creating and consuming media has become a fundamental dimension of engagement with the world. By transforming essays into documentary films and short stories into narrative films, students are

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able to use their own creativity to more deeply comprehend a wide spectrum of subject matter. This presentation shows how to incorporate this new literacy into any classroom, in-person or remote. But with creating media, especially media that is to be shared to educate others, comes an important responsibility to the truth. Media literacy and how to create media responsibly have become critical elements of the education puzzle. Students learn how to ensure reliable sources for their research, how to critically analyze content, and how to present information factually for educational purposes. In this workshop, we will walk you through how to take any lesson plan and add media literacy, content creation, PBL, UDL, and student agency into that plan.

Exploring the Relationship Between Media Literacy and Media Use in American Classrooms

Presenters: Dan Chapman, PhD, Beth Karlin, PhD

While media literacy is an increasingly necessary skill for navigating the modern information landscape, media literacy education (MLE) is not yet required in most school districts and instead is left to individual teachers to navigate. Additionally, the use of popular media (e.g., videos, news articles) in the classroom raises critical questions about how those media are framed to students when not created explicitly for educational use. This presentation results from two different studies: (1) a national survey designed to investigate teachers' awareness and perceptions of MLE and use of media in the classroom, and (2) a content analysis investigating DEI in popular films released over the last 10 years. Survey findings revealed interesting differences in MLE participation - most notably between public and private schools and ideologically conservative vs liberal teachers. Given that lack of training has been cited as a barrier to MLE in prior research, we examined correlations between training and likelihood to teach media literacy or use media in the classroom. We found teachers with MLE training were both more likely to teach media literacy content and less likely to use popular media in the classroom. Preliminary content analysis findings identified a lack of diversity both behind and in front of the camera, with interesting links between the two. Recommendations from these two studies include additional MLE training for teachers and school administrators and an increased focus on including narrative media (e.g., scripted films and television) and DEI into media literacy curricula.

How Vicarious Living Through Media Re-Frames Media Literacy

Presenter: Eyad Zeid

Over the last decade the amount of time Americans spend online has grown dramatically, and in 2020 US adults spent 7 hours and 50 minutes online daily. When our lives are so online, it presents an option to "live" in whatever community one chooses. This can lead to mass radicalization, as people gravitate towards communities that reinforce their existing feelings and thoughts. While educating people on media literacy can help prevent radicalization in some cases, social needs can cloud people's judgment. Toxic and radical communities can be extremely attractive to people who do not have a lot of options in their social lives, due to financial reasons, time constraints, depression, lack of a support system, etc. In the worst of cases, bad actors can leverage these disadvantages for the purpose of radicalization. We saw the culmination of these techniques in the form of the chilling events at the US Capitol on January 6. To understand how we can effectively address media illiteracy, it's vital to understand our relationship

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with media as that of replacing life, or living vicariously. Particularly as digital platforms become more realistic in re-creating social situations and more people engage in this way. Media literacy education will need to be supplemented by a community approach to proactively create positive, inclusive communities (digital or otherwise) to give those on the dark side of living in the media an alternative.

Motivational reasoning and the online Greek MeToo movement: media literacy balancing between social justice and partisan-led rhetoric

Presenter: [Katerina Chryssanthopoulou](#)

Digital media change the way people engage in emancipatory movements. Due to the pandemic the Greek #MeToo, initiated by an Olympic gold medalist in January 2021, evolved exclusively online. Social media empowered more victims in the sports and theater sector to speak out. Many women started confessing their experiences on Facebook and supportive hashtags were created; TV shows and the press followed (which, in Greece, often draw content from social media). Miscellaneous actors got involved; even a terrorist group set up posters warning mob justice would be given. Approaching key actors through the lens of motivational reasoning, we observe distinct roles, biases, behaviors, and communication motives: from calling for action, up to "self-serving" or counterarguing against victims. Motivational reasoning theory suggests that reasoning processes (information selection/evaluation; attitude formation; judgment; decision-making) are influenced by goals seeking to maintain attitudes matching specific identification. Unfortunately, the limited MR research in the context of #MeToo mostly focuses on politicians accused of sexual harassment, not so much other influencers. Nonetheless, while both partisan rhetoric and sexism significantly shape how people respond to sexual harassment allegations, we need to see if and how they interact with the acceptance of the #MeToo movement. In a media-saturated culture civic agency requires media literacy be linked to the ethical and social dimensions of information societies. This descriptive report aims to observe key actors and their behavior and influential roles as well as content interaction between social and mainstream media during an online social movement.

The Misinformation Pandemic: Who Can You Trust?

Presenter: [Alexis Weiss](#), [Susan Archambault](#), [Elisa Acosta](#), [John Jackson](#)

During the Trump presidency, "fake news" was a term often used as a synonym for "news that comes to a conclusion that I disagree with." The focus of this session is not fake news, but rather how to spot the news misinformation and disinformation that students are so vulnerable to. Today's news landscape is complex and largely unregulated, and students need to learn how to critically analyze the news they receive in order to make informed decisions and participate in the sharing of information in a responsible and ethical way. Presenters will share the lesson plan from an interactive workshop that uses disinformation about the COVID-19 pandemic as a framework for introducing key terms like confirmation bias, filter bubbles, algorithmic bias, and the attention economy in the context of online news. The workshop introduces the "SIFT four moves" for students to use when evaluating a source: stop, investigate the source, find better coverage, and trace claims, quotes, and media to the original context. Students are also introduced to fact-checking tools for news and social media such as Factcheck.org, TinEye, and Botometer and given activities where they apply this information to

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determine news credibility. The workshop aims to increase student's sense of agency in discerning the legitimacy of news sources, ultimately making them more deliberate and reflective citizens.

Expanding our understanding of media and communication in order to use acknowledgment of social problems for collaboration across ideological divides

Presenter: Elizaveta Friesem

We tend to think of media as a phenomenon enabled by modern technology. Many problems of contemporary culture are seen as intrinsically connected with mediated communication. But what is “technology”? Is it true that its modern forms have absolutely nothing to do with anything that came before them? While acknowledging the uniqueness of new cultural trends (there were, indeed, no biased algorithms in Ancient Greece), we may want to explore not only differences between now and then but also things in common. I argue that some fundamental principles of human communication did not change. Exploring new cultural forms in the context of these principles may be the best strategy for understanding both. What does it mean for media literacy education and its impetus for social change? Discussing the principles that govern our interactions will help us not only better understand social problems, but also understand ourselves. Reflection is an important part of media literacy, which the new NAMLE concept of Media Monsters encapsulates so nicely. Self-awareness created through such reflection can introduce the dimension of empathy into our work towards achieving social justice. This is especially important in the current climate of bitter political polarization. Media literacy education can help us deal with the flaws of the social system while at the same time bridging ideological divides. Collaboration that lies beyond binaries may seem like an insurmountable task. The good news is, once we stop searching for easy solutions, we may find ourselves in front of endless possibilities.

Scaling Up Media Literacy in Brazil

Presenter: Mariana Ochs

EducaMídia is a media literacy program in Brazil that was launched in 2019 with a three-part mission: to popularize the concept of media literacy, to establish it as a citizen's right, and to support education leaders as they integrate media literacy into everyday learning in an effective and sustainable way. In two years we have impacted over 30K educators and policy makers directly with training and resources, and expanded to other audiences, such as young voters. In this session we will examine how our small team was able to address such a large and diverse school system and other actors by using a train-the-trainers approach and forming strategic partnerships with government, NGOs and private sector organisations. We will look at how we structured our main pillars of action – advocacy and content – and also at some of the roadblocks and challenges we have faced.

Empathy, tolerance, and active listening as a media literacy practice: strategic tools to inspire social justice, community activism and anti-bias

Presenter: Yonty Friesem, Lynne Azarchi, Elizaveta Friesem

With society changing so quickly due to George Floyd's murder and the Black Lives Matter movement, and with youth stuck at home learning on virtual platforms because of the pandemic, it is critical the media literacy pedagogy and practice pivot to more effectively teach youth to be independent analytical

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thinkers. Using empathy as a tool, practitioners can better teach media literacy using anti-bias and tolerance. Panelists will share their understanding of empathy as one of the best strategic tools to more effectively teach anti-bias and anti-racism. The first panelist will argue that social-emotional skills can best be taught through the lens of ‘walking in others’ shoes’ and share examples of racist and biased memes and logos. The second panelist will demonstrate how during the pandemic, digital empathy was increased and measured via online youth programs. The session will conclude with the third panelist sharing a new model: from Awareness to Collaboration through Empathy. The ACE model is based on the idea that the best solutions can be generated if we learn to practice awareness, collaboration, and empathy of the highest order.

This is your (media) life

Presenter: Patrick Usmar

This is based on an activity I have carried out in class at undergraduate and postgraduate levels. In my experience, students get enthused about this activity because it starts with them. It can be modified depending on the age of the students and the prevailing social currents, so ideas of representation, class, inequality can be looked at in a way that stays familiar, engaging, and relevant. Students are asked to think about all the ways they might communicate something about themselves. The idea is that we start with the idea that communications, at any level, is not restricted to media. We ask the class to think about how they see themselves in the following considerations: - Communications- in-person, online, on the phone, digitally. - Culture: habits, mannerisms/manners/keep promises/commitments? /Late/on time? Untidy? Language? - Media/Cultural product: what do they watch? YouTube channels, movies, books, TV shows - Peers- people they hang out with, people they avoid - Clothes (could be sneakers/colours/clothing types), jewelry, wear/don't wear - Things that you won't or don't do/buy/'be seen with' - If you were a media type / outlet / game / news channel / cartoon / film / TV show- which would they be? Students can search up logos, media outlets, images, within reason, anything they like, that represent themselves, send them to the teacher, to display onscreen in class. This makes for fun and participatory learning moments. Rich class discussions then occur as students share their thoughts and ideas with the class.

Educational Design of a Media Literacy Escape Game

Presenter: Randall Fujimoto, Annie Howell, Jason Rosenblum, PhD

We propose to introduce conference participants to the educational design of a digital, online escape game that engages students while developing specific media literacy skills. Our game design features a team-based, escape room format that presents students with a media-based, mystery narrative. Teams will progress through the narrative and solve the mystery by successfully escaping a series of virtual rooms, each of which covers one or more media literacy skills. Students will be presented with information from inside the game app and also various transmedia sources, including social media, websites, email, and text messages, that come from various game characters or organizations. Students will be asked to reflect upon the intention, veracity, and embedded points of view of various media sources. Students will make decisions to escape each room by critically analyzing news and information presented through a “media filter bubble.” The competing teams will attempt to shift the investigation

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of other teams by presenting misleading or dubious sources of information. Each student will have a media skills dashboard that displays a progress points system to provide feedback to students on how they are doing in each specific media literacy skill in our framework. We plan to use this game design as a framework to allow teachers and students to create their own versions of the game that utilize media and content of their choosing.

News Literacy and Social Justice in the Classroom and Beyond

Presenter: Ricky Papandrea, Howard Schneider, Anthony Mignella, Georgia Amigdalos, Maria Carnesi, Jonathan Anzalone, Maureen Hull

News Literacy education is essential not only in helping students spot fake news and identify reliable information, but also in fostering a new generation of students who are active members of their communities. It's up to engaged citizens, informed with reliable information, to breathe life into democracy and advance social justice. As they begin to access the global communication networks that their smartphones give them access to, middle school and high school students are ready to take on the responsibilities that citizenship entails. To further News Literacy education among middle school and high school students, Stony Brook University's Center for News Literacy founded the Long Island Institute for News Literacy Education. The Institute provides training, funding, resources, and support to school districts that are embedding news literacy lessons into the required curriculum for all students. Administrators and teachers in these "lighthouse" districts have embraced the opportunity to use News Literacy to further civic education. In the Baldwin school district, for example, the Social Studies department hosts the annual Better World Day. As part of this program, 7th and 8th-grade students work collaboratively to conduct research on a topic, take civic action to address or help solve the issue, and showcase their projects to the community. In this panel, the executive director and assistant director of the Center for News Literacy will briefly discuss the Long Island Institute's work, and representatives from each of the lighthouse districts will share the work they're doing in the classroom, showcasing specific examples.

This ain't your mother's media literacy: rethinking emerging media literacy education challenges

Presenter: Neil Andersen

Gigantic and monolithic media corporations, their national and international leverage, and the January 6 invasion of the US Capitol have foregrounded a crisis in our relationship to media corporations and communications. It has also underlined the need for a rethink of media literacy education, first posited by William Merrin and David Gauntlett in 2007. Their provocations, that media literacy education has failed to evolve in step with our digital experiences, have become critical. Are teachers failing their students by omitting aspects of media literacy that are essential for safe and effective 21st-century media literacy and healthy citizenship? Does media literacy education need a new engine or a tune-up? Is this a zero-sum game, where some topics need removal to make room for new ones, or do we need to rebalance older and newer curricula? This presentation will synthesize relevant ideas from Marshall McLuhan, David Gauntlett, William Merrin, and George Lakoff to imagine a robust 21st-century media literacy education.

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Media Literacy in Australia: Together we are better

Presenter: Annabel Astbury

The Australian Media Literacy Alliance (AMLA) is a newly formed body to advocate for and promote media literacy in Australia. In this session, the audience will discover how national cultural and media organisations have joined together to help amplify media literacy discourse and the work that each of these key, publicly-funded institutions, are engaged in to help all Australians improve their media literacy.

Three Tips to Strengthen Your Digital Wellness

Presenter: Kaspars Ruklis

The COVID-19 pandemic has profoundly impacted individuals' use of and relationship to technology. As individuals around the world navigate social distancing and ongoing restricted movement, a dramatic rise in time spent online has seen an increase in the phenomenon known as ZOOM fatigue, including tiredness, stress, and physical strain. Our online behavior, media consumption habits, and use of technology affect literally every aspect of our lives, including our physical, mental and emotional health, relationships, learning and productivity, and safety and security. However, each of us have the ability to reflect upon, take stock of, and adjust our digital habits and behaviors. Drawing from IREX's Learn to Discern media literacy training to navigate digital information in a safe, healthy, and responsible way, this presentation provides participants with six practical and accessible tips to strengthen digital wellness and practice responsible digital citizenship. These include simple but powerful tips for emotional regulation, managing time and interactions online, and responsible digital behavior, incorporating simple chair-based exercises and breathing techniques to calm the mind and promote physical well-being. Participants will walk away with new strategies for healthy information engagement both on and offline.

Media Mindfulness and the New Wave of Censorship

Presenter: Sr Nancy Usselmann

Within the emerging media ecosystem the major technology companies have a key role in information circulation upending traditional news sources through their distribution and advertising algorithms. These technologies have spawned some radicalized user generated content (UGC) that is a breeding ground for misinformation and even disinformation. Is the answer censorship? And by whom? When censorship takes place is someone's voice then not heard and open and meaningful dialogue among differing opinions limited? Does censorship limit the individual person's ability to be media mindful? By evaluating the issues around censorship according to media literacy principles and ethics, this talk will lay out the media mindfulness strategy as a tool to support the social justice principles of equity, access, participation, and rights.

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How Can Media Education Help People With Disabilities To Lead Active And Independent Life?

Presenter: Joanna Rabiega-Wisniewska

Let's Learn About Each Other. How Can Media Education Help People With Disabilities To Lead Active And Independent Life? The presentation aims to show, on selected examples, how media education and digital technologies influence the everyday life of people with disabilities in Poland. The objective is to illustrate a range of possibilities given by not only didactics or therapy but also social engagement. We will talk about social inclusion - activation, especially in the context of modern media and technology. In our presentation, we will survey different kinds of ME goals, means, and results on the example of 5 projects. We focus on how technology is used in each project. To answer this question, we propose a classification of activities according to the way they use modern technologies or digital tools. Thus, there are 5 ways to learn better media literacy, by: 1) using an appropriate tool to experience new things, e.g. VR goggles; 2) operating communication tools that enable everyday life and require little practice, e.g. writing; 3) using technology to be creator, author, e.g. broadcasting radio; 4) developing reliable educational resources, accessible for learners with special needs to train and develop crucial competencies equally to others; 5) training school and academic teachers, therefore, they can recognize student needs and rewrite their curricula to enclose a wide range of recipients. In future research, we hope to evaluate the results and learn whether 1) the level of digital skills and media literacy in the target groups will increase 2) people with disabilities engage and become authors more willingly 3) the learning methods and educational materials correspond to the needs.

The First Gen Photo Project: Using photography and text to re-present first-generation college...

Presenter: Lauren G. McClanahan, PhD

The First Gen Photo Project: Using photography and text to re-present first-generation college students Being a first-generation college student brings with it many joys, as well as many challenges. One of those challenges can be the challenge of representation. Oftentimes, first-generation students feel left out of the conversation, being unfamiliar with the "language" of higher education. This can sometimes lead to feeling stereotyped along both racial and economic lines. What this project aims to do is invite first-generation students to re-write their own narratives as college students, making known their hopes, dreams, and goals using their own words and images. Through the use of portrait photography and narrative, these students have decided how they want to be represented--a counter-narrative to how institutions of higher education often see them. By participating in this project, these students have become mentors to students that will follow in their footsteps, letting future students know that they are not alone on their academic journey. This presentation will illustrate step-by-step how this project came about, and how it can be replicated on other college campuses throughout the country.

Hollywood and Hope: Looking at Social Impact Entertainment, Human Rights and Social Justice through a Media Literacy Lens

Presenters: Rose Pacatte, MEd., D.Min., Bonnie Abaunza, Larissa Abaunza

In 2019 the Skoll Center for Social Impact Entertainment at UCLA in Partnership with Participant Media

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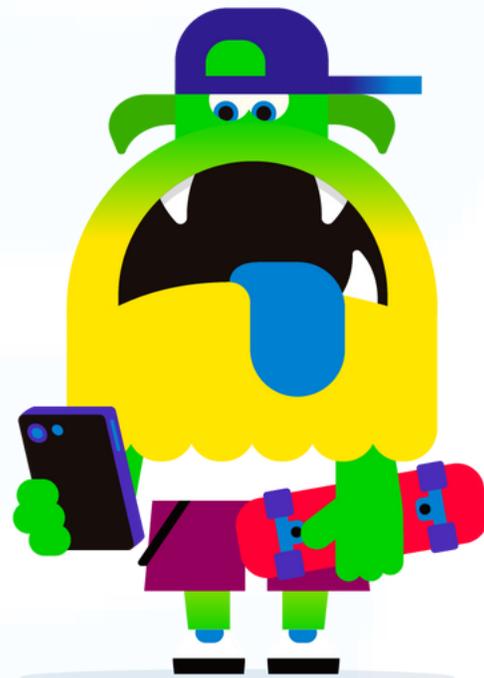
released a report on what social impact entertainment (SIE) is and how and why it matters and why it works. This panel will explore the history and nature of SIE, its focus on authentic and engaging stories, human rights and social justice and how SIE and media literacy education call for the other at the nexus of art, critical education, and industry.

The Methodology is the Message - Social Justice Through Our Teaching and our Content

Presenter: Chris Sperry

This fast-paced presentation will outline the ways that we can deliver media analysis activities for all levels and subjects that reflect what Paulo Freire called “empathic dialogue” that is “loving, humble, hopeful, trusting, and critical.” This requires a pedagogical shift in teaching practice from delivery of information and ideas to an authentic engagement with students’ knowledge, feelings, insights and agency while staying focused on the teaching of new concepts, knowledge and vocabulary. We will present practical classroom resources and an instructional model that integrates the teaching of core subject-area content/standards with student-centered, objectives-driven classroom practice. Constructivist media decoding teaches educators how to listen well to the meaning making of their students. This approach and materials are particularly useful when dealing with challenging topics and conversations at any grade level and for any subject. We will identify cautions and concerns for dealing with polarizing issues, the role that media decoding can play in providing safety and structure when dealing with these issues, and guidelines for navigating complexity while protecting our children from harm.

Virtual conferences are great, but don't be a Goblin' Goblin. Make sure to step away, take breaks, stretch, and get some fresh air!



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Learning about Media Literacy on Social Media: Implications for the Design and Implementation of Online Media Literacy Campaigns

Presenters: [Abubakr Abdelbagi](#), [Nicola YL. Law](#), [Marcus Y-Y Cheung](#), [Ioana Literat](#), [Rongwei Tang](#)

This study analyzed how users responded to a media literacy education campaign on the youth-oriented social media app TikTok, with a focus on the lessons that we might draw in terms of targeted media literacy education initiatives for youth. Our large-scale qualitative content analysis—which included 11,449 public comments posted on 5 educational TikTok videos about media literacy—facilitated a naturalistic study of young people’s attitudes towards such initiatives. While many users appreciated the media literacy campaign and TikTok’s role in implementing it, there was also resistance to the campaign, due to factors related to video content, dissemination approach, and the very identity of TikTok as a platform. Across the board, comments were highly political, illustrating the politicized nature of media literacy education today. These reactions serve as rich feedback that can usefully inform future media literacy campaigns, and we outline a set of recommendations in this respect.

Examining Polarization of Racial Justice Protests Through the Lens of News Article Analysis

Presenter: [Vanessa Otero](#)

At Ad Fontes Media, we examine polarization in news media because of the role it plays, both as cause and effect, of instability and lack of progress in our society, so one of the best things we can do right now is dive headfirst into this hard topic. We will do that through the lens of how these events are covered across the news landscape and how that affects our thinking and conversations about racism, police brutality, protests, civil disobedience, riots, looting, and change. This session will outline how different news articles frame this issue, going through several examples from the news cycles on George Floyd's death and subsequent racial justice protests. This session should be helpful for anyone who wants to learn or teach others about news literacy, especially when the news is about difficult, painful, and polarizing topics.

Nothing About Us Without Us: Centering the Tenets of Critical Media Literacy in Communications

Presenters: [Maira Fratantuono](#), [Hannah Shaw](#)

2020 underscored that the language used by the media, and our society as a whole, has both powerful and devastating consequences. In response to the summer Black Lives Matter movement, Wide Angle Youth Media recognized an opportunity to extend critical media literacy beyond its classrooms through a revamped communications strategy focused on language and storytelling. Like much of the nonprofit and philanthropic sectors, Wide Angle is white-led, serving a majority BIPOC community. Without intentionally dismantling the narratives of white supremacy, they can unintentionally color organizational approaches to the work. In addition, social justice terms are frequently co-opted and misused within the media to become the coded language of oppression. As a result, there is no common foundation for how these sectors discuss their intended impact, and the stories nonprofits tell to highlight their work can unintentionally disempower communities they engage. Creating shared definitions and including

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constituent voices are crucial, but often overlooked, components of critical media literacy that should be woven into nonprofit communications strategies. These practices lead to more productive conversations within and across the sector, center marginalized perspectives, and inform how they are elevated. This presentation will outline Wide Angle's year-long process to more directly engage our youth in communications efforts, collectively create and define mission-aligned vocabulary rooted in social justice, and intentionally promote racial equity by uplifting youth voices and addressing challenges within the nonprofit sector. Participants will learn how to audit their current communications efforts, engage constituents through collaboration, and review tools developed by Wide Angle.

Transformative Media Pedagogies & the Pursuit of Equitable and Just Civic Futures

Presenters: Megan Fromm, Paul Mihailidis

As media educators, we're bound by the need to be in constant iteration. We are constantly following new technological and media evolutions, understanding past changes in media environments, and following the latest evolutions of how media are used to advocate, control, resist, and connect. We must straddle modalities, platforms, and mediums, striving to both understand the present, and communicate to aspiring media makers and storytellers how to make sense of the current moment and find ways to consider their own journeys ahead in media industries. The approaches needed to facilitate dynamic media literacy practices in this environment, we argue, require a need to think beyond specific skills sets and competency outcomes. Media literacies today require attentiveness to the processes and practices that advance media literacies towards equitable and just futures. We call these transformative media pedagogies, which we define as the approach to pedagogical design that embodies shared presence with others, and the pursuit of emancipatory and liberatory social change grounded in care for others, imaginative alternatives, and agentive action taking towards positive social change. This interactive panel, based on a book of the same title to be released in Fall 2021, will focus on media literacies can aspire to a transformational future, where they are able to care for their communities, help communities imagine alternative futures, and cultivate greater abilities for their communities to participate meaningfully in media and daily life.

How to stop misinformation from going mainstream: a lesson on super-predators and fact-checking

Presenters: Laurence B. Chollet, Isadora Varejão, Joseph Hogan

Using the moral panic over "super-predators" as a case study, we will walk teachers through an engaging unit that shows the impact on social justice of a myth that was magnified by the media to the detriment of a disproportionate number of Black youth. We will then explore how students can develop the necessary skills to identify damaging narratives before they go mainstream. Attendees will learn how factually incorrect predictions about the rise of a new class of youthful offenders known as "super-predators" took off and were then used to justify a series of stark and dramatic changes to the nation's criminal justice system during the 1990s. This unit also includes Retro Report's "How to Fact-Check History" video and lesson plan, which gives tips that students can use in their own work. Retro Report's director of fact-checking, Joseph Hogan, will discuss the intricacies and importance of not just reporting the "facts" but understanding them. We are happy to answer your questions; You can use the Q&A and

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chat features to the left of the screen to connect with us. If you want to teach this module to your students, we can help you! Reach out to Isadora Varejao at ivarejao@retroreport.com. Free resources shared during the session: [How to Fact-Check History](#), [Combating the Myth of the Superpredator](#)

Teaching Media Criticism through Radical Empathy

Presenter: Liz Bandy, PhD

I teach a course called Social Identity, Power and the Media at a small, mostly white school in a small, mostly white town in a largely conservative part of the country to students who mostly grew up in the several counties surrounding the school. In the course, we examine media representations of race, class, gender and sexuality. On the first day of class, I ask students to come up with guidelines for how we can have sometimes personal and difficult conversations and disagreements about these issues. My students know enough to say they should be respectful, listen to others' arguments, make their own arguments without name calling, etc. But what has transformed the experience of this class is asking my students to practice radical empathy toward both the subjects/characters in our media content and each other. In this presentation, I will discuss what it means to practice radical empathy and how that practice can inform media literacy education for social justice. I will offer examples of how asking students to practice radical empathy has generated deeper understandings, richer conversations and more openness to different ways of being in the world. I will give specific examples of questions and activities that foster this approach to media criticism and share student feedback on the course and the value of radical empathy.

How social media forms and reinforces biases and stereotypes and strategies for...

Presenter: Katya Vogt

How social media forms and reinforces biases and stereotypes and strategies for overcoming them through media and information literacy Our engagement with media and information has never been objective, but social media and digital information made it easier than ever to find, join, and engage with like-minded groups. Its architecture also makes it easy to target those who are perceived as group outsiders to conform or bully them into leaving the group or worse. While some of these behaviors are hardwired into our human emotional and cognitive makeup, they are, to a great degree, enabled, augmented, and even rewarded by social media algorithms which are built to prioritize engagement over empathy, ethics, objectivity, or facts. IREX's Learn to Discern approach to changing individual and social norms of digital engagement to be informed, critical, empathy-driven, safe, and responsible includes a constantly evolving unit on stereotypes and biases. This unit covers awareness of our own stereotypes and biases and their manifestations (exploration and reflection of examples of confirmation, repetition, and endorsement bias in our own media consumption); awareness of how emotional engagement plays into these biases; and how to recognize targeting tactics that activate these biases in advertising, newsfeed articles, social media posts. The unit gradually shifts from neutral examples to recognizing negative biases and hate speech to reveal how the combination of bias and algorithmic targeting and augmentation leads to polarization, attacks on marginalized, and negative public perceptions. Along the way, it gives participants tools to recognize and shift their own engagement and impact on their social media circles to reduce instances of bias and hate speech.

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Eradicating Algorithmic Injustice through Participatory Action Research: Media Binds or Blinds?

Presenter: Melda Yildiz

Situated within the context of global media education, this participatory action research (PAR) project aims to advance scientific knowledge of social justice education as a means to promote global media literacy skills in teacher education programs and attempts to address deep-rooted ideologies to social inequities and misconceptions by creating a space to re-examine current curricula as compared to transformative, collaborative, and inclusive curriculum. To develop culturally and linguistically responsive pedagogy, teacher candidates investigated the transformative teaching models through the lens of multicultural education, semiotics, and media literacy in the global education context. This PAR promotes media education as a means of deconstructing the myths and misconceptions in education and showcases innovative and inclusive projects and best practices for developing global competency in teacher education programs. As transformative education intersects with human rights, a global education framework can be used as a tool for social justice education. This participatory action research (PAR) project investigates the role of Algorithmic Bias/ Injustice integrating new technologies (i.e. Global Positioning System (GPS) in developing global competencies, geospatial intelligence, and computational thinking skills; offers creative strategies and possibilities integrating new technologies in teacher education programs. The study explores the wide range of meanings participants associated with experiential activities; the impact of new technologies in developing multicultural and multilingual apps that promotes transdisciplinary curriculum; the ways in which participants integrate geospatial and computational thinking skills into their learning; and how they gain alternative points of view on global issues and renewed interest and commitment to community service.

Media and Information Literacy in a Global Context

Presenter: Anna Kozłowska

Generation Z is the most diverse generation in the USA and about to become a powerful voting bloc and economic force of modern societies; however, as UN 2016 World Youth Report indicates, “young people often feel disenfranchised and have become disillusioned with governing structures incapable of providing them with the opportunities and support they need to progress from youth to adulthood.” Although disappointed with traditional forms of political participation, young people are making their voices heard on social media. The goal of two courses I teach at the University of Illinois at Chicago UIC (Media and Information Literacy in a Global Context –Spring 2020, Spring 2021 and Social Media and Youth Activism from a Global Perspective–Fall 2021) is to connect local and global issues and to teach students about the role of news information and media in democratic societies. UIC is one of the most diverse universities in the United States and a vast majority of my students have at least one immigrant parent. The courses approach media literacy from a multidisciplinary perspective and introduce students to a variety of media and information sources, theoretical frameworks for media and information literacy (MIL) education, and media representation of race, class, gender, and sexuality. Finally, the substantial part of the course is devoted to active engagement with media for self-expression and democratic participation. In this presentation, I would like to showcase my students’ multimedia projects, as well as share their thoughts on the role of youth and media in promoting inclusive societies.

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Shifting Social Justice Focus of Undergraduate Media Literacy Students

Presenter: Lisa Ortiz

With media being completely pervasive and persuasive in our lives, media literacy education is a cornerstone for developing critical thinking and communication skills. Today's presentation introduces an undergraduate media literacy course at Metropolitan State University of Denver. This freshman-level course is required of all students in the Department of Journalism and Media Production. After studying media literacy theory, information literacy, bias, human representation through media, news and political literacies, students begin entry-level media production. Students choose their own social justice topic and media production tools, reflecting their individual passions and technical skill level. To demonstrate their media production abilities, students write a script and produce a short, self-narrated, social justice and/or advocacy video project. Over the years, student priorities have shifted from environmental issues, animal welfare, opioid addiction, student homelessness and loan debt, to the more-timely Black Lives Matter movement, immigration reform, LGBTQ+ rights, police brutality, and climate change. The presentation includes excerpts of student projects, showing the content priority change over time.

Teens Take On Media Literacy

Presenter: Tricia George

Teens know they're living in a world of mixed media messages and misinformation, but they're not always invited to the table when it comes to deciding how, what, and when they learn to become critical thinkers. This conversation centers teens' feedback on how to help them thrive in fast-paced media environments, build essential media and digital literacy skills, and support their path to a thriving adulthood in the technological age. In this panel, Gen Z takes the stage to share their insights on how they use social media to both learn from and educate others, why media literacy is inherent to social justice, and how adults can support them.

Power in the Picture: Reading Aloud Jerry Craft's "Class Act" and Unpacking Social Justice Issues

Presenter: Diana Maliszewski

"The human species thinks in metaphors and learns through stories." (Mary Catherine Bateson). Graphic novels tell their stories through a complex combination of words and images and are worthy texts to consume in class, including as read-alouds. Read aloud experiences are not just a matter of reciting phrases on a page; they involve careful consideration of probing questions and perfect timing - knowing when to pause at a particular moment in the text and when to push on. In this classroom demonstration, the graphic novel *Class Act* by Jerry Craft will be read aloud and interpreted through guided questions with Grade 5 and 6 students in attendance. This graphic novel is, to quote *School Library Journal's* review, "a funny and appealing, yet sensitive and nuanced middle grade tale of inequity and microaggressions".

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Media and News Use During the COVID-19 Pandemic: Toward Pandemic-Minded Media and News Literacy

Presenters: Krystal Noga Styron, JD, PhD, Rachel Guldin, Sarah Britto, PhD

The COVID-19 pandemic disrupted life in the United States in March 2020, shuttering schools and businesses while filling hospitals to capacity. By February 2021, the U.S. recorded half a million deaths. Evidence shows minoritized racial and ethnic groups are unduly at risk for the virus, and low-wage earners disproportionately lost jobs and income. One pandemic challenge is the exchange of COVID-19 information. The circulation of misinformation and disinformation was so concerning that the World Health Organization declared it an “infodemic.” False, politically biased, and unscientific claims circulated through media (including social, mainstream, and alternative media) contributed to prolonging the pandemic and increasing deaths. Although some social media companies implemented fact-checking mechanisms, relying on corporations to manage information is insufficient. For a healthy democracy, citizens must be able to make sense of the information they consume and share. One way to meet this need is to develop news and media literacy education that is informed by past pandemics and responsive to future ones. This descriptive research project takes the first step in doing so by recording how personal media use changed during the pandemic. We surveyed 1116 undergraduates at a flagship university in the Pacific Northwest about their media and news consumption habits before and during the pandemic. This research presentation will share that descriptive research, which media and news literacy educators, researchers, and curricularists can use to understand how the COVID-19 pandemic impacted media and news use as they create media and news literacy for the future.

The Relationship between Media Literacy Education and Youth Perspectives of Stereotypes and Representation in Media

Presenters: Kristin Drogos, PhD, Enrica Bridgewater, Valerie Kemp

This project surveys a diverse, national sample of American youth ages 14 to 24 (N=845, Mage = 18.9) about their perceptions of and experiences with media literacy education in formal and informal settings. Participants were also asked to gauge how media literate they consider themselves. Finally, they were asked to discuss how people with their identities are portrayed in media and to make suggestions for types of identities they’d like to see represented more frequently in the media. Preliminary results show that there is a general lack of awareness of media literacy amongst youth. Moreover, conceptions of media literacy were extremely narrow and tend to focus on source bias and fake news, to the detriment of critical media literacy skills. Youth from self-identified minority identity groups based on race, gender, and sexuality were able to identify the ways the media underrepresent or misrepresent their groups. This was particularly the case for youth who had identities that intersected across multiple minority groups. On the one hand, some white youth discussed the privilege their race experiences when it comes to the way they are represented in the media. On the other hand, other white youth reported that white people are represented as racists in the media. Similarly, when asked which identities deserve more airtime, several white males responded with anger whereas their counterparts listed many identities –some intersectional – deserving better representation. Results are discussed in terms of the role of critical media literacy in antiracist education and social justice.

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The Future is Now: How Young Storytellers Are Building a Stronger, More Diverse Media Industry

Presenters: Elis Estrada, Victoria Hodge, Angeline Abrera

As the United States continues to reckon with racial injustices, including systemic racism, many industries are starting to evaluate their Diversity, Equity and Inclusion practices. This is true for the journalism and media industry, where diversity gains have been slow. Only 38% of newsrooms have made diversity gains in the last 15 years, according to the American Society of News Editors. PBS NewsHour Student Reporting Labs (SRL) is ahead of the curve in realizing the potential that young journalists have and encouraging underrepresented groups to pursue careers in media. Attendees will hear from early career professionals who got their start in high school when SRL opened the door for their voices to be heard, and learn from program leaders about how they are pulling new voices into the conversation and changing the face of journalism.

Teaching Immigration with a Social Justice Lens for Secondary School

Presenter: Abeer Shinnawi

The history of migration is the story of our nation. Unfortunately, the teaching about the story of migration has been whitewashed, limited, or eliminated from many curriculums. This webinar will help educators understand how to connect migration patterns-internal and external by choice or by force, to past and current immigration policies and equity issues facing our students. Using our Learning Arc, this webinar will help educators examine their own teaching approaches using social justice standards to create an environment that is reflective of the needs of their students.

Media Making, Student Voice, and Equity in Media Production Classes

Presenter: John Henson

In this session, I will share theory and strategy for teaching media making in online learning environments. In order to create an inclusive and equitable learning environment for students, regardless of the media technology or software that they have access to, I have created media production curricula based on using phones as the primary recording device, along with open source media editing software that is free to use and widely available. During the COVID-19 pandemic and shift to remote teaching, this approach was nothing short of liberating and has transformed my students' experiences of media production and digital storytelling. As a result of this shift, my curricula changed from technical instructions for equipment and software to be focused on the art of storytelling and co-constructed media making. Participants will gain insight into not only open source tools and software, but more importantly they will leave my session with awareness of the pedagogical power of student-centered, co-constructed media making.

Exploring Algorithmic Personalization in the Online and F2F Classroom

Presenter: Renee Hobbs

Algorithmic personalization uses data from the behaviors, beliefs, interests, and emotions of the target audience to provide filtered digital content, targeted advertising, and differential product pricing to online users. In this workshop, you'll learn strategies for exploring algorithmic personalization in

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entertainment, information, and advertising. We'll demonstrate a mix of Anytime (asynchronous) and Real Time (synchronous) learning strategies in this workshop. This topic is ideal to model how both online and F2F learning can enable the use of highly engaging and varied instructional strategies. We'll explore how content that has been accessed via personalization demands different types of critical reading practices than texts accessed in other ways. By understanding the propaganda function of algorithmic personalization, we'll gain knowledge on the commodification of attention and the activation of emotion for aesthetic, commercial, and political purposes. Increased attention to algorithmic personalization, propaganda, and persuasion may also help people cope with sponsored content, bots, and other forms of propaganda and persuasion that now circulate online.

The toxic bias even most journalists aren't aware of — and what we can do about it

Presenters: [Hélène Biandudi Hofer](#), [Tina Rosenberg](#)

Many journalists define their jobs as “covering what’s wrong with the world.” That’s an unquestioned bias in itself — one that has caused great harm, especially to marginalized groups. Because of this bias, many journalists cover non-dominant communities through the lens of stereotype. They go to the communities of color on Chicago’s south side mainly to report on gun violence, to the hills of Kentucky to report on undereducation and lifestyle diseases, to the Somali immigrant community in Minneapolis to report on violent extremism. And such coverage, of course, reinforces the stereotype further. This is what shapes the narrative about marginalized communities in American society. Media coverage — even by good journalists — is a social injustice that makes every other form of social injustice more accepted. The same stereotyping distorts our political coverage. Journalists look for the most inflammatory quote or cartoonish action on both sides, calling that balance — making extreme views appear to be the norm, worsening polarization. We know that the more you consume news, the less accurate your picture of what the other side thinks. This is why it happens. In this panel, Hélène Biandudi Hofer and Tina Rosenberg of the Solutions Journalism Network will reveal this hidden bias towards negative stereotypes and its dangers. They will show how news consumers can recognize and correct for this bias. They will also show examples of journalists transforming their coverage to tell the whole story.

Improving Teacher Student Communication Through Digital Media: Aligning What Teachers Are Saying With What Students Are Hearing

Presenters: [Edwin Pérez](#), [Jennifer Berg Gaither](#)

Many students fail because they don't know what to do or how to do it. Unfortunately, teachers are unaware that this is the issue because they mistakenly think they have successfully communicated the necessary information. But teachers don't often consider their delivery or what the student is actually hearing. Communication can only be considered successful if it achieves its purpose. To achieve equity, educators must be sure that they are communicating successfully to all students. Students need consistent and culturally appropriate messaging, delivered in effective ways, explaining what they need to do and how they need to do it, if they are going to be successful. This session helps educators challenge assumptions about which students can be successful by shedding light on the disconnect between what teachers say and what some students hear. Why start with the assumption that students don't want to succeed? Instead, assume the information hasn't been communicated in a way that

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enables success. Digital media provides teachers with an opportunity to improve communication, but only if done right. The purpose of this session is to help teachers examine strategies that will help them deliver information in a way that is equitable so that all students are able to process and interpret the meaning and intention of the message, and work towards achieving the desired outcome.

How can media literacy help bring about gender equality in Japan?

Presenter: [Kyoko Takahashi](#)

This presentation focuses on the research findings of the 2020 Global Media Monitoring Projects (GMMP) that women in Japan are under-represented in domestic news coverage. According to the World Economic Forum, Japan's Gender Gap Index in 2020 ranks 121th out of 153 nations. The gender gap here has significantly widened in political and economic representation. The low ranking accurately reflects the substantially limited number of decision-making women working in media as well. According to the GMMP research, women make up only 20% of the people seen in media in Japan, which is lower than the world average of 24%. During the coronavirus pandemic, the traditional gender roles have been strengthened. In fact, in coverage of Covid-19 on television, women are marginalized as subjects in the news, whereas men are likely to be found as leaders in political and economic stories. One of the most important roles of media literacy is to make the “invisible” visible. That is why it is so important to monitor the media. We must recognize that while the media mainly set the public agenda, they also may play a key role in perpetuating “unconscious biases”. Media Literacy Workshops can promote gender awareness and activate dialogue between people across ages and gender. They function well to heighten participants’ awareness of the gender gap and activate dialogue on what to do about it.

Freire 2.0: Pedagogy of the Digitally Oppressed

Presenters: [Luke Greeley, PhD](#), [Andrew Swindell, MEd.](#), [Antony Farag, Ed.D.](#)

The paper we’ll present reinvents Freire’s concepts of ‘banking education’ and ‘literacy’ within the context of the exponential growth of digital instruction in the 21st century. We argue that digital learning (i.e. online or technology enhanced) undoubtedly increases access to education globally, but also can intensify some of the worst problems described in Freire’s banking model. Accordingly, we draw from postdigital theory to scrutinize the specific structures and functions of common digital Learning Management Systems (LMSs) used by schools (i.e. Blackboard and Google Classroom) to reveal a type of learning that further exacerbates the teacher-student dichotomy without liberating either party in a Freirean sense. We then use a Foucauldian lens to bring an awareness to how the accelerated use of these systems at scale, in part caused by the COVID-19 pandemic, can further entrench a data-driven, dehumanized educational experience which increases corporate profitability perhaps over the needs of students. Finally, we modernize Freire’s concept of ‘literacy’ by drawing from Critical Media Literacy (CML) to propose a critical Freirean framework for digital literacy in order to help educators address LMSs, (mis)information facilitated by digital content, and schooling in a (post)pandemic and postdigital world.

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Inclusive Media Literacy for Increased Student Choice, Voice, and Agency

Presenter: Francesca Ciotoli, PhD

Pedagogy that centers on increased opportunities for expression through multiple ways or modes of meaning-making will lead to greater expressivity for all students. This presentation describes a research study that examines how inclusive elementary teachers describe expressive opportunities for students with disabilities. Findings from this study suggest that photovoice research methodology, in which participants took digital photographs of and shared stories about their regular classroom practice with other participants, is a powerful strategy for the examination of teaching practice. The study's design also forefronts the potential of multimodal expression as evidenced by teachers' own expressions of learning and their descriptions of opportunities offered to students for expression of learning through multiple media and modalities.

My Voice is Louder Than Hate: Pushing Back against Hate in Online Communities

Presenter: Matthew Johnson

MediaSmarts' research project Pushing Back Against Hate in Online Communities found that while youth feel it is important to speak up when they encounter hate online, many are reluctant to do so due to lack of efficacy, fear of making a situation worse, uncertainty about whether a situation is genuinely an example of prejudice, and a sense that doing so violates social norms and risks social cohesion. Our new resource My Voice is Louder Than Hate exposes the "majority illusion" that can make prejudice seem normative online and empowers youth to be the "noisy ten percent" that sets a community's values by showing them that online prejudice hurts everyone and giving them tools to respond to it through role-playing and media-making.

Engaging the Sociopolitical Context with Elementary Learners: Critical Literacy and Media Making for Social Change

Presenters: Detra Price-Dennis, Noelle Mapes, Selena Carrion

In this session, the presenters will share findings from a study that explored pedagogical practices developed to foster elementary students' multimodal experiences with designing, producing, and disseminating media about racial equity. This ethnographic case study of two elementary classrooms is informed by principles of racial literacy, critical media literacy, and multimodality. Participants in this study explored media making for social change within a racial literacy book club in a 5th grade classroom and a non-fiction writing unit in a 3rd grade classroom. Findings from this study reveal students curated text sets across genres, modalities, and mediums to highlight themes of self-care, racial justice, linguistic injustice, social protest, LGBTQ+ rights, and coalition building for liberation. In addition, students were able to draw on and share multimedia sources to expand their knowledge around non-fiction writing topics stemming from big questions they grappled with. The topics of their deep questioning ranged from our political system to the history of racism to climate justice.

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Growing Voters: A Critical Role for Media Literacy Education

Presenter: Madeline McGee

While the 2018 and 2020 elections saw historic levels of youth voter turnout, recent history shows that these highs cover up inequities among youth and do not sustain or increase without intentional action by a wide range of stakeholders. News/media creators and media literacy educators can be key actors and collaborators to help change these dynamics. Panelists will discuss research and practice on direct connections between media literacy and election participation that can support putting diverse young people on pathways of engagement. Participants will identify opportunities and ideas for new approaches and collaborations leading up to the 2022 midterm elections.

Using Storytelling and Multimedia to Teach News Literacy and Preempt...

Presenters: John Silva, Imran Ahmed, Jeff Orlowski, Julia Hoppock

Last fall, the Netflix documentary *The Social Dilemma* mainstreamed how filter bubbles, misinformation, and conspiracy theories shape society. And on January 6th, we saw the real-world consequences of algorithms that funnel us all into separate realities and undermine our democracy. What led the U.S. Capitol rioters down this path? The answer is often misinformation online, and the next generation is especially susceptible to these same forces. Our nation needs news-literate young people. Information is the foundation of their beliefs, decisions, and civic actions. By teaching them how extremists, bad actors, and powerful algorithms can manipulate them, and empowering them to verify information for themselves, we can ensure they become reliably informed, active participants in their communities. The increasingly narrow and radical view many see on social media can only be countered with knowledge of what's happening and why we need diverse perspectives. But resource accessibility inequities and our society's ever-evolving, whack-a-mole approach to addressing disinformation make it difficult for educators to stay up to date and effectively leverage tools to teach around the problem. In this 40-minute panel, representatives from the News Literacy Project, *The Social Dilemma*, and conspiracy expert and film subject Renée DiResta will discuss how educators can equip students to be smart, active consumers of information and equal and engaged participants in our democracy. The event will include previously-unreleased supplemental clips from *The Social Dilemma* that educators can use in their classrooms and a new lesson in NLP's Checkology® virtual classroom on Conspiracy Thinking with Renée DiResta.

Why Creativity Matters for Media Literacy

Presenter: Theresa Redmond

Over the past five years, media literacy has gained national attention as a requisite and valued dimension of schooling that has long been missing. Yet, the vision of media literacy that has been thrust into the spotlight narrowly conceptualizes the field as one focused on defining objectivity, validating information sources, or decoding bias. Fact-checking curricula with catchy acronyms have flooded K-12 and higher education arenas as students are positioned as passive dupes who mindlessly scroll and share. While the infodemic and the civic discord it has stirred demand a response, the unintentional effects of a narrow curricular focus on information or validating sources generates a one-way curriculum

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that diminishes the creative potentialities of media literacy. In this session, I argue that a complete media literacy curriculum must include creative, arts-based pedagogies. Specifically, I will share my research using expressive inquiry through remix in an undergraduate media literacy class. I'll discuss my initial findings related to the use of remix as a reading response, as well as my research-based assessment strategies for cultivating complex, higher order thinking. Through media making, students of all ages and backgrounds may be invited to construct and express their knowledge in ways that decenters the supremacy of alphabetic language in learning. And, here-in lies the vital connection to social justice. Without incorporating creative expression into media literacy, the curriculum itself will perpetuate narrow, supremacy cultures focused on alphabetic texts and right-way readings or responses. Through creativity, we can create pathways to learning for all students.

We Are Part of History - Young Voices of the Pandemic

Presenters: Sarah Worthington, Jenny Langsam

In a year marked by the global pandemic, we created a Reader's Theater script for young school-aged children expressing their feelings about school, a substantial area of their lives turned upside down. As the world literally grew quiet— no sounds of children playing outside, no laughing or talking in school hallways— we saw this project as a megaphone that would amplify individual and collective voices. In addition to lending their physical voices to the script, we envision readers engaging in open-ended discussions about their feelings. Using their critical thinking skills, they would explore whether the script's lens is wide enough for them to see and hear themselves in it. Students could then add their own accounts to the script, making sure that they are part of the larger story of the pandemic and its impact on us all. We imagine creating opportunities for children to share their unique scripts with each other and discover that despite cultural differences, they share many of the same emotions and experiences. Using various media platforms, radio, video, virtual workshops and performances, etc., we can widen the lens even more to ensure a fully inclusive story where children everywhere are empowered to raise their voices, and be a part of something larger than themselves. The final result, the sound of these stories and their power, lies with the storyteller. We provide a roadmap for teaching communication strategies and public speaking techniques that support young children to lift their voices and be heard.

What So Proudly We Hailed / Our Home On Native Land: Analyzing Anthem Videos

Presenter: Diana Maliszewski

Opening exercises in elementary and secondary school settings follow a predictable pattern. How often do we take a critical look or a fresh point of view at examining the values and messages communicated within those traditional routines? These lessons were taught in a Grade 5-6 classroom in Toronto, Canada but can be applied to online learning environments as well as schools in other countries. In Canada, each school day begins with the playing of the national anthem, "O Canada". What versions are chosen to be shared? How are they shared? Some schools have begun to play virtual, video announcements. In these lessons, students are invited to take a closer look at what versions of the anthems are played. Key concepts such as "audiences negotiate meaning" and "media communicate value messages" will be applied to thoroughly analyze these important media texts.

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Youth Internet Safety Policy

Presenter: Renee Childs, MSW

Youth in the United States have greater access to, and dependence on, media than ever before. Technological advances have created valuable learning opportunities, but opportunities for harmful content to reach children have also increased. Movies, television shows and video games have ratings to help consumers know if they are age-appropriate. Yet there are no systems in place to easily protect children online without substantial time or financial cost, reflecting a socioeconomic divide. The Youth Internet Safety Policy proposed includes a three-pronged approach, creating a comprehensive policy to protect youth online while respecting The First Amendment. Phase 1 requires a warning on the landing page of sites with inappropriate content for children under age 18. Phase 2 includes media literacy education to equip youth with the agency and critical thinking skills to decode messages received from the media. Phase 3 proposes a self-rating system for all sites to allow for more accurate filtering technology.

A Mandatory Proposal: The Past, Present, and Future of Critical Media Literacy in Bangladesh

Presenter: Mohammed Mizanur Rashid

There is a great lack of institutional and infrastructural media literacy programs and frameworks in Bangladesh, a developing country that is increasingly saturated with media technologies and networks since the last decade. This paper is geared towards showcasing the extreme dangers of misinformation and disinformation in networked communication in Bangladesh and other South-Asian countries in the age of the Techno-Cultural sublime, especially in areas where the notion of critical media literacy and education is still an alien concept. As a result, networked media platforms in Bangladesh have become a theatre of manipulation and oppression. This paper is particularly interested in unpacking how engagement with media technologies facilitate the spread of misinformation, hate-speech, and the legitimization of fake news in the South-Asian context, and what unique challenges pioneers and stakeholders of media literacy education must contend with in order to establish such frameworks through pedagogical praxis. Finally, this paper will put forward a tactical media literacy framework that emphasizes both on the pedagogical implications, and the tactical possibilities of media literacy, that pays attention to not only contesting misinformation and fake news in networked media, but also organically resists practices of online misogyny and queer-bashing.

NAMLE



Thomson Reuters, in partnership with NAMLE, is excited to announce our second Media Literacy contest for students and classrooms!

We live in an increasingly digital world – media is no longer just information we see or hear from journalists. Anyone has the ability to create and disseminate content, but it is not always done in a responsible or professional manner. Critical thinking and media literacy are key skills that are needed in today’s world. At a time when society is increasingly polarized, we are asking students in the U.S. and Canada:

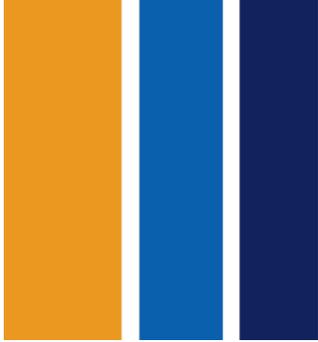
“How can media literacy education help build a more unified society?”

Students are invited to share with us their thoughts via video submission and we encourage teachers to leverage the resources we’ve created to present this as a learning opportunity in their classrooms.

Dates: September 1st – October 8th, 2021 at 5pm
Participants: Middle and High School students from anywhere in the United States and Canada
Prize: Up to 5 students will be selected from this contest to receive a virtual mentorship opportunity with a Reuters journalist.

Go to medialiteracyweek.us to learn more.





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*

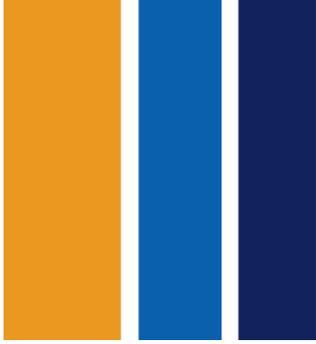
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A Special Issue of the *Journal of Media Literacy Education*

Race & Social Justice

Guest Editors

Sangita Shresthova, University of Southern California
Christopher Harris, Nevada State College

Coming Soon!

This special issue will focus on the role of media literacies in the push for racial and social justice.

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Get recognized for your expertise in teaching media literacy! This free certification from PBS and KQED acknowledges your skill in teaching students to become critical thinkers and savvy content creators.

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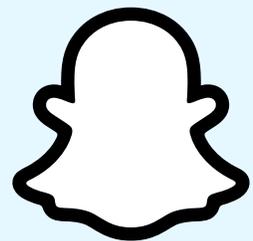


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