



Bringing Media Literacy into the K-12 Classroom

EDUO 9188 2 Semester Credits/Units

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Course Syllabus

Course Overview:

Engage in your students in critical thinking as never before with media literacy in your K-12 classroom. This self-paced online course is designed for general education teachers of all grade levels/content areas. Participants will learn the overarching ideas of Media Literacy; core concepts of visual literacy and instructional methods, as well as connections to social emotional learning with Media Literacy. Gain strategies to support your student's ability to access, analyze, and evaluate information from media as part of digital citizenship and critical thinking skill set. (Required Text: Media Literacy in the K-12 Classroom, 2nd Edition, Frank W. Baker)

Course Learning Objectives:

- 1) Understand "Big Ideas" in Media Literacy for the K-12 classroom.
- 2) Examine and apply the Center for Media Literacy Five Core Concepts.
- 3) Examine what is visual literacy and how to apply this in your classroom as part of digital citizenship.
- 4) Interpret and evaluate advertising as it relates to student critical thinking skills.
- 5) Understand how Media Literacy impacts students Social-Emotional Learning.
- 6) Create lessons for a specific grade-level/course/class based on Media Literacy principles as outlined in this course.

Course Relation to CCS or other Professional Standards

ISTE Educator Standard 3: Educators inspire students to positively contribute to and responsibly participate in the digital world. 3B: Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency

CCS: RL/RI.X.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.X.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

SL.X.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

How to Submit Coursework

Submit ONE document for each Module Assignment. Name the document file with the course #, Module # and your last name EX: *EDUO1234 Module 1 Jennings*. Place the same information at the top of every assignment doc submitted. Use a 12-point font, single spaced with standard margins.

Course Modules

Module 1 Understanding Media Literacy	
Objective	<ul style="list-style-type: none"> Examining “big ideas” in media literacy such as critical thinking, bias, representation, and symbolism as a basis of understanding for this course.
Assignment: Include Activities and Needed Material	<p>Materials: Media Literacy In the K-12 Classroom</p> <p>Assignment: There are <u>four items to submit</u> for Module 1; B, C, D and E. Combine all written items into ONE document to submit. Label the four items B, C, D and E.</p> <p>Critical Thinking:</p> <ol style="list-style-type: none"> Read this article from AwesomelyLuvvie.com. After reviewing the article, create an infographic of 5-7 key takeaways that you may use in your classroom or school computer lab, create an infographic. This infographic may be made with the digital tool of your choice (such as Google Drawing, Canva, Piktochart, etc.) Share the infographic url in your written assignment or an image of it through the LMS. Bias: Take 2-3 tests of your choice from Project Implicit Bias Test from Harvard University. Write a 3-5 paragraph reflection on your experience with this resource, specifically which of the 2-3 tests that you completed, your thoughts and comments as you think about the questions asked, and how this relates to media literacy in a broad sense. (It is not necessary to share your results with the instructor, only your thought process of the experience). Symbolism: Complete the Ted.ed lesson on Media Literacy. Submit evidence of completion (screenshot of completed answers 1-8 or on a separate doc and share link with viewing permissions) allowed through the LMS. Review grade appropriate resources at CommonSenseEducation.org or NewsLiteracyProject. Write 3-5 paragraphs on how this source(s) may be used in the K-12 classroom with students to impact understanding of media literacy. Reference your specific grade level and possible applications with students. <ul style="list-style-type: none"> Submit all Module 1 Assignment items, B, C, D and E on a Single word document in the corresponding Assignment 1 LMS area. (Attach all appropriate links and documents through the LMS)
Assessment	The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS.

Module 2 What is Media Literacy in the K-12 Classroom	
Objective	<ul style="list-style-type: none"> ● Examine and apply the Center for Media Literacy Five Core Concepts. ● Examine what visual literacy is and how to apply this in your classroom as part of digital citizenship.
Assignment: Include Activities and Needed Material	<p>Materials:Media Literacy In the K-12 Classroom Assignment: There are <u>six items to submit</u> for Module 2; A, B, C, E, F and G. Combine all into ONE document to submit. Label the six items A, B, C, E, F, G.</p> <ol style="list-style-type: none"> Read Ch 1 in <i>Media Literacy in the K-12 Classroom</i>. Write 1-2 paragraph reflection of key take-aways from this chapter. In particular address pages 23-24: “What Media Literacy Is/What Media Literacy Is Not”, as well as “Benefits of Media Literacy” on page 38-39. Revisit the 5 Core Concepts/5 Key Questions from The Center for Media Literacy. (You can access on the website or in text on pg. 25) According to CML the goal is to “to help students <i>build the habit</i> of routinely subjecting media messages to a comprehensive battery of questions appropriate to their age and ability.” Choose any piece of media of your choosing and use the 5 Key Questions to “deconstruct” the media message. Properly cite (APA) the media source and completely answer all 5 questions, posting in your Module 2 assignment doc. After answering the questions, write a short one paragraph reflection on the same document after you complete this assignment on your experience deconstructing a piece of media. Making connections to Media Creation. Read pg. 40-41 in <i>Media Literacy in the K-12 Classroom</i>. As you read this, reflect on student creation of media in your classroom (screencasts, FlipGrid videos, etc.) and ISTE Standards for Students (Standard 6: Creative Communicator/Standard 2 Digital Citizen). Based on your readings and review in letter D, write a reflection on both how this standard is applicable in your classroom as guidance for practice, and how your students are creating media. Include 2-3 suggestions as to how learning media literacy will benefit students and their demonstration of their learning. Be sure to make connections to digital citizenship as well. Be sure to reference the reading and materials from letter D (above). Read pg. 66 Visual Literacy =Reading Pictures. In your assignment doc, answer the three reflection questions at the bottom of page 66. Read this article by Todd Finely for Edutopia on Visual Literacy. Choose one of the activities that is listed in the article and complete it. In your assignment word doc, document which activity you chose, why you chose it, all steps taken to complete that activity, how this could be applicable for students in your classroom, and a reflection/key-takeaways as they apply for visual literacy as it applies to Media Literacy/Digital Citizenship. <ul style="list-style-type: none"> ● Submit all Module 2 Assignment items, A, B, C, E, F and G on a Single word document in the corresponding Assignment 2 LMS area. (Attach all appropriate links and documents through the LMS)
Assessment	Course assessment rubric (customized for each module) will be used to assess if the module objective has been met. Grades and comments will be issued via the LMS.

Module 3 Teaching Media Literacy	
Objective	<ul style="list-style-type: none"> ● Examining teaching practices in Media Literacy. ● Interpret and evaluate advertising as it relates to student critical thinking skills.
Assignment: Include Activities and Needed Material	<p>Materials: Media Literacy In the K-12 Classroom</p> <p>Assignment: There are <u>four items to submit</u> for Module 3; B, D, E and G. <u>Combine all written assignments</u> into ONE document to submit. Label the four items B, D, E and G.</p> <ol style="list-style-type: none"> Read Chapter 2 in <i>Media Literacy in the K-12 Classroom</i>. Create a chart comparing and contrasting the TAP Questioning Model (pg. 53-54) with the BFI Model (pg. 55) and Canadian Key Concepts/Approach (pg. 56-57). You may make this chart in any format of your choosing (Venn Diagram, 3 Column Chart, etc.) but must include detailed information as it relates to compare and contrast. This may be done in any virtual format of your choice (Google Slides/Draw/Doc, Etc.) but must be submitted as a PDF or PNG image of your work. Submit to the corresponding Assignment 3 area in the LMS. Vocabulary: Refer to the Appendix B Glossary in <i>Media Literacy in the K-12 Classroom</i> (pg. 190-194) Review all vocabulary terms lists. From the vocabulary listed in the Appendix B Glossary, create a running bulleted list to be placed in the assignment doc, of all of the media literacy terms that are NEW to you. You only need to include the term, not the definition. After completing your list, choose the top 5 definitions that you have learned and write a 1-2 paragraph reflection as to how this has added to your understanding of media literacy. Reflect on how vocabulary for media literacy will benefit your students understanding and creation of media as well. Read pgs. 96-105 on CH 4 of <i>Media Literacy in the K-12 Classroom</i>. Complete the activity on the bottom of pg. 100 to locate “weasel words” in advertising. Complete this activity and answer all questions in your assignment Word doc. Identify and cite at least 10 advertisements and create at least one “before and after” ad. You may use the online tool of your choice to complete this new advertisement (Google slides/draw, etc.) but you will need to submit as a PDF or PNG of your final product. <ul style="list-style-type: none"> ● Submit all Module 3 Assignment written items, B, D, E and G on a Single word document in the corresponding Assignment 3 LMS area. (Attach all appropriate links and documents through the LMS)
Assessment	Course assessment rubric (customized for each module) will be used to assess if the module objective has been met. Grades and comments will be issued via the LMS.

Module 4 Visual Literacy, Advertising, Inquiry and Critical Thinking	
Objective	<ul style="list-style-type: none"> ● Examine what is visual literacy and how to apply this in your classroom as part of digital citizenship. ● Understand how Media Literacy impacts students' Social-Emotional Learning. ● Interpret and evaluate advertising as it relates to student critical thinking skills.
Assignment: Include Activities and Needed Material	<p>Materials: Media Literacy In the K-12 Classroom</p> <p>Assignment: There are four items to submit for Module 4; B, C, and E. <u>Combine all written assignments</u> into ONE document to submit. Label the four items B, C and E. Assignment D will be submitted via completed PDF in Module 4 Assignment 4 LMS area.</p> <ol style="list-style-type: none"> Read Chapter 3 pg. 72-92 in <i>Media Literacy in the K-12 Classroom</i> Review the questions on pg. 75 for Visual Literacy Inquiry as they relate to the 5 Key Questions from CML (Module 2, also see pg. 58) In the assignment work doc, compare and contrast what is similar between these two sets of questions, and what is different. Delineate how each can benefit student understanding of media. Review the Infographic: Beyond Fake News-10 types of Misleading News from the Eavi: Media Literacy for Citizenship. In the assignment work doc, write an analysis of this resource based on the categories of the “10 Types,” “the Motivations” and “The Impact levels.” In your analysis, analyze and explore how this tool not only affects your own understanding of media, but how a tool such as this could be of benefit to your students. Evaluate the Infographic and identify any explicit or implicit messages that may be conveyed in this resource as well. This should be 2-3 paragraphs and cite specific examples from the infographic. Complete one activity from the textbook <i>Media Literacy in the K-12 Classroom</i> in Chapter 3: 1) Magazine Cover Deconstruction pg. 85-86 OR 2) Editorial Cartoon Analysis pg. 89-90. Complete the activity and use the Analysis Worksheet that is provided in the book. You can find the digital worksheets in PDF format directly as listed on the pages referenced above or directly linked here from the National Archives. Submit a copy of the PDF via the LMS in the Module 4 Assignment LMS area. Read this article from Jennifer LaGarde and Darren Hudgins for the School Library Journal: News Literacy Must Include Social Emotional Learning In the assignment work doc, write a 2-3 paragraph on this article with particular attention to the graphic organizer “Applying the CASEL Core Competencies to News/Information Literacy.” Refer to new information you learned from this article and graphic organizer, as well possible application for students in your class/grade level. <ul style="list-style-type: none"> ● Submit all Module 4 Assignment items, B, C, and E on a Single word document in the corresponding Assignment 4 LMS area. Assignment D will be turned in as a completed PDF (Attach all appropriate links and documents through the LMS)
Assessment	Course assessment rubric (customized for each module) will be used to assess if the module objective has been met. Grades and comments will be issued via the LMS.

Module 5 Application for your Classroom	
Objective	<ul style="list-style-type: none"> • Create lessons for a specific grade-level/course/class based on Media Literacy principles as outlined in this course.
Assignment: Include Activities and Needed Material	<p>Materials: Media Literacy In the K-12 Classroom</p> <p>Assignments: There are three items e for Module 5; A, B and C. <u>Combine all written assignments</u> into ONE document to submit. Label the four items A, B and C.</p> <p>A. Create a lesson plan on introducing Media Literacy to your current class/grade level using the Lesson Plan Template (Sample outline here) or The 21st Century Lesson Plan Template from Tulare County Office of Education/Kat Goyette.</p> <ol style="list-style-type: none"> Key components should include basic vocabulary for students All activities should be leveled for your grade level with explanation detailing the leveling why and how. Rubric for grading must be included Cite all materials appropriately <p>B. Create a lesson plan on deconstructing media by using the 5 Key Questions to “deconstruct” the media messages.</p> <ol style="list-style-type: none"> Use the 5 Key Questions from the Center for Media Literacy for your current class/grade level. Create this lesson plan using the Lesson Plan Template provided in the course LMS or, use The 21st Century Lesson Plan Template from Tulare County Office of Education/Kat Goyette provided in the course LMS. Cite all materials that you will provide for student analysis All activities should be leveled for your grade level with explanation detailing the leveling why and how. Rubric for grading must be included <p>C. Create a lesson plan modifying any of the activities that you have completed in the modules of the course or in the textbook <i>Media Literacy in the K-12 Classroom</i>. Create this lesson plan using the Lesson Plan Template provided in the course LMS or, use The 21st Century Lesson Plan Template from Tulare County Office of Education/Kat Goyette provided in the course LMS.</p> <ol style="list-style-type: none"> Describe why you chose this activity How you adapted this for your class/grade level Rubric for grading must be included Cite all materials appropriately <ul style="list-style-type: none"> • Submit all Module 5 Assignment items, A, B and C on a Single word document in the corresponding Assignment 5 LMS area. (Attach all appropriate links and documents through the LMS)
Assessment	Course assessment rubric (customized for each module) will be used to assess if the module objective has been met. Grades and comments will be issued via the LMS.

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
All assignment responses show evidence of new knowledge of Media Literacy course objectives as evidenced by thoughtful and detailed responses, as well as completion of all course assignments.	Most assignment responses show evidence of new knowledge of Media Literacy course objectives as evidenced by thoughtful and detailed responses, as well as completion of all course assignments.	Responses show little to no evidence of new knowledge of Media Literacy course objectives as evidenced by lack of thoughtful and detailed responses, as well as completion of all course assignments.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

Baker, F. W. (2016). *Media Literacy in the K-12 Classroom, 2nd Edition* (2nd ed.). International Society for Technology in Education.

CORE PRINCIPLES OF MEDIA LITERACY EDUCATION in the UNITED STATES. (n.d.). NAMLE.Net. Retrieved January 18, 2021, from <https://namle.net/wp-content/uploads/2020/09/Namele-Core-Principles-of-MLE-in-the-United-States.pdf>

ISTE Standards for Educators. (n.d.). ISTE.Org. Retrieved January 18, 2021, from <https://www.iste.org/standards/for-educators>

Infographic: Beyond Fake News – 10 Types of Misleading News – Seventeen Languages. (n.d.). [Htts://Eavi.Eu/](https://Eavi.Eu/). Retrieved January 18, 2021, from <https://eavi.eu/beyond-fake-news-10-types-misleading-info/>

What is SEL? (n.d.). CASEL.Org. Retrieved January 18, 2021, from <https://casel.org/what-is-sel/>

Digital Citizenship. (2020, August 20). Common Sense Education. <https://www.commonsense.org/education/digital-citizenship>