



# IT'S MEDIA LIT!

## INTEGRATING MEDIA LITERACY INTO LANGUAGE LESSONS

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# RIDDLE

A bat and a ball cost \$1.10 in total. The bat costs \$1 more than the ball. How much does the ball cost?



# COGNITIVE RESPONSE TEST

- Intuitive response = 10 cents
- Correct response = 5 cents
- lazy
- critical thinking!
- fake news

Pennycook, G. & Rand, D.G. (2019). *Lazy, not biased*

$$X + (X + 1) = 1,10$$

$$2X + 1 = 1,10$$

$$2X = 0,10$$

$$X = 0,05$$

# MEDIA LITERACY EDUCATION

= critical thinking

<http://www.medialit.org/cml-medialit-kit>

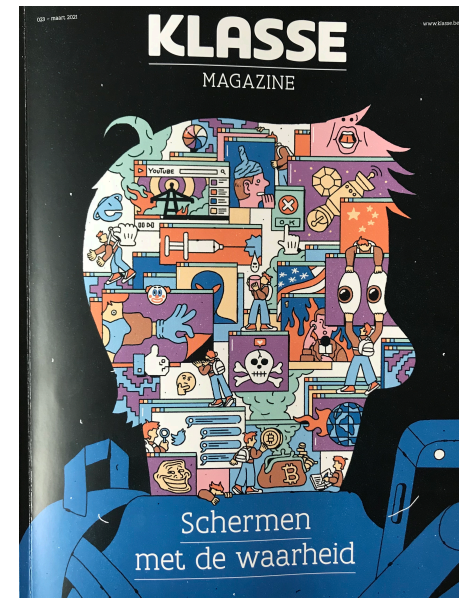
Media literacy competences:

<https://e-mediaeducationlab.eu/wp-content/uploads/2017/05/Output-1-Media-Literacy-Key-Competences-frame-for-teachers-training.pdf>



# DOSSIER KRITISCH DENKEN

De Wilde, B. (2021). Klas in kritische toestand.  
*Klasse Magazine*, 023 (maart 2021). pp. 12-21.





# #1 MY MEDIA LANDSCAPE

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How many different media have you experienced today (up to now)?



# #1 MY MEDIA LANDSCAPE



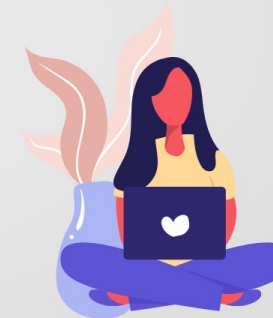
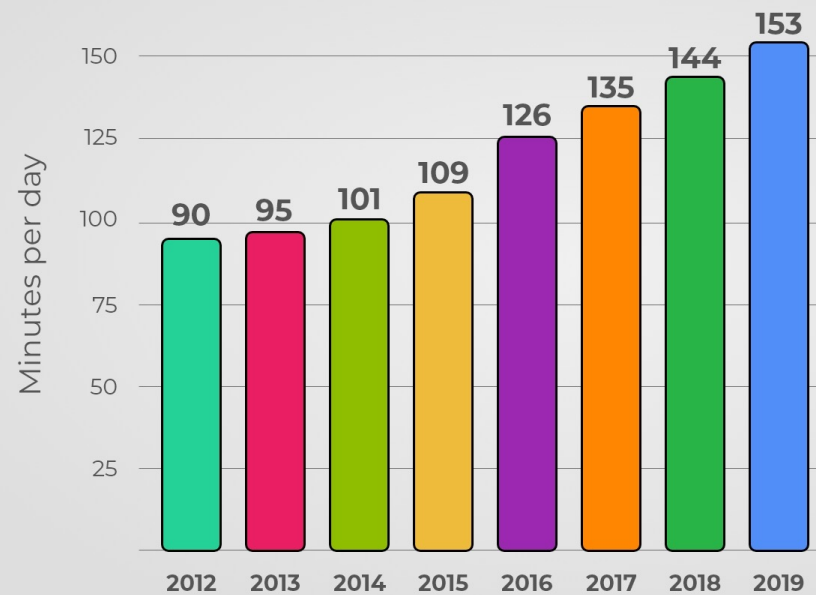
Do you think the time you spend as a media user is too high? Compare your results.

Compare with this study on social media (2020):

<https://www.broadbandsearch.net/blog/average-daily-time-on-social-media>

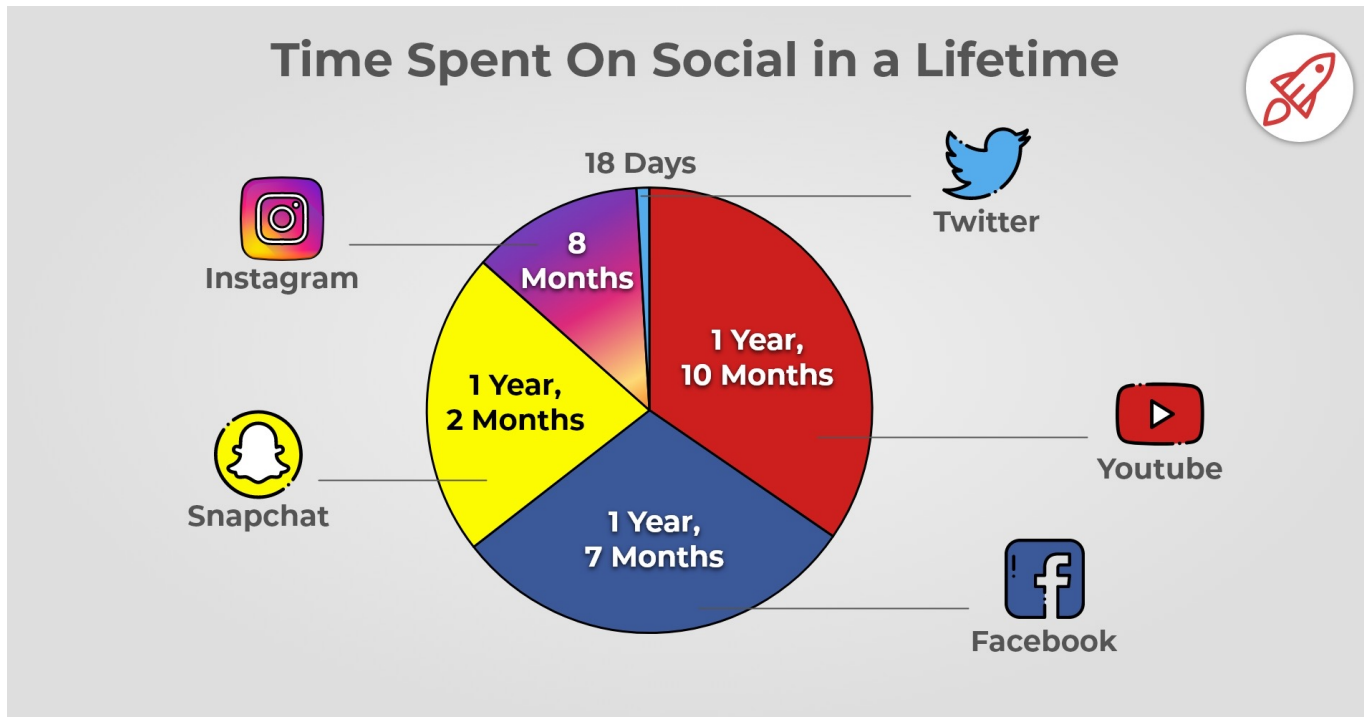
# DAILY TIME SPENT ON SOCIAL MEDIA

**Daily Time Spent On Social Networking**  
2012-2019 (in minutes)

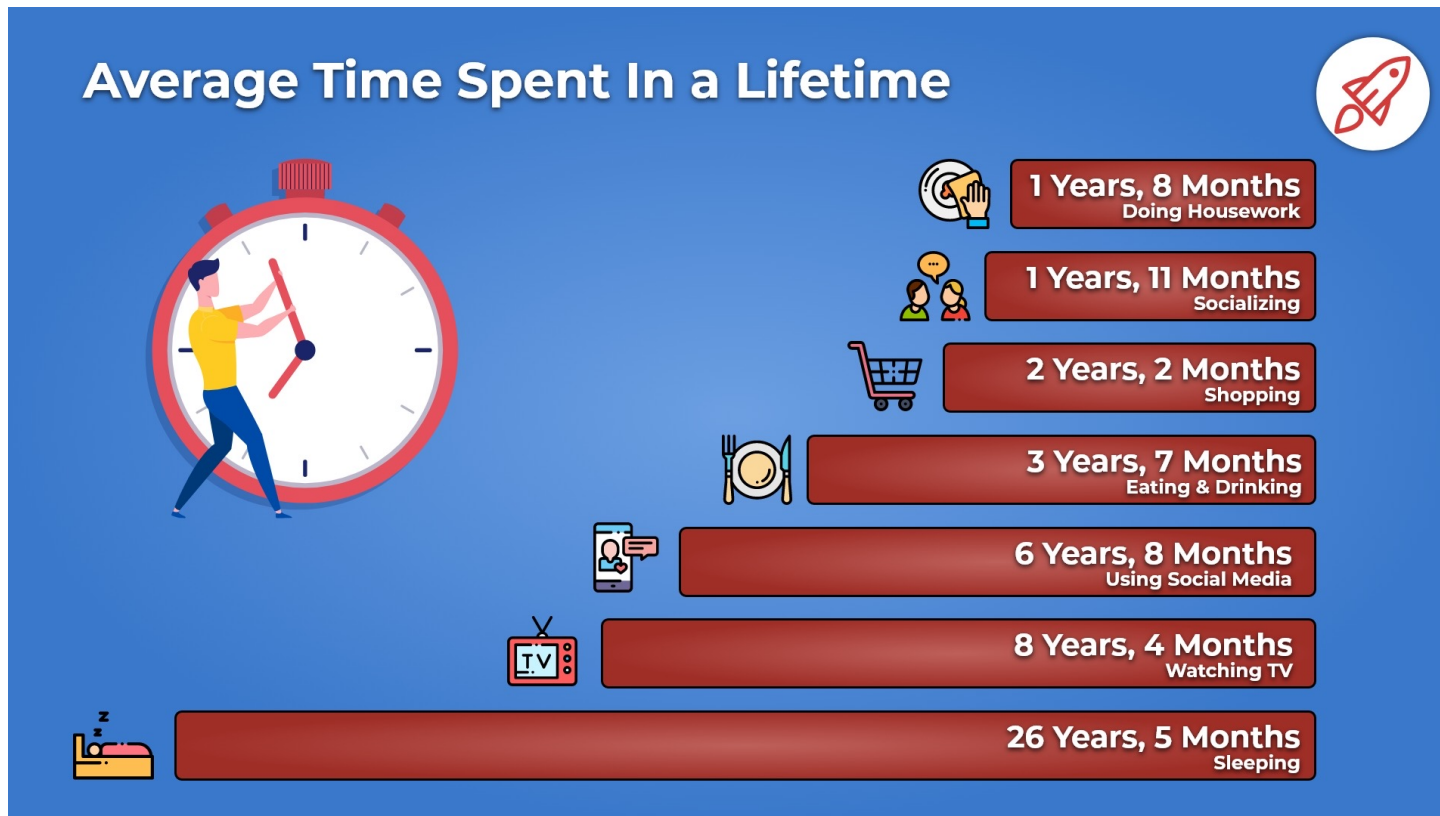




# TIME SPENT ON SOCIAL MEDIA IN A LIFETIME



# COMPARED TO OTHER ACTIVITIES



# #2 E.S.C.A.P.E.

7/25/2017

Here is a photo taken down the Heathcote river last week, after all the rain and flooding.



# #2 E.S.C.A.P.E.

<https://newseumed.org/tools/lesson-plan/escape-junk-news>

❖ How do you determine which information you find is trustworthy?

<b>E</b>	<b>S</b>	<b>C</b>	<b>A</b>	<b>P</b>	<b>E</b>
<b>EVIDENCE</b>	<b>SOURCE</b>	<b>CONTEXT</b>	<b>AUDIENCE</b>	<b>PURPOSE</b>	<b>EXECUTION</b>
<b>DO THE FACTS HOLD UP?</b> Look for information you can verify. <ul style="list-style-type: none"><li>• Names</li><li>• Numbers</li><li>• Places</li><li>• Documents</li></ul>	<b>WHO MADE THIS, AND CAN I TRUST THEM?</b> Trace who has touched the story. <ul style="list-style-type: none"><li>• Authors</li><li>• Publishers</li><li>• Funders</li><li>• Aggregators</li><li>• Social media users</li></ul>	<b>WHAT'S THE BIG PICTURE?</b> Consider if this is the whole story and weigh other forces surrounding it. <ul style="list-style-type: none"><li>• Current events</li><li>• Cultural trends</li><li>• Political goals</li><li>• Financial pressures</li></ul>	<b>WHO IS THE INTENDED AUDIENCE?</b> Look for attempts to appeal to specific groups or types of people. <ul style="list-style-type: none"><li>• Image choices</li><li>• Presentation techniques</li><li>• Language</li><li>• Content</li></ul>	<b>WHY WAS THIS MADE?</b> Look for clues to the motivation. <ul style="list-style-type: none"><li>• The publisher's mission</li><li>• Persuasive language or images</li><li>• Moneymaking tactics</li><li>• Stated or unstated agendas</li><li>• Calls to action</li></ul>	<b>HOW IS THIS INFORMATION PRESENTED?</b> Consider how the way it's made affects the impact. <ul style="list-style-type: none"><li>• Style</li><li>• Grammar</li><li>• Tone</li><li>• Image choices</li><li>• Placement and layout</li></ul>

## #3 FACTITIOUS

<http://factitious.augamestudio.com/#/>

➤ Pandemic edition:

<http://factitious-pandemic.augamestudio.com/#/>

**FACTITIOUS**

A game that tests your news sense  
by JoLT and AU Game Lab

can you tell real news from fake news?

Swipe **right** or click  if you think the article is **real**  
Swipe **left** or click  if you think the article is **fake**

**DoD Soon to Release New Video Game Giving Americans Control of Drones in Combat**

Secretary of Defense Ashton B. Carter announced the DoD would soon be releasing a new video game named "American Drone Pilot." Carter promised the game

GAME LAB JoLT



# BEYOND 'FAKE NEWS'

## 10 TYPES OF MISLEADING NEWS

Type	Description	Impact	Motivation
<b>propaganda</b> 	<ul style="list-style-type: none"> <li>adopted by governments, corporations and non-profits to manage attitudes, values and knowledge</li> <li>appeals to emotions</li> <li>can be beneficial or harmful</li> </ul>	medium	politics/power
<b>partisan</b> 	<ul style="list-style-type: none"> <li>ideological and includes interpretation of facts but may claim to be impartial</li> <li>privileges facts that conform to the narrative whilst forgoing others</li> <li>emotional and passionate language</li> </ul>	medium	politics/power
<b>clickbait</b> 	<ul style="list-style-type: none"> <li>eye catching, sensational headlines designed to distract</li> <li>often misleading and content may not reflect headline</li> <li>drives ad revenue</li> </ul>	low	money
<b>conspiracy theory</b> 	<ul style="list-style-type: none"> <li>tries to explain simply complex realities as response to fear or uncertainty</li> <li>not falsifiable and evidence that refutes the conspiracy is regarded as further proof of the conspiracy</li> <li>rejects experts and authority</li> </ul>	medium	passion
<b>sponsored content</b> 	<ul style="list-style-type: none"> <li>advertising made to look like editorial</li> <li>potential conflict of interest for genuine news organisations</li> <li>consumers might not identify content as advertising if it is not clearly labeled</li> </ul>	low	money
<b>pseudoscience</b> 	<ul style="list-style-type: none"> <li>purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial</li> <li>misrepresents real scientific studies with exaggerated or false claims</li> <li>often contradicts experts</li> </ul>	medium	money
<b>satire and hoax</b> 	<ul style="list-style-type: none"> <li>social commentary or humour</li> <li>varies widely in quality and intended meaning may not be apparent</li> <li>can embarrass people who confuse the content as true</li> </ul>	low	humour/fun
<b>misinformation</b> 	<ul style="list-style-type: none"> <li>includes a mix of factual, false or partly-false content</li> <li>intention can be to inform but author may not be aware the content is false</li> <li>false attributions, doctored content and misleading headlines</li> </ul>	medium	money
<b>error</b> 	<ul style="list-style-type: none"> <li>established news organisations sometimes make mistakes</li> <li>mistakes can hurt the brand, offend or result in litigation</li> <li>reputable orgs publish apologies</li> </ul>	low	money
<b>bogus</b> 	<ul style="list-style-type: none"> <li>entirely fabricated content spread intentionally to disinform</li> <li>guerrilla marketing tactics; bots, comments and counterfeit branding</li> <li>motivated by ad revenue, political influence or both</li> </ul>	high	money

**IMPACT**

- neutral
- low
- medium
- high

**MOTIVATION**

- money
- politics/power
- humour/fun
- passion
- (mis)inform

### DIG DEEPER...

<b>false attribution</b>	authentic images, video or quotes are attributed to the wrong events or person	<b>misleading</b>	content does not represent what the headline and captions suggest
<b>counterfeit</b>	websites and Twitter accounts that pose as a well-known brand or person	<b>doctored content</b>	content, such as statistics, graphs, photos and video have been modified or doctored

**eavi**  
MEDIA LITERACY  
for CITIZENSHIP  
www.eavi.eu

N.B. The impact and motivation assignments are not definitive and should just be used as a guide for discussion



<https://eavi.eu/beyond-fake-news-10-types-misleading-info/>





## #4 BBC IREPORTER

➤ What would a journalist do?

<https://www.bbc.co.uk/academy/en/articles/art20180305143328629>

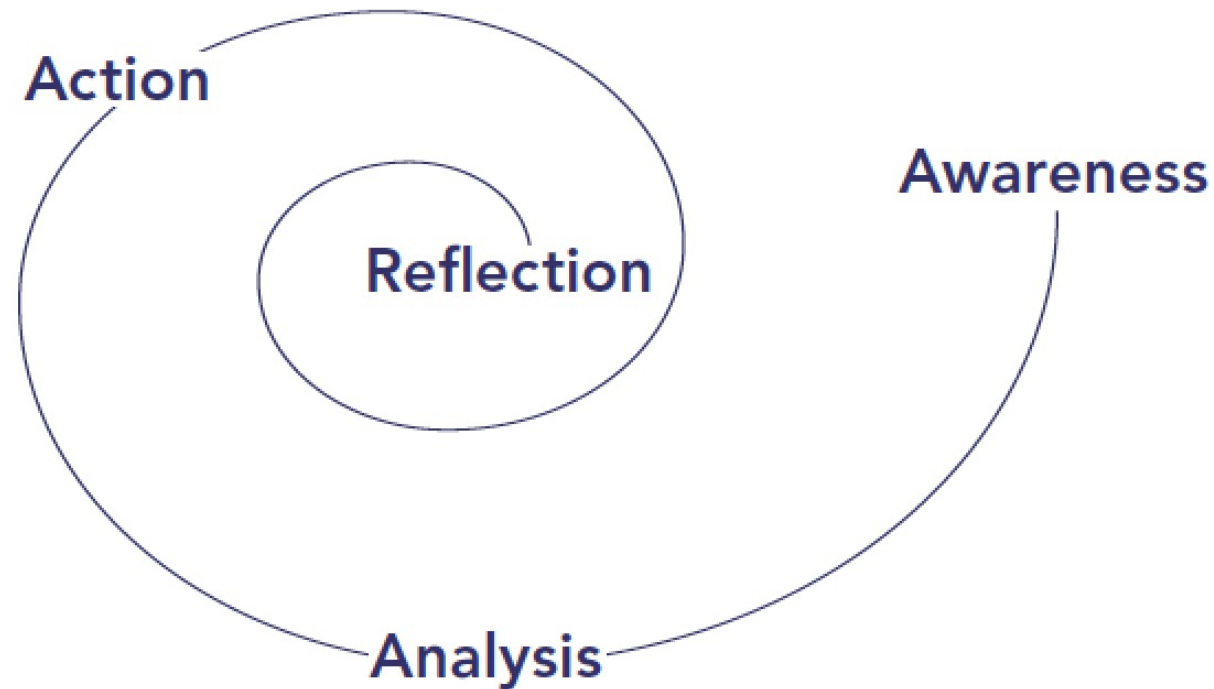
## #5 TAKE MEDIA LITERACY ACTION

Create a social media post on “media literacy”. What do you take away from this webinar? Your post should include:

- ✓ a picture (taken now);
- ✓ a caption;
- ✓ an emoji;
- ✓ a hashtag.



# THE EMPOWERMENT SPIRAL



Jolls, T. (2008). *Literacy for the 21<sup>st</sup> century: an overview and orientation guide to media literacy education*. [http://medialit.org/pdf/mlk/ola\\_mlkorientation\\_rev2.pdf](http://medialit.org/pdf/mlk/ola_mlkorientation_rev2.pdf), p. 25.

# FROM PREVENTION TO EMPOWERMENT

- ❖ Teaching by example is not enough. **Explicitly** explain your reasoning.
- ❖ Bring **social media** into the classroom and talk about **emotions**, not just facts.
- ❖ Start **open-ended classroom discussions on media in general** instead of focusing on a specific 'problem' (e.g. sexting)
- ✓ Teacher as the moderator
- ✓ Students as the producers of knowledge
- ✓ Be creative
- ✓ Ask students what they expect of you as the teacher

De Leyn, T. (2020). *Debunking Myths About Online Youth Culture*

De Wilde, B. (2021). Klas in kritische toestand. *Klasse Magazine*, 023 (maart 2021). pp. 12-21.

# MATERIALS

- a hand-out with links to all resources, ideas for classroom activities;
- this Powerpoint Presentation.
- [annelene\\_timmermans@hotmail.com](mailto:annelene_timmermans@hotmail.com)
- Annelene Timmermans 