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High School Teacher and Librarian Perspectives Regarding Teaching Digital Media Skills

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Walden University

College of Education

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Tammy Renee Turner

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
2020

Abstract

High School Teacher and Librarian Perspectives Regarding Teaching Digital Media
Skills

by

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MLS, University of North Texas, 2008

MAT, University of Texas at Dallas, 2006

BA, University of Texas at Dallas, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

May 2020

Abstract

The problem addressed in this qualitative project study was the inconsistency in media literacy instruction provided by high school teachers and librarians when teaching students how to curate and create digital media. With the increase in technology and social media platforms in the 21st century, educators are expected to instruct students in the use of these new literacies. However, many are ill-prepared to teach media literacy. The study was grounded in the conceptual framework of critical media literacy pedagogy and research questions were designed to reflect teachers' perspectives about and use of elements of critical media literacy pedagogy. A purposeful sampling procedure was used to identify those teachers of English and librarians who had taught at the high school level for at least 1 year in the partner district. Interviews with 10 high school English teachers and one librarian were conducted using a basic inquiry research design. Data analysis involved 2 cycles of coding, a priori coding and axial coding, followed by theme development. The findings from this study reflected 3 themes that indicated a lack of specific curriculum, district policy, and support for the teaching of media literacy. The resulting project based on elements of these themes was a curriculum plan that spans Grades 9–12. The plan is comprised of unit and lesson plans that apply research-based pedagogy and scaffolded technology skills, which can be implemented in conjunction with the current district curriculum. This curriculum will inform best practices for teaching media literacy which will impact the school culture as teachers implement it and affect the local community by providing students the media literacy tools to be positive social change agents.

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Dedication

This project study is dedicated to the numerous teachers and librarians striving to incorporate media literacy instruction into their classrooms. It is a daunting task, but you're doing the necessary work for our students and the future of our society. I also want to dedicate this project to my family – my husband, Jon; mother, Deborah; and children, Lindsey, Stephen, and Kevin – without whom I would not have had the support to accomplish the largest scholastic endeavor I've ever attempted. You inspire me to reach for my dreams and put in the work. Finally, I'd like to dedicate this to my father, James, who, without knowing it, was one of my motivations. While he struggled with Alzheimer's and passed away just months before the completion of my project study, I continued to strive for my goals to make him proud. You all have my love and gratitude for your unwavering encouragement.

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Section 1: The Problem

Culkin (1995) coined the term *media literacy*, using it as early as 1964 in a discussion of film study in education. The term has evolved since then, but there is still no consensus on a definitive meaning (Palsa & Ruokamo, 2015). *New literacies* is the accepted term for the ever-evolving group of literacy skills needed to analyze information published via online technologies (Leu et al., 2015). These media literacy skills are different from traditional offline literacy skills “because of [their] specific focus on non-written modes afforded by media communications technologies” (Dezuanni, 2015, p. 417). Students today have grown up barraged by online media, which causes many people to assume, erroneously, that these students are therefore fluent in media literacy (Domonoske, 2016). However, even though many consider students to be *digital natives*, having been born into a society teeming with digital technology (Perez-Rodrigues, Marin-Mateos, Delgado-Ponce, & Romero-Rodriguez, 2019), they still need instruction in media literacy (Jenson & Droumeva, 2016). Perhaps due to this assumption about digital natives, media literacy research has yet to definitively posit successful media literacy education techniques for teachers and librarians to use in their media literacy instruction with students.

A lack of media literacy education techniques is present at the local level as well. With online information sources growing exponentially, students are consistently faced with making decisions they are not equipped to make about the validity of the information they find and the credibility of the news sources around them. Media literacy is a crucial skill in the 21st century (Valdmane, 2016), and learning these skills has the

potential to raise students' ability to be their own advocates. According to the study site district library coordinator, it is vital that students receive consistent media literacy instruction so they can possess this necessary and relevant life skill; however, teachers have not been consistently including these skills in their instruction. The district library coordinator noted that there is no plan for including media literacy standards in the curriculum, and, according to a study site campus librarian, teachers rarely ask for assistance teaching web searching and evaluation. As a result, media literacy instruction at the local level is sporadic.

In this section, I provide a description of the local problem, the rationale for the study, a definition of terms, a description of the significance of the study, a list of research questions, a review of literature, and the implications of the study before summarizing the section.

The Local Problem

The problem addressed in this qualitative project study was the inconsistencies in media literacy instruction by high school teachers and librarians when instructing students how to curate and create digital media. Educational technology best practices include media literacy instruction. Media literacy should include establishing an understanding of social media platforms, instruction on discerning the credibility of information found online (McGrew, Breakstone, Ortega, Smith, & Wineburg, 2016), and teaching techniques for producing student-created media (Mirra, Morrell, & Filipiak, 2017). Teaching media literacy provides the opportunity for students to increase the 21st-

century skills of critical thinking (Waters, 2017), cultural awareness (Prokhorov & Therkelsen, 2015), and self-advocacy (Jocson, 2015).

Although the importance of media literacy has been acknowledged for over 50 years, Wineburg (2015) asserted educators are ill-prepared to provide instruction in media literacy to students due to the haphazard and limited research regarding new literacies; additionally, there is a lack of standards at the district level to support media literacy incorporation. Evidence of lack of instruction is notable at the local site. According to the district library coordinator, media literacy skills are being inconsistently taught at the high school level. This gap in practice may be due in part to unclear state standards and missing district standards. When viewing the state standards, media literacy is listed amongst the required content Grade 9–12 English teachers must teach, but the standard is nonspecific as to how to meet it and lacks the depth and breadth of the concepts included in media literacy. As a result, another campus librarian stated, teachers and librarians are not teaching the standards consistently. In Chapter 110 of the state standards for high school English students, Grade 9 students are asked to find relevant sources in Standard 11E, to determine the credibility and potential biases within sources in Standard 11G, and to evaluate for media bias in Standard 12. The American Library Association's (ALA, 2018) media literacy standards lack detail, stating in Standard 4 that students should question and assess the credibility of information by reflecting on the quality of the resource, and in Standard 6, that students should evaluate the appropriateness of a source in regards to their research need. The International Society for Technology in Education (ISTE, 2018) has a similar standard, noting students should

evaluate sources for accuracy and relevance. The district library coordinator noted there are no district standards requiring the inclusion of media literacy in the classroom, and the district librarians stated there is a lack of collaboration focusing on media literacy standards between the teachers and the campus librarians. An English teacher reported that she was unsure of how to include media literacy standards in the curriculum as well as what to include:

Usually, English standards are scaffolded, building upon each other year to year, but media literacy standards seem to be intermittent and unconnected to the previous years' learning. Additionally, it does not seem to be a big push within the district. As a result, we tend to put other standards first in the curriculum.

Due to the vague descriptions of media literacy instruction throughout the teaching, technology, and library standards, Leu et al. (2015) found there is an inconsistency in the instruction of media literacy at all levels of education. Three data sources provided a justification for this problem of inconsistent media literacy instruction: (a) personal communications from the local level, (b) district standards, and (c) the campus improvement goals.

Rationale

The inconsistencies in media literacy instruction by high school teachers and librarians in instructing students how to curate and create digital media are evident at the local level. First, this inconsistency in instruction is corroborated by librarians and their library coordinator at the local level. One high school librarian asserted, "Students are learning a hodgepodge of web evaluation techniques." Another high school librarian

continued by saying, “They [students] like to repeat this is .edu or .org so it’s reliable, but that’s the extent of their knowledge.” Their district library coordinator further stated that media literacy is not a concept on most teachers’ radar despite the benefits students receive from media literacy instruction. She asserted there is no talk at the district level about integrating media literacy instruction into any of the current curriculum. According to a campus librarian, media literacy instruction is often isolated to quick lessons by librarians intermittently throughout the year, and some teachers do not think to ask the campus librarian for help teaching these concepts, so the instruction students receive is inconsistent across curricular areas and even across teachers of the same content area.

Second, media literacy is not discussed in depth in the district standards. Each subject area within the district has identified essential standards. The closest the standards come to referencing media literacy is in social studies and English courses. In twelfth grade government, students are asked to understand factors that influence individuals’ political affiliations and actions as well as to give examples of the processes by which media affects public policy. Additionally, in sociology, students are to recognize and examine social inequality caused by the media and examine contemporary mass media issues. In Grade 9 English, students are to cite sources accurately and to assess the reliability of sources. In Grade 10 English, students are again asked to cite sources accurately. They are also asked to conduct research, although there is no mention of evaluating the research collected. In Grade 11 English, students are instructed to evaluate the strength of information they have curated and to detect media bias. In Grade 12, students are asked to cite sources accurately and to determine how media reflects culture.

None of these skills address creating media, and only one Grade 9 goal asks students to be able to determine the credibility of the source.

Finally, when examining individual Campus Improvement Goals within the district, media literacy skills are equally underrepresented. Teachers are required to solicit assistance from the campus librarian to offer suggestions for integrating technology in a relevant way to elicit student engagement; however, teachers are not instructed to receive assistance with integrating media literacy skills. Additionally, the district curriculum documents do not suggest teachers contact their campus librarians for assistance with these skills, perhaps adding to the disconnect between teacher and librarian collaboration.

In consideration of this problem, the purpose of this qualitative study was to investigate the inconsistency in media literacy instruction for high school students.

Definition of Terms

Critical media literacy pedagogy: “A progressive educational response that expands the notion of literacy to include different forms of mass communication, popular culture, and new technologies ...Alternative media production is an essential component of critical media literacy as it empowers students to create their own messages that can challenge media texts and narratives” (Garcia, Seglem, & Share, 2013, p. 111)

Digital native: Having been born into a society teeming with digital technology (Prensky, 2001)

Echo chamber: A phenomenon in which the data the user sees on social media solely mirrors their preexisting beliefs (Flaxman, Goel, & Rao, 2016).

Fake News: News that is intentionally misleading, not based on facts, and is created for mass dissemination and consumption (Alvarez, 2016, p. 24).

New literacies: The ever-evolving group of literacy skills needed to analyze information published via online technologies (Leu et al., 2015)

Social media: Electronic communication with the purpose of sharing information, ideas, and other content (Fitzpatrick, 2018)

Significance of the Study

In this qualitative project study, I addressed the local problem of the inconsistency in the instruction of media literacy skills to secondary students. Data from this study may be used to inform district curriculum coordinators about gaps in media literacy instruction. A better understanding of the depth of inconsistencies in media literacy in the curriculum and pedagogical approaches of teachers and librarians may help inform changes that need to be made to standards, curriculum documents, or additional support that should be provided to teachers. The project that was developed based on the findings of this study may provide a way to improve media literacy in the district by improving the likelihood that teachers will integrate more media literacy building skills in their classroom instruction. Additionally, it may lead to increased collaboration between the teachers and campus librarians, resulting in more detailed media literacy instruction.

Research Questions

1. What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to interpret and analyze media?

2. What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to become competent and knowledgeable creators of media?

Review of the Literature

I conducted a review of the literature to analyze current research on media literacy instruction. The review of literature is organized around four different focuses: the conceptual framework, the importance of media literacy, media literacy curriculum, and media literacy pedagogy. I searched for empirical research studies in peer-reviewed journal articles in Education Source, Academic Search Complete, Thoreau, ERIC, and Taylor and Francis Online as well as with the Google Scholar search engine. The following search terms were used: *media literacy instruction, critical media literacy, media production, media analysis, critical media literacy pedagogy, media literacy curriculum, media literacy pedagogy, fake news, post-truth, echo chambers, social media instruction, and social media literacy*. In addition to empirical research, I also reviewed practitioner journals to get a more comprehensive understanding of the subject. The literature I compiled provided the research referenced in the conceptual framework and the review of the broader problem.

Conceptual Framework

The conceptual framework for this project study was based on media literacy instructional practices outlined by critical media literacy pedagogy (Garcia et al., 2013).

Students must learn to become analytical users of media who evaluate content and critically appraise all forms of media, investigate its effects and uses, and construct alternative forms (Kellner & Share, 2005).

History of conceptual framework. The first elements of the critical media literacy pedagogy were published in 1998 when Kellner recognized the United States was experiencing one of the most dramatic technology revolutions in history and postulated the basic tenets of education must be rethought. Additionally, Kellner asserted new technologies needed to be integrated into education in original and industrious ways because literacy in all forms, including media literacy, is of crucial importance for a technologically advanced society. Furthermore, Garcia et al. (2013) argued teachers needed to emphasize not only the consumptive nature of media literacy but also its productive nature.

Critical media literacy pedagogy was developed from a combination of constructs from “classical philosophy of education, Deweyan radical pragmatism, Freirean critical pedagogy, [and] poststructuralism” (Kellner, 2003, p. 51). The term *critical* refers to the ability to differentiate, question, and judge. Greek society viewed education as a search for the right, or good, in society (Pichugina & Bezrogov, 2017). Critical media literacy pedagogy supporters also seek for students to become productive and positive members of society, Dewey (1916) developed the idea that education and democracy were linked and that without education, democracy will fail. Dewey also stated learning came from practice and doing. Two important assumptions of critical media literacy pedagogy are that students must practice analyzing and evaluating media in order to become productive

citizens and that experiences in a supportive and interactive learning activity provide them practice in how to participate in society and the democratic process (Kellner, 2003). Freire (1993) claimed the minority classes and the oppressed did not receive equal educational benefits. Critical media literacy pedagogy proponents seek to bridge the divide created in education based on socioeconomic status, race, and sex by allowing equal opportunities for all students to participate in the analysis and creation of media. Poststructuralist theorists criticized the marginalization and homogenization of traditional education and shed light on the social construction of reality and biases (Best & Kellner, 1991). Critical media literacy pedagogy theorists also believe students need to understand the concept of bias and point-of-view in the media in order to promote the empowerment of students (Kellner, 2003).

Constructs of conceptual framework. The core principles of critical media literacy pedagogy are based on student-centered practices intended to support students as they learn from media, learn how to recognize media manipulation, and learn how to utilize media in constructive ways in order to become a competent member of society (Westbrook, 2011). The following constructs of critical media literacy pedagogy work in conjunction with each other: (a) analyzing media and (b) producing media (Garcia et al., 2013).

The first construct of the conceptual framework being used for this study, critical media literacy pedagogy, is analyzing media. The definition of analyzing media is the ability to analyze media (i.e., newspaper clippings, advertisements, videos, etc.), which involves ideological critiquing wherein students assess the prevalent societal ideals they

discover when exploring media (Garcia et al., 2013). For example, Westbrook (2011) posited the ideological critique of media has been acknowledged since World War II when German Jews fled and found Hollywood constructing a political picture of the war that did not reflect their knowledge of the war. The purpose of the construct related to analyzing media is to ensure that teachers instruct students how to evaluate the source of the information, intentional or unintentional biases, and whether there may be different interpretations of the media. Another important aspect of analyzing media is understanding how society is influenced by media (Gainer, 2010), so students have the ability to affect society (Cazden et al., 1996). The skill of analyzing media enables students to be able to determine what societal implications the media may have and may encourage them to civically participate in response to unequal systems (Song, 2017).

The second construct of critical media literacy pedagogy is related to producing media. The definition of producing media is when students produce their own media and write texts in multimodal and programmable mediums to communicate their views on societal issues (Garcia et al., 2013). The purpose of teaching students to produce media is to give them the ability to contest messages in the dominant societal discourse (Gainer, 2010). Kellner and Share (2005) stressed the importance of teaching students to produce alternative media as a mode of self-expression and social activism. They further asserted creating media empowers students to use their voice to express themselves and leads to democratic transformation (Kellner & Share, 2005). Furthermore, they proclaimed teaching students to produce media enables them to communicate within “humanistic, social, historical, political, and economic contexts” (Kellner & Share, 2005, p. 381). Song

(2017) purported that youth feel empowered when they become active agents through media and that passionate youth can change the trajectory of social issues using their voices. Media affords the opportunity for more diverse voices to be heard (Song, 2017). According to Song, academia has historically been largely comprised of White, English-speaking men, so providing students with the tools to produce alternative media allows for a more varied experience. Through media interpretation, an individual has the ability to call into question current knowledge concepts and provide a space for student narratives that differ from traditional educational language (Song, 2017).

Critical media literacy provides a framework that describes best practices for teachers. The goal of critical media literacy pedagogy is to teach students to question the social assumptions within media messages to create more relevance to students' lives and spur them to create transformative media (Kellner & Share, 2007). When teachers implemented critical media literacy pedagogy and focused on both analyzing and producing media, standardized test scores increased in addition to increasing student self-esteem and pride within the community (Choudhury & Share, 2012). This leads to a vibrant, participatory democracy (Kellner & Share, 2007).

Rationale for conceptual framework. Critical media literacy pedagogy was a good choice as the conceptual framework for this study for several reasons. First, it is justified because it aligned with the purpose of the study. The purpose of this qualitative project study was to investigate the inconsistency in media literacy instruction for high school students. The framework provides descriptions of what media literacy should include and, therefore, allowed me to identify any inconsistency in what critical media

skills students are being asked to practice within the classroom. I gave special attention to exploring how teachers educate students regarding distinguishing credible sources from noncredible sources and becoming informed producers of media.

Additionally, critical media literacy pedagogy was an ideal choice for a conceptual framework because it has been used to frame similar studies for over a decade. Ashley, Lyden, and Fasbinder (2012) grounded their research regarding critical media literacy pedagogy and the need to create more engaged citizens in critical media literacy pedagogy. In another study, connections were made between media literacy instruction and disability theories that were based on critical media literacy pedagogy (Friesem, 2017). Choudhury and Share (2012) used critical media literacy pedagogy as the foundation for their research of urban youth and their teachers related to how they communicate in a virtual environment. The participatory practices of high school students of Latin American and African American descent outside of the formal school settings who were members of the Council of Youth Research were studied using the critical media literacy framework as well (Garcia, Mirra, Morrell, Martinez, & Scorza, 2015).

Lastly, I used the critical media literacy pedagogy as a lens to study the phenomenon and as a way to organize and analyze the data collected for this study. The two constructs of critical media literacy pedagogy provided the basis for the research questions on how teachers and librarians instruct high school students on interpreting and analyzing media as well as how high school students are being instructed to become competent and knowledgeable creators of media. In addition, critical media literacy pedagogy was used to develop the qualitative interview questions I asked teachers and

librarians. The interview questions were developed to focus on identifying the current media literacy curriculum and determining whether students are being taught how to analyze media as well as what types of media production activities are integrated into the curriculum. The organization of the data attained from the study was also informed by critical media literacy pedagogy. The data were coded for keywords, such as evaluates, creates, and social change.

Importance of Media Literacy

To illustrate the importance of media literacy instruction, in this subsection I provide an overview of the literature regarding media interpretation and analysis as well as media creation.

Media interpretation and analysis. The first aspect of interpreting and analyzing media is understanding the prevalence of fake news as well as the identification of fake news. Fake news is news that is intentionally misleading, not based on facts, and is created for mass dissemination and consumption (Alvarez, 2016, p. 24). It has been in existence since before the printing press in the form of rumors and false stories; however, the quantity and speed at which fake news spreads have increased exponentially as Internet availability and access has increased (Burkhardt, 2017). In 2016, results from a survey of over 1,000 Internet users 18 years of age and older revealed that 5 out of every 10 U.S. 18–19 year olds obtain their news online (Belhadjali, Whaley, & Abbasi, 2017). Gottfried and Shearer (2016) found similar results in a survey of 4,654 randomly selected respondents 18 years old and older who were members of the American Trends Panel created by Pew Research Center. In their study, they found 62% of respondents use social

media to obtain their news, elevating concerns over the accuracy of information because a functioning democracy depends on accurate news (Gottfried & Shearer, 2016). The fact that over half of U.S. citizens ages 18 years old and older use social media to obtain their news is indicative of modern society because information is increasingly digitized. While the mediums in which information is disseminated have changed, the need for critical thinking is as important as ever.

In addition to understanding the prevalence of fake news, it is important for students to be able to identify fake news; however, a number of research studies have shown students from middle school through college are unable to determine whether news is fake. For example, in a study conducted by the Stanford Group focusing on the identification of reliable sources, researchers found 80% of the 203 middle school participants believed items marked as sponsored were credible content (McGrew et al., 2016). Sponsored content, however, denotes a bias in the media because the sponsor has paid for that content to be published (CITE). Lack of experience of middle school students may explain why they are unable to distinguish fake news and real news compared to high school students or adults; however, 30% out of 170 high school students who participated in the same study could not recognize the blue verification check mark on news sources, which demonstrates the news article has been verified as accurate, and they argued a fake CNN news account was more trustworthy than the actual CNN news source (McGrew et al., 2016). This phenomenon was not isolated to high school students. In a survey of 3,015 U.S. adults conducted by Ipsos Public Affairs (2016), it was found that adults could not discern fake news articles 75% of the time.

Since 10.6 million of the 21.5 million total Facebook shares during a study conducted in the midst of the 2016 national election were fake news stories (Ipsos Public Affairs, 2016), this means half of the news encountered on social media in 2016 was fake, and since three fourths of the time this fake news is deemed credible by social media users, fake news is shaping the current news landscape and impacting society at an increasing rate. Despite individuals' inability to analyze media and determine fake news versus real news, it appears fake news will continue to be published unabated because multiple court cases have cited First Amendment rights should be upheld for fake news and other avenues of communication (Hundley, 2017). Taken in conjunction, these studies indicate the importance of teaching digital literacy skills in order to help individuals distinguish fake news from real and to determine the credibility of sources in order to discern fake news in this digital world.

Another important skill related to interpreting and analyzing media is that of being able to determine source reputability and bias. In a study of 189 individuals ages 17 and older enrolled in the preparatory year program at the School of Foreign Languages at Adana Alparslan Türkeş Science and Technology University in Turkey, Akcayoglu (2019) found a majority of the participants reported a much higher perceived level of skill analyzing and interpreting media than they demonstrated in the study. This finding that individuals lack media analysis skills has been shown across ages and demographics in multiple studies. Leu et al. (2015) found in a study of 256 Grade 7 students from two different schools in Connecticut that, according to their research using a data capture system that recorded and tracked students' online behavior, students were unable to

discern reputable from non-reputable sources 71.75% of the time for economically advantaged students and 84.25% of the time for economically disadvantaged students. The majority of the students in the study were unable to identify the author of the online article, determine the author's credibility in the field, or make an informed decision regarding the overall reliability of the online source (Leu et al., 2015). Although some people may believe this result was due to the age and inexperience of the study subjects and that a student's ability to determine reliability will improve over time, that is not necessarily the case. Although no recent studies have been done specifically with high school students, Herring (2009) conducted a qualitative study of 21 second-year high school students, Year 8 in London where the study took place, to determine whether students utilized media literacy skills and, if so, how confident they were in their abilities. It was found the majority of students deemed website relevance as the most important aspect of choosing a source, but they were unable to identify why they felt particular sources were relevant. Two-thirds of the student participants cited the Internet as the best source for research because they could type in questions and get several different answers even though they had been provided with content-specific resources that had been vetted by their teacher. The study also showed there were no common criteria used amongst the participants to determine source reliability. This inability to discern credible versus noncredible sources extends beyond compulsory education and into the collegiate level. McGrew et al. (2016) found less than a third of the 44 college participants in their study were able to identify when news stories shared on Twitter were associated with particular groups with a political agenda that may make it a flawed

source. Without the ability to distinguish how reliable a source is, whether bias exists in the source, and how the sponsor of the information influences the content of the information, students at all levels of education are faced with difficulties navigating the digital milieu they are faced with daily.

In addition to using the world wide web to research, students also use social media to retrieve information. Social media, defined as electronic communication with the purpose of sharing information, ideas, and other content (Fitzpatrick, 2018), is one prevalent avenue for the dissemination of fake news to the masses. In a 2016 Pew Research study, out of a random sampling of 4,654 participants ages 18 and up, it was found 62% of U.S. Internet users only receive news via social media outlets and 66% of Facebook users only use one social media source, Facebook, for their news (Gottfried & Shearer, 2016). Similarly, McGrew et al. (2016) found while digital natives can navigate social media with ease, when it comes to evaluating information they have found on social media for accuracy, they flounder at every level of education. Eighty percent of the 454 high school students in the study relied on the picture associated with posted information and news stories on social media to determine source credibility and ignored information needed to truly evaluate the source such as the sponsor of the post and the reliability of the photo attached to the news source (McGrew et al., 2016). When students determine the credibility of information based on pictorial evidence in lieu of sourcing the news article, they are likely to choose inaccurate information, as often the picture posted with a news article is done so to elicit a response, not necessarily to provide accurate information.

The spread of information, including fake news, via social media is influenced by user networks, platform algorithms, and user psychological motivations (Bakshy, Messing, & Adamic, 2015). As a result of this formula, social media users can find themselves in a cycle of fake news and misinformation (Spratt & Agosto, 2017). In time, echo chambers are created as the social media platform personalizes the data the user sees. Echo chambers occur when social media users are exposed almost solely to conforming opinions (Flaxman et al., 2016). Echo chambers can lead to ideological segregation. In fact, Flaxman et al. (2016) found in a study of the browsing histories of 50,000 U.S. Internet users that 78% of Internet media users obtain the majority of their news from just a single source. An additional 16% use just two sources. This leaves only 6% of the population that gathers data from multiple sources, and, even if they are using multiple sources, these sources typically are limited to publications with similar beliefs and ideals as the user (Flaxman et al., 2016). This preference of only interacting with materials that support a preconceived opinion results in less familiarity with multiple viewpoints on a topic and a more narrow perspective on current events. This echo chamber effect was further researched by Goldie, Linick, Jabbar, and Lubienski (2014) who used bibliometrics and social media analysis of 200 tweets sent by 26 different organizations, which they separated into two sets of data based on their point-of-view on the topic, to determine the effect of echo chambers in policy debates. Researchers found that within these tweets, there were 56 unique studies cited. Additionally, they determined only 11 of the 56 articles were cited by both sets of gathered articles (Goldie et al., 2014). This reliance on one-sided articles is evidence of an echo chamber effect

and leaves little room for dissenting viewpoints. With online information sources increasing exponentially, robust echo chambers in place, and gaps in media literacy instruction, students are faced with making decisions they are not equipped to make about the validity of the information they find and the credibility of the news sources around them.

Media creation. Another important element of media literacy is it provides students with the skills to become competent creators of media. The current landscape of online media is changing how news and media are produced and has blurred the line between media users and media producers (Hernandez-Serrano, Renes-Arellano, Graham, & Greenhill, 2017). Students of all ages are capable of creating media, something unthought of in education previously. Digital production best practices in the classroom should move beyond just using tools to digitize essays or other traditional pen and paper types of classwork (Mirra et al., 2017). Technology that is integrated into the classroom just for technology's sake does not advance media literacy and enhance the educational experience. Instead, media literacy should include establishing an understanding of mass media platforms, providing the tools and experience to create counter-narratives to media and news found online, and instructing students in the aesthetics of digital media (Mirra et al., 2017). The production of media is an integral component of media literacy instruction. It increases opportunities for students to practice 21st century skills such as critical thinking, cultural awareness, and self-advocacy.

One educational benefit of the integration of media production in the classroom is an increased opportunity for students to participate in critical thinking. In a quantitative

study of 85 high school students who were completing a video production course, researchers sought to determine the impact producing media has on student engagement (Hobbs, Donnelly, Friesem, & Moen, 2013). Teaching adolescents how to produce media has been an educational recommendation for decades by educators and media scholars alike, and Hobbs et al. (2013) found good reason for this recommendation. When media composition is included in classroom activities, it gives students the ability to create messages using varied media and technology and to explore the connection between information, knowledge, and influence (Hobbs et al., 2013). Additionally, including media production in the classroom provides the opportunity for in-depth critical thinking as students strive to construct meaning using a visual platform (Waters, 2017). When media production becomes an expected component of media literacy instruction, students will be challenged to analyze their learning and decide how to best represent it.

Additionally, media production in the classroom has shown to be successful for learning-challenged students. In a mixed-methods study of nine students in a self-contained Grade 8 classroom, Kesler, Tinio, and Nolan (2014) found the special education students had to activate their critical thinking skills in order to decode multimodal messages, which aligns with findings of on-level students in the general school population. Additionally, researchers found special education students are not overwhelmed, as previously thought, in a multimedia environment. In fact, student inference-making was supported when producing media (Kesler et al., 2014). Creating media has shown to benefit the building of student critical thinking skills.

Further, media production is a means of making learning more relevant and engaging in the classroom. Without it, only 28% of graduating seniors (Hobbs et al., 2013) believe the information learned within the classroom is connected to their everyday lives and will be useful beyond high school according to a study of 85 students enrolled in a media production class who completed an online questionnaire (Hobbs et al., 2013). While the students in Hobbs et al.'s (2013) study were taking a media production class, and therefore may be more innately interested in media production and its role in their lives, the positive and nuanced views they developed towards the role of media messages should not be discredited. Instead, it provides encouragement to expand this type of instruction to more students. When media production is included in the curriculum, students become engaged and active participants in their own learning. In a study of 37 Grade 8 students in an elective technology course, researchers found 100% of the students made contributions to an end of course media production project (Herro, 2014). Additionally, researchers reported frequent and daily collaboration between the students as they used the media production tools in the classroom (Herro, 2014). Students were engaged in the media production activities presented in the course and willingly created content to be included in a final production. Again, although this was an elective course the students participated in, the study shows a positive increase in complex learning when students produced media. The purpose of the study was to determine if this kind of critical thinking could be developed provided media production opportunities, and it was deemed that it could, in fact, be nurtured.

One facet of engagement and relevancy, related to media creation, is the opportunity for students to become advocates and civically engaged. Media literacy is a crucial skill in the 21st century (Valdmane, 2016), and teaching students how to become civically engaged has the potential to raise the ability of students to be their own advocate. Further, engaging students in media production leads to individuals who are more involved in civic engagement and activism (Jocson, 2015), including addressing prejudices and racial biases (AlNajjar, 2019). In a design-based action research project, Jocson collected print and digital materials created by students ages 19-25 who were enrolled in a university course titled *New Media Literacies and Popular Culture in Education*. Jocson found an increase in civic engagement in the form of discussions with individuals beyond the class initiated from traffic and comments left on websites the students created during the duration of the course. This commentary extended beyond the conclusion of the course. This increase in civic activism has been documented in several studies. Hobbs et al. (2013) conducted a study of 85 high school students from a middle-class and ethnically diverse community in the suburbs of Detroit, Michigan who were enrolled in one of three production courses. Hobbs et al. administered a questionnaire to all students in the courses to determine the relationship between media production and civic engagement. Survey results showed positive indicators of current and future civic engagement within the study participants as a result of an increased knowledge of media literacy skills and in-class production experiences. Similarly, Doerr-Stevens (2016) conducted a yearlong qualitative study of forty students of diverse backgrounds and ethnicities at a midwestern urban high school and found students were empowered to

explore and expand their own social positions when creating multimodal ensembles. This empowerment and engagement is not isolated to students in the general school population. Kesler et al. (2014) found producing counternarratives had strong outcomes for media literacy understanding for nine students in a self-contained Grade 8 classroom. When media production is included in media literacy instruction, various types of students become more engaged, as evidenced by their civic engagement.

A final benefit of encouraging students to create media is that it requires them to explore differences between various cultures and perspectives. Prokhorov and Therkelsen (2015) conducted a qualitative study of eight American college students participating in a 6-week study abroad program at the College of William and Mary Program in St. Petersburg, Russia. These students completed a yearlong documentary production project in conjunction with the 6-week study abroad program. Participants reported interaction with community members and networking were the most challenging aspects of the project; however, they felt it was the most rewarding component of the documentary film. Additionally, participants reported creating visual media provided a powerful tool for navigating cultural differences and helped them find a voice with which to express their experiences. Finally, it was reported that video production was a means to cross-cultural divides and provided an opportunity for participants to share their knowledge and ideas with a larger audience. This connection between media production and cultural exploration is corroborated by other findings. Doerr-Stevens (2016) found their yearlong qualitative study using mediated discourse provided the opportunity for students to create media productions that allowed them to participate in cultural discourse. Cultural

exploration is a relevant skill for students beyond the classroom and is another reason for providing students the opportunity to create media in conjunction with their media literacy instruction.

Media Literacy Curriculum

There are a number of issues related to school curriculum that may influence media literacy instruction in high school. One mitigating factor may be a lack of clarity in media literacy teaching standards that may lead teachers to either complete a cursory lesson over media literacy topics or not include them altogether. Teachers reference the state standards for curriculum development. When viewing the state standards published by the state education agency, media literacy is listed amongst the required content that Grade 9-12 English teachers should teach; however, the standard is nonspecific as to what student outcomes are expected for students to meet the standard, and it lacks the depth and breadth of the concepts media literacy encompasses. For example, students are asked to find relevant sources to determine the credibility and potential biases within sources, and to evaluate for media bias, but teachers have flexibility in how they teach to those standards. ALA (2018) media literacy standards are equally unclear, stating in Standard 4 students should question and assess the credibility of information by reflecting on the quality of the resource and, in Standard 6, that students should evaluate the appropriateness of a source in regards to their research need. ISTE (2018) has a similar standard, noting students should evaluate sources for accuracy and relevance. Perhaps due in part to the lack of clarity in the Common Core, state standards, ALA, and ISTE standards, teachers are not including critical media literacy content in the curriculum.

A second issue related to school curriculum that may influence media literacy instruction in high school is that media literacy is not discussed in depth in the district standards. These district standards include approximately five standards that have been identified for each course taught in the district and categorized as essential within the curriculum. The closest the district standards come to referencing media literacy is in social studies and English courses. In twelfth grade government, students are asked to understand factors that influence individuals' political affiliations and actions and to give examples of the processes by which media affects public policy. Additionally, in sociology, students are to recognize and examine social inequality caused by the media and examine contemporary mass media issues as stated in the social studies district standards. In Grade 9 English, students are to cite sources accurately and to assess the reliability of sources. Students are asked in Grade 10 English to cite sources accurately. They are also asked to conduct research, although there is no mention of evaluating the research collected. In Grade 11 English, students are instructed to evaluate the strength of information they have curated and to detect media bias. In Grade 12, the district English standards relate to citing sources accurately and determining how media reflects culture. None of these skills address creating media, and only one Grade 9 goal asks students to be able to determine credibility of the source.

The lack of teacher implementation of media literacy standards may be due in part to the assumption that digital natives are capable of navigating digital environments without in-depth instruction. This assumption might lead to skills being left out of the curriculum. Digital natives have grown up in an environment with ready access to digital

media technologies and the Internet (Schmidt, 2012). However, in a qualitative study of over 60 sixth grade students who were given the program Game Maker to construct their own games, Jenson and Droumeva (2016) found that while the students were enthusiastic about using the tool provided, there were a variety of confidence and ability levels amongst the students, which affected performance on the tasks. Some students indicated they felt they were incapable of using technology or would break the computer or game program (Jenson & Droumeva, 2016). This lack of confidence in their technology abilities is counterintuitive to the prevailing notion that digital natives are digitally savvy. Schmidt (2012) found, in a study of 409 students at a 4-year public university, 94.2% of the students had either never made a video or did so infrequently, 69.2% had little to no experience editing digital images, and 85.3% had little to no experience editing audio. These findings suggest students, 85.6% of which were considered digital natives due to their age (Schmidt, 2012), do no more than basic media production despite the overarching assumption that digital natives are fluent in digital literacy skills such as producing media.

Another possible reason for the scarcity of media literacy curriculum is due to the lack of professional development for educators focused on media literacy. Connors and Goering (2017) determined in a Master of Arts in Teaching program at the University of Arkansas, which includes 34 hours of coursework and a 27-week-long internship in a public school, that the preservice teachers are provided few opportunities to practice interacting with nontraditional media and technology. In fact, the researchers found the topic of media literacy was only addressed superficially once in a methods course. As a

result of this lack of media literacy instruction, the researchers felt the preservice teachers were leaving the program ill-prepared to teach media literacy concepts to their future students (Connors & Goering, 2017). This limited media literacy instruction for preservice teachers was further explored by Gretter, Yadav, and Gleason (2017). They found in an exploratory study of 19 preservice teachers, that 17 were concerned they did not know how to teach media literacy. Eleven of the 19 participants felt their program did not put enough of an emphasis on training them how to instruct students on media literacy. Due to the lack of media literacy instruction in teacher education programs, preservice teachers entering the classroom are reticent to teach media literacy. Additionally, teachers who are not exposed to media or provided access to it are less likely to integrate it into the classroom. Hobbs and Tuzel (2015) surveyed 2,820 educators to determine educator motivation towards teaching media literacy concepts. They found that although 87% of the teachers have access to computer-based tools, only 40% have access to media production tools and 41% of them never use media production tools. There was a wide variance in the use of media-dependent upon the subject-area specialization of the teacher. Social science teachers use media technology at statistically significant lower rates in the classroom than information and communication technology teachers. Teachers do not appear to be comfortable including media technology in the classroom unless they have a predisposition towards technology use, as teachers of communication technology do. It may be these teachers need some formal instruction on how to incorporate media technology in the classroom in order to encourage them to integrate its use within their lessons. If teachers do not include media technology in the

course, they are not providing the opportunities needed to teach students about media literacy. The lack of preservice training for teachers related to media technology inclusion and media literacy education may influence teachers' comfort with integrating media literacy instruction into the classroom curriculum.

Media Literacy Pedagogy

Media literacy pedagogy refers to how learning experiences are designed to provide students with both access to media and the tools and the skills to create their own media. Critical media literacy is a transformative pedagogy (Robertson & Scheidler-Benns, 2016). Since media literacy moves students from simply viewing media to becoming producers of media in order to express their worldview, it is a transformative process. In a digital age, students cannot simply passively view media; they should be taught how to interpret and create meaning of the media messages they see, as well as empowered to create their own messages (Robertson & Scheidler-Benns, 2016).

Skills to be included in media literacy pedagogy. While the importance of teaching media literacy has been supported by multiple researchers, what aspects of media literacy should be the focus of instruction has not been as extensively studied. However, one element of media literacy that comes up often in the literature as important but often lacking is media analysis skills. A metanalysis of case studies and quantitative studies that researched the use of different frameworks to teach media literacy was conducted (Friesem, 2017). Results showed teaching students how to decode media messages was an essential component of media literacy instruction (Friesem, 2017). The need to teach media analysis skills as a component of media literacy instruction was

further supported in a qualitative study of 99 first-year college students at a midwestern university that were not enrolled in a formal media literacy course (Ashley et al., 2012). Researchers found students rarely ask questions about underlying media messages. As such, it was determined media analysis instruction is an essential building block for students to be able to navigate media effectively (Ashley et al., 2012). These findings were corroborated by Dalton (2017), who analyzed the Universal Design for Learning (UDL) as a framework for media literacy instruction. Dalton listed analyzing and evaluating media messages as one of the five essential competencies media literacy instruction should address. Dalton indicated students should be taught about bias, reliability, credibility, and message intent. By focusing on these aspects of a media message, students can comprehend and process the message effectively. With media analysis being such an important skill, it should be included in media literacy pedagogy.

In addition to media analysis, another element to be included in media literacy pedagogy practices is sociopolitical consciousness. Dalton (2017) noted that individuals should be encouraged to take civic action via media literacy instruction. Showing students how to access and comprehend digital information is pivotal in creating citizens that understand community issues and become actively engaged. Researchers found in another study of 60 students at a primary school in Brisbane, Queensland that the goal of analysis is to make individuals more knowledgeable about the context in which media is published so they can better understand cultural discourses (Dezuanni, 2015). Students who can analyze media are better equipped to comment on sociopolitical concepts. This is further supported by Friesem (2017), who found teaching students media analysis

encourages activism, even in special populations. The ability to bolster civic engagement through media literacy instruction spans across all populations and is another important skill that students learn when improving their media literacy skills.

Best pedagogical practices. Best pedagogical practices come in a variety of forms. First, I will discuss various acronyms often used to teach media literacy strategies. Teaching media analysis and interpretation can be accomplished using a variety of acronyms. Choy and Chong (2018) harvested data from 11,523 news headlines and determined the Lexical Structure, Simplicity, Emotion framework is an effective method of analyzing media and identifying fake news. Fake news is found at the intersection of these three attributes. Two other acronyms that have shown to be effective in teaching media analysis are Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP) and Rationale, Authority, Date, Accuracy, and Relevance (RADAR). For each of the acronyms, teachers show students how to use the acronym to determine where the information they are reading falls in regard to various criteria. Based on student conclusions for each of the criteria for the text they are reading, students can make a determination regarding the information's credibility. For example, when applying the CRAAP acronym, if a news story is found to be current and relevant, but it does not list an author's name and the information appears to be one-sided and from a publisher that is known for leaning one way or the other on the political spectrum, it likely is not credible. The purpose of teaching these acronyms is to provide students with easy-to-remember strategies as they review various media pieces. Neely-Sardon and Tignor (2018) developed a media literacy program at a large state college in Florida. They found these

acronyms were able to be used by students to effectively identify fake news when embedded via a library guide in online courses and when introduced in a one-shot information literacy session. Acronyms are one way to create a memorable strategy for students to use to analyze the media they encounter.

In addition to using acronyms, there are several other reading strategies for analyzing sources that research has found to be effective in media analysis instruction. Palsa and Ruokamo (2015) conducted a systematic literature review of various media analysis techniques and determined media literacy is a complex, multifaceted concept that requires its own unique literacy skills depending on the subset of media literacy needed. This concept of multiliteracies, or “a set of communication skills or abilities which students develop” (Palsa & Ruokamo, 2015, p. 109) when communicating multimodally, has been the basis of numerous reading strategies. There are a number of commonly used reading strategies that have not been empirically studied and are often used by teachers. For example, Colglazier (2018), a high school history teacher in California, shared strategies he has used effectively with his students – reading laterally, moving beyond the “about us” page on websites, and moving beyond the first few sites of a web search. By reading more than one source to verify information, researching the author and/or sponsor of the information, and insuring selection of the best resource as opposed to the first resource, students are more likely to find credible online information. Sanfrancesco (2018), another practitioner and the director of technology at a public school district in Pennsylvania, suggested students determine whether the article they have found online is written as fact or opinion, verify the information with additional

sources, create a K-W-L chart, and check the sources cited by the article. By taking the time to check the sources referenced in the online article, checking the accuracy of the information in multiple locations, and determining source bias, individuals can gain a better determination of the credibility of the information.

Apart from easy-to-recall acronyms and reading strategies, there are other pedagogical practices for teaching media analysis that researchers have explored. Dalton (2017) and Friesem (2017) both found in their research the UDL was a useful framework to use when designing media literacy instruction. Core principles they advocate for include active inquiry, critical thinking, multiliteracies, student reflection, affirming individual students' skills and experiences, fostering the construction of personal meaning from media, and recognizing media's role in cultural discourse. Other researchers support the use of different elements of the UDL framework in their research, as they focus on pedagogy that falls into different parts of the framework as opposed to adopting the framework in its entirety. Pennell and Fede (2018) conducted a qualitative study of students in Grades 5 through 7 at a private Quaker school who were placed in an interdisciplinary elective class. They found integrating critical literacy with other subjects, such as critical mathematics, is beneficial, as it gives students a more nuanced and holistic view of information literacy. Working with an interdisciplinary team of teachers is ideal, according to Pennell and Fede. Teaching media literacy in a larger social context is suggested in other studies as well. In another comprehensive qualitative study, Garcia et al. (2015) studied high school students involved in The Council of Youth Research, an organization with the aim of improving urban schools and giving support

for young people to voice their opinions on education policy and reform. The study was conducted to explore the relationship between media analysis, media production, and civic action. Data showed, when placing media literacy skills within a setting outside of formal schooling, it takes the skills from theoretical practice to actual civic participation (Garcia et al., 2015). Other researchers provide specific ideas for creating lessons within the classroom. Costa, Tyner, Henriques, and Sousa (2017) conducted pre- and posttests of children ages 9 to 14 from Portugal and Texas to determine if gamification of information increased student comprehension of media literacy skills. They found student knowledge and skills related to interacting with others online to learn new information, using media to solve problems, protecting their data, sharing media they produced online, managing their online presence, and more experienced a statistically significant increase. Therefore, gamifying the information and allowing students to create their own games led to significant increases in media literacy skills. In addition to gamification, multiple studies indicate student-centered, inquiry-based media literacy instruction is ideal. Based on a Generation Y needs assessment related to media literacy competencies, as well as interviews from media literacy experts, Nupairoj (2015) developed an approach to teaching media literacy to high school students that took into account Generation Y qualities such as short attention spans and suggested curriculum include teacher as facilitator and authentic learning experiences. Additional support for inquiry-based instruction when teaching media literacy is found in a qualitative study of Grade 8 students in a rural middle school (Seglem & Bonner, 2016). The researchers found student-driven questions led to more robust discussion. Student-led inquiry also led to

greater student motivation and participation (Seglem & Bonner, 2016). This same finding was present in another study. Seglem and Garcia (2018) further advocated for inquiry-driven classrooms and argued situated practice where learners saw their role in a larger community, critical framing where students receive constructive feedback, and overt instruction in which teachers and students collaborate leads to transformed practice where students generalize the media literacy skills they have learned so they can participate effectively in digital society. The numerous studies supporting inquiry-based, student-centered media literacy instruction should be considered when developing media literacy pedagogy.

Researchers have studied the best strategies for teaching media production, just as they have researched strategies for analyzing media. Research supports situating media production in authentic learning situations. In a validation study of a media literacy learning model, Nupairoj (2015) suggested media literacy should be presented in the context of the social environment in order to make it relevant. This emphasis on relevancy was supported by multiple research studies. Seglem and Bonner (2016) also found media production positioned in the real world provides authentic opportunities for students to develop media literacy skills. By making the lessons timely, researchers have found an increase in student engagement. For example, data from one study of 85 students in a media production class showed providing genuine learning opportunities for students to produce media led to increased civic engagement (Hobbs et al., 2013). While these students may have been more motivated to create media based on the class they chose to take, there was still an increase in engagement that can be generalized to the

population at large. By providing students with relevant social contexts in which to create media, students' motivation to participate in civic engagement and their use of media literacy skills increase.

Empirical research highlights multiple ways to create relevant contexts in which students can produce media. One way to create context and thereby teach media literacy skills is to allow students to create digital video games. In a study of children ages 9 to 14, there was an increase in media literacy skills from a pre- to a posttest when game creation was used to develop media literacy skills (Costa et al., 2017). Allowing students to create their own games engaged the learners, but that is not the only way to create student engagement when teaching media production lessons. Nupairoj (2015) established that the literature showed best practice pedagogy includes student-centered, inquiry-based lesson designs were ideal. As a result, Nupairoj developed the media literacy model using this pedagogical approach. Student-centered instruction puts less emphasis on student grades and more emphasis on student-directed selection of concepts. Inquiry-based instruction aligns with problem-based learning where students are given a problem to solve and they investigate and question the problem. Inquiry-based instruction is further supported by a study that focused on critical thinking and inquiry. In a study of Grade 8 students in a rural middle school, researchers conducted qualitative observations and noted environments where students are encouraged to think about problems from multiple perspectives led to meaningful media production (Seglem & Bonner, 2016). The strategies found by researchers to increase media production mirror the strategies suggested by researchers to increase media analysis skills.

Regardless of the strategies practitioners use to teach media analysis and production, researchers have found collaborative course structures work well, whether lessons are taught integrated within other curriculum or as stand-alone instruction. Seglem and Garcia (2018) conducted interviews, reflective discussions, and observations with a class of Grade 8 students at a public school in central Illinois. They determined collaborative inquiry between students was beneficial to the students and the teacher and is the preferred method for teaching media literacy. These same researchers are also proponents of digital partnerships based on their qualitative study of 16 preservice teachers at a midwest university who digitally conferenced with Grade 10 students at a south central high school in Los Angeles. They found the partnership mutually beneficial for both groups of students, as high school students honed and practiced their literacy skills and preservice teachers were exposed to youth culture and practices (Garcia & Seglem, 2012). These findings in support of both types of lessons are supported in practitioner reports as well. Faculty librarians at a large state college in Florida discuss how they have conducted both stand-alone information literacy sessions with college students and integrated lessons within the classes of professors who invited them in to speak to the class during research assignment instruction. They indicated both forms of instruction were effective (Neely-Sardon & Tignor, 2018). The goal is to teach media literacy concepts to all students, whether that entails a one-shot library session or a full integration of skills woven into the curriculum.

Implications

The findings of the qualitative project study may inform district teachers, librarians, and curriculum and instruction coordinators of the practices currently in place for teaching media literacy. The data collected during the project study may increase understanding of any gaps that are occurring in the current media literacy instruction. It may also inform district curriculum and instruction coordinators and the coordinator of professional development in regard to the professional development needs for teachers and librarians. This project study may impact students, as it could lead to changes in the curriculum. Ultimately, the goal was that the study may lead to improved media literacy skills instruction, which may increase students' ability to analyze and produce media.

The data collected for this research could have led to a number of different types of projects. One possible project was a white paper where I discuss the findings and implications of the data. A second project considered was the creation of new professional development for teachers to enhance their understanding of how to best teach media literacy. A third possible project was a revision of some of the district curriculum such as adding media literacy standards to the district standards. These revisions in the district standards may help teachers integrate imperative media literacy skills into the classroom, leading to more civically active students.

Summary

Students today are constantly immersed in online media; however, this does not mean they are media literate (Domonoske, 2016). Media literacy instruction is a critical skill for 21st century students (Valdmane, 2016). Nonetheless, there exists a gap between

the need for media literacy instruction and the actual implementation of instruction within the classroom at the local level. Therefore, the purpose of this study was to investigate the inconsistencies in media literacy instruction for high school students. The problem addressed in this qualitative project study was the inconsistencies in media literacy instruction by high school teachers and librarians in instructing students how to curate and create digital media. The problem of the study was explored through two research questions:

1. What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to interpret and analyze media?
2. What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to become competent and knowledgeable creators of media?

The review of literature focused on the importance of media literacy, media literacy curriculum, and media literacy pedagogy. The conceptual framework for this study, critical media literacy pedagogy, has been explored by multiple researchers who posit media literacy must include both analysis of media and creation of media. The reviewed literature included studies regarding the interpretation and creation of media, media literacy curriculum, and media literacy pedagogy skills inclusion and best practices.

In Section 2, I describe the methodology, the participants, the data collection instruments used in the study, data analysis, and limitations of the study.

Section 2: The Methodology

In Section 1, I established the importance of media literacy instruction, the gap in current media literacy curriculum, and components of media literacy pedagogy. The purpose of this qualitative study was to investigate the inconsistency in media literacy instruction for high school students. In Section 2, I describe the qualitative research design and approach and provide a justification for the participant sample, the measurement tools and processes for the data collection and analysis, and limitations of the study.

Qualitative Research Design and Approach

A basic inquiry research design was used for this study because I sought to understand what media literacy curriculum and approaches teachers and librarians in the study site district use. This research design is referred to using a number of different terms, such as generic approaches (Caelli, Ray, & Mill, 2003), noncategorical qualitative research approach (Caelli et al., 2003), interpretive design (Merriam, 2002), or Level 1 research endeavor (Brink & Wood, 2001). However, the basic inquiry research design is described by Merriam (2002) as a study with the intent to discover and understand a phenomenon. Percy, Kostere, and Kostere (2015) stated basic qualitative research is when the researcher has knowledge or experience on the topic. Therefore, the basic qualitative design was appropriate for my project study because as a librarian, I have prior experience with the topic of media literacy and was seeking information about the participants' perspective on the topic. The basic inquiry approach enabled me to see how the approaches teachers and librarians use influence their instruction of high school

students' interpretation and analysis of media. Finally, basic inquiry allowed me to see what media literacy curriculum and approaches teachers and librarians use to aid students in becoming competent and knowledgeable creators of media.

In this qualitative project study, I used qualitative interview techniques to explore the inconsistency in media literacy instruction for high school students. Following the recommendations of by Guest, Bunce, and Johnson (2006), a purposeful sampling of teachers and librarians from two district public high schools were used to select interviewees for this project study. The qualitative interview process of these selected participants allowed me to obtain a comprehensive look into current media literacy pedagogical practices in the district because the populations of the two high schools differ due to geographical location and campus climate. The data gathered from participant interviews also provided an opportunity for me to determine if there were differences in curricular instruction between classrooms or between the classroom and library instruction. I compared the data obtained across and within the schools. I used reflexivity in my qualitative interviews, which led to transformative insights related to my research questions (see Karagiozis, 2018).

I considered using a case study for this project study; however, case studies include multiple sources of data, whereas the research questions in this project study could be answered from a single data collection method (i.e., qualitative interviews), so a case study would not have been appropriate. Additionally, case studies focus on a single, comprehensive examination of a particular subject or group of subjects (Yin, 2014), but since the participants spanned two locations and included two groups of people, teachers

and librarians, I determined a basic inquiry approach using qualitative interviews was most suitable for this project study.

Participants

Criteria for Selecting Participants

In this study, I had specific criteria for selecting potential participants. This qualitative project study called for purposeful sampling of teachers and librarians from the identified high schools in Midtown Independent School District (ISD), a pseudonym. There was only one librarian at each of the two schools, so both of the librarians were asked to participate in the study. Inclusion criteria for librarians were that they must have a secondary library certification. Inclusion criteria for teachers included (a) teachers who had direct knowledge of the district English curriculum and (b) teachers that were certified to teach high school English. I focused on English teachers since the content they teach has more media literacy standards than any other high school subjects in the district. Information about the inclusion criterion for selection was included on the informed consent form and the demographic form linked within the informed consent form. The demographic form contained questions that allowed me to confirm possible participants met these criteria before selecting them to participate in the study.

Justification of Participants

The population from which I pulled my sample of participants and the numbers of participants were justified for the purpose of this study. The potential participants were high school English teachers and high school librarians. At one high school, there were 18 English teachers, and at the second high school, there were 10. These individuals were

proper participants to answer the research questions because of their level of experience both within the classroom with high school students and their experience in working with the district standards as well as their familiarity with media literacy curriculum and instruction.

Gaining Access to Participants

In order to obtain access to the participants, I followed the procedures of the study site district. Midtown ISD required a Research Request Process within the ISD form be completed. The form included the locations I chose for the study, the participant pool I wanted to interview, a detailed description of the qualitative research plan, a description of how the data will be used, and an outline of potential risks to the participants. I was also required to turn in a copy of my approved prospectus to the district. An Instructional Review Board (IRB) at the district office then reviewed the submitted form and prospectus to determine whether the project study was approved. I received approval from the district IRB to conduct the study at both proposed high schools and to interview the librarians and English teachers on those campuses.

After receiving approval to conduct the project study in the district, I submitted a request for permission to conduct the study to Walden University's IRB, which included an informed consent letter. The informed consent letter contained information regarding participant confidentiality and a description of possible risks of participating in the study as well as benefits that may arise from the study.

Once approvals were attained from both Midtown ISD and Walden University IRBs, I contacted the principals of each campus. I explained my research study and asked

for a list of teachers on campus with English teaching experience within Midtown ISD as well as with a current English teaching certification. Once I obtained those names and their contact information, I contacted the teachers and librarians via my Walden University e-mail address. In the e-mail, I introduced myself and the study, attached an informed consent form, and included a link to the demographic survey within the informed consent form.

Establishing a Working Relationship with Participants

To establish a working relationship with the participants, several measures were taken. I sent a letter of invitation via e-mail from my Walden University e-mail address to the teachers' e-mail addresses provided by the principal. The informed consent was attached to the e-mail with directions that the possible participants should click on the demographic survey and complete it as a means of implied consent and to allow me to verify they met selection criteria. In addition to the initial e-mail contact, I created a working relationship with the participants during the actual qualitative interviews where I collected data. At the beginning of the interview, I reminded participants of their rights as a participant in the study, including that they could withdraw from the study at any time with no repercussions. I used open body language to indicate I was listening to them, made eye contact, and asked follow-up questions as they were needed to obtain more in-depth information. At the end of the interview, participants were thanked for their time and told there would be member checking once data analysis was complete so they could provide feedback as to whether the findings were applicable in their environment and

whether they believed there were inaccuracies or a misrepresentation of data they provided for the study.

Measures for Protecting the Rights of Participants

The procedures included measures for protecting the rights of participants. In order to ensure participant protection, not only was informed consent obtained and approval secured by the Walden University IRB (IRB Approval Number 06-05-19-0675647) to ensure appropriate measures were in place for participant protection, but I also made sure participants knew they had the right to withdraw from the study without any repercussions at any time. I also ensured the potential participants knew their confidentiality would be protected during the presentation of the data collected due to each participant being represented by a pseudonym. Finally, raw data were secured on a password-protected computer in my home and will remain protected for 5 years before being destroyed.

Data Collection

This qualitative study consisted of participant interviews with high school English teachers and librarians to investigate the inconsistency in media literacy instruction for high school students.

Description and Justification of Data Collection

I collected data via qualitative interviews from a sample of certified high school librarians and teachers. The use of responsive interviewing techniques allowed me to gather detailed information from individuals who were knowledgeable and could provide

more in-depth information as requested during the interview process (see Rubin & Rubin, 2012).

I conducted a face-to-face interview with each of the English teachers and librarian participants in the study. Each interview lasted 45–60 minutes and occurred on their home campus in a conference room or at the public library in a quiet study space. In the interviews, predetermined, open-ended questions were asked of participants as recommended by Jacob and Furgeson (2012). Interviews were audio-recorded with participant permission by both a digital recorder and the computer program Zoom via a laptop computer with a microphone attached, while notes were taken regarding body language or other items of interest during the interview. I transcribed the interviews within 1 week of each interview; transcriptions were created by playing the recorded interview while I had the Voicea app open on a digital device. The Voicea app translated the spoken interview to text within the app, which is password protected. I then sent the transcription to my Walden e-mail address; copy and pasted the text into Microsoft Word; and listened to the audio recording again, editing the transcription as needed to correct any inconsistencies from the Voicea transcription.

Interviewing was a justified means of data collection for this project study because it allowed me to address the research questions regarding what media literacy curriculum and approaches teachers and librarians used to instruct high school students on how to interpret and analyze media and to become competent and knowledgeable creators of media. Interviews afforded the opportunity for teachers and librarians to provide their perspectives regarding instructional practices.

Data Collection Instruments and Sources

I used one researcher-created collection instrument for this study: the interview protocol. I created the interview questions (see Appendix B) to align with the research questions and conceptual framework. Table 1 shows the alignment between the six teacher interview questions and the research questions. As needed during the interview, I asked probing questions targeting specific information related to the conceptual framework, as suggested by Rubin and Rubin (2012), to elicit additional information related to the research questions.

Table 1

Interview Questions Aligned to Research Questions

Interview Questions	RQ1*	RQ2*
1: What policies, curriculum, or strategies, if any, have been implemented in your high school, to encourage building student skills in interpreting and analyzing media, such as news articles, advertisements, images, or videos?	X	
2: Describe activities you've done to build students' skills for interpreting and analyzing media, like news articles, advertisements, images, or videos.	X	
3: What policies, curriculum, or strategies, if any, have been implemented in your high school, to encourage building student skills in creating their own media, such as interactive presentations, timelines, infographics, podcasts, videos, websites, or multi-media pieces?		X
4: Describe activities, if any, you've done to build students' skills in the creation of their own media, such as interactive presentations, timelines, infographics, podcasts, videos, websites, or multimedia pieces.		X
5: If you've had students share the media they created; would you please describe that activity?		X
6: Is there anything else about curriculum or activities related to media literacy in the high school that you'd like to share with me?	X	X

*Research Question (RQ)

All interview recordings, notes taken during interviews, and transcribed interviews were organized using word processing software and digital spreadsheets and kept at my home office. These items are password protected to secure the data and guarantee participant confidentiality. I placed all informed consent documents and handwritten artifacts, including a research journal and notes taken during the interviews, from the interview process in a locked file cabinet in my home where they will be kept for 5 years before being destroyed.

Data Collection Access and Researcher Role

My research role was as conductor of the qualitative interviews. I interviewed participants that have no professional relationship with me, as they work at different schools within the district. Prior to the interview, participants were informed the study was part of my doctoral program requirements, and I was not conducting the study on behalf of the school district. Participants also gave informed consent to take part in the study. Due to these safeguards, there was no threat of internal bias within the study.

Researcher's Experiences and Biases

My experience with the topic of this study is vast, but researcher biases were minimal for this project study. My professional role at the time of the study was as a high school librarian within the district where I conducted the research. I did not hold a supervisory role in relation to the librarians or teachers who were interviewed for the study. I have an interest in digital citizenship and media literacy due to my vocation. I have been in education for 18 years, 15 as a librarian, and I have noted how research has changed throughout my tenure in the profession. Much of the information students need to access is now housed online in databases or on the world wide web. My teaching of research and media literacy has shifted as the mediums where information is found have changed. Due to these observations, I began researching methods for teaching media literacy in the evolving educational and information landscape. Based on this research, I became curious about how others taught media literacy skills to high school students and whether there was consistency in this instruction. In order to contain any bias, I kept a research journal that focused on the research process to include data collection, data

analysis, and my role as a researcher. This practice encouraged me to reflect on the research and any biases or inconsistencies that occurred (see Orange, 2016). The research journal is part of the handwritten artifacts I will keep for 5 years following research completion. This continual reflection allowed me to ensure I was not allowing my biases to influence the interview structure, coding of the data, or interpretation and conclusions drawn from the data.

Data Analysis

Rubin and Rubin (2012) stated the purpose of qualitative analysis is depth, not breadth, of information, and they indicate qualitative interviewing can allow a researcher to reconstruct events they may have never experienced before. They further asserted data analysis involves seven steps: transcribing and summarizing the interview(s); coding excerpts within interviews based on relevant concepts; coding across interviews; sorting and comparing the codes; integrating the various interviews to create a more comprehensive view of the data; combining concepts and themes to generate theory; and transferring the results.

How and When Data Were Analyzed

Data analysis involved two cycles of coding with the data collected from the qualitative interviews in this project study. I underwent first cycle coding within 1 week of the completion of each transcript. Based on the literature review on media literacy and my conceptual framework, I developed a set of a priori and conceptual codes that were aligned to the methodology and research questions as recommended by Nieuwenhuis (2015). These codes were used for first-level concept coding to identify broad categories

within the data (Saldana, 2016) that align with my framework. Table 2 lists constructs of the conceptual framework, the a priori codes I developed, and the literature on which those codes were based. The interviews were transcribed using the Voicea app and then corrected by hand to rectify any inaccuracies from the automated transcription.

Transcription was completed on a word processing document. Then several close readings were conducted within the first cycle coding. Table 2 shows the a priori codes that were used in Level 1 coding.

Table 2

A Priori Codes Used for Data Analysis During 1 Coding

Media Literacy Construct	A Priori Codes	Based on Literature
Media interpretation and analysis	Interpretation	<p>Students must learn to become analytical users of media who evaluate content and critically appraise all forms of media, investigating its effects and uses (Kellner & Share, 2005).</p> <p>The purpose of the construct related to analyzing media is to ensure that teachers instruct students how to evaluate the source of the information, intentional or unintentional biases, and whether there may be different interpretations of the media (Gainer, 2010).</p>
Media interpretation and analysis	Analysis	<p>The definition of analyzing media is the ability to analyze media - newspaper clippings, advertisements, videos, etc. - which involves ideological critiquing wherein students assess the prevalent societal ideals they discover when exploring media (Garcia et al., 2013).</p>
Media production	Creates	<p>Alternative media production is an essential component of critical media literacy as it empowers students to create their own messages that can challenge media texts and narratives. (Garcia et al., 2013, p. 111)</p>
Media production	Social Change	<p>Another important aspect of analyzing media is understanding how society is influenced by media (Gainer, 2010) so students have the ability to effect society through media instruction (Cazden et al., 1996).</p> <p>The purpose of teaching students to produce media is to give them the ability to contest messages in the dominant societal discourse (Gainer, 2010). Kellner and Share (2005) stress the importance of teaching students to produce alternative media as a mode of self-expression and social activism.</p>

I conducted the second cycle axial coding once all interviews were completed. Second level coding involved axial coding to “assign several subcategories to one category at a higher level...creat[ing] code hierarchies” (Rabinovich & Kacen, 2010, p. 699). It involved coding across the data extracted from first cycle coding to determine overarching concepts, themes, and categories (Saldana, 2016). All repeated concepts were categorized together. Descriptive data were sorted into coded categories until saturation was achieved (Saldana, 2016). These codes allowed me to determine patterns of the media literacy curriculum and approaches teachers and librarians use to instruct high school students on how to interpret and analyze media and to become competent and knowledgeable creators of media. Data analysis was completed by hand, using a spreadsheet, not via computer software.

Evidence of Quality and Procedures to Assure Accuracy and Credibility

Accuracy and credibility of information were ensured by multiple means. First, as recommended by Bashir, Afzal, and Azeem (2008), a digital recorder was used to record the interviews so no data were lost from the interview due to human error. The constant comparative method was utilized in which data was verified against previously collected data consistently throughout the data collection process (Slevin & Sines, 2000).

Triangulation occurred during constant comparison by noting codes that frequently appeared within the data (Cutcliffe, 1999). Internal consistency of interviews was also noted by comparing a participant’s answers to similar questions (Slevin & Sines, 2000).

To ensure credibility and trustworthiness, a peer data analysis review was utilized (Ravitch & Carl, 2016). A campus technology coach reviewed the coding. This

individual had 13 years of experience in this position where they worked to incorporate media literacy into the classroom. The individual was provided with the data upon completion of the analysis to check for the logical development of codes, themes, and subsequent results and conclusions. The individual was not provided with identifying information regarding the study participants. During analysis, member checking and consulting the participants (Saldana, 2016) occurred following data coding and analysis so participants could check the draft findings for the accuracy of my interpretations of the data used in the findings and for viability within their own setting. Participants were given the opportunity to meet with me to discuss the findings as needed. I also paid attention to and included disconfirming evidence, or evidence that was discrepant, as a means of controlling for bias (Ravitch & Carl, 2016). Finally, transferability was accomplished by clearly describing the context of the two schools in which the research was conducted (Ravitch & Carl, 2016). This allowed the research results to be transparent, enabling others to determine whether results are transferable in other contexts.

Procedures for Dealing with Discrepant Cases

Discrepant data, or data that are an exception to data patterns (Bashir et al., 2008), were included in the analysis to ensure there was no bias in reporting the data. Additionally, I reported any discrepant data within the findings in order to broaden the research and provide a more comprehensive picture of the results. Discrepant data may cause a modification of the patterns found in the data as well (Bashir et al., 2008). In this case, it was determined there was only one identified discrepant data within the Level 2

data. Two seemingly conflicting codes emerged – teacher freedom and curriculum too controlled. I determined this is not, in fact, discrepant, as the curriculum the participants indicated was too controlled were the standardized embedded assessments, whereas the participants indicated there was not sufficient curriculum available to them regarding media literacy instruction. Due to this, no new themes were created based on discrepant data. Finally, during member checking, participants had the opportunity to indicate whether their specific perspectives were represented in the data. I sent the results to the participants along with their pseudonyms. I only heard back from one of the participants, and she indicated the results reflected the information she provided during the interview.

Data Analysis Results

Data Collection

Eight high school English teachers and two high school librarians were interviewed at their home campus or in a private study room at the public library between June 14, 2019 to August 6, 2019. I recorded the interviews both via Zoom and a handheld audio recorder. Interviews ranged in length from 18 ½ minutes to 61 minutes long with an average of 33 minutes 48 seconds. Participants' teaching and librarian experience within the district ranged from 1-11 years. Subjects taught included both on level and advanced academic English as well as specialized courses including Independent Study and Mentorship where students focus on a possible career field, secure a mentor in that field, and conduct yearlong research and interning related to the field of interest and Advanced Placement (AP) Seminar and AP Research, which are yearlong research

courses where students conduct original research and complete a research paper and presentation. Demographics are shown in Table 3.

Table 3

Participant Demographics of Experience, Gender, and Current Position

Participant Pseudonym	District Teaching and/or Library Experience in years	Gender	Current Position	Teaching and/or Library Certifications
L1	11	Female	High School Librarian	6-12 English K-12 School Library
L2	10	Female	High School Librarian	K-12 Generalist 9-12 Biology K-12 School Librarian
T1	10	Female	AP* Language	9-12 English 9-12 ESL
T2	4	Female	GT** Humanities English II	7-12 English 4-8 Core Subjects ESL Supplemental GT Supplemental
T3	1	Male	English I	8-12 English ESL Supplemental
T4	1	Female	Pre AP English I	8-2 English ESL Supplemental
T5	6	Female	AP Language	8-12 General Education ESL Supplemental
T6	3	Female	Pre AP English I English III	8-12 English ESL Supplemental
T7	11	Female	Pre AP English I Independent Study and Mentorship (ISM)	8-12 English ESL Supplemental GT Supplemental
T8	3	Female	English I Pre AP English II	K-12 English ESL Supplemental

*Advanced Placement (AP)

**Gifted and Talented (GT)

To prepare the data for analysis, I transcribed each interview using Voicea or Dragon Dictation and then listened to each interview again, making additions, changes,

and deleting items that did not transcribe correctly using the program. I then listened to the interview a final time to ensure all changes that were needed to make the transcription word-for-word in line with the interview recording had been made. This strategy ensured accuracy as well as provided me the opportunity to revisit each of the interviews before coding them. After transcribing the interviews, I copied the participants' transcribed responses to the interview questions into an Excel spreadsheet. I carefully determined where I believed single ideas started and stopped, and then copied and pasted text excerpts that represented single ideas into a single cell each. Since I was using a priori coding for Level 1, I set up an Excel spreadsheet with columns for participant code, cumulative transcript order, text excerpt, a priori code, notes, and observations. Each participant was given their own tab on the spreadsheet. After transcribing, I copy and pasted each text excerpt into the spreadsheet tab for the participant. Then, I labeled the participant code with the assigned code for that participant (i.e. L1, T1, T2). I numbered the excerpts numerically starting at 1 so I could always resort the spreadsheet in the order of the data from the interview after filtering it differently for analysis. In the coding column, I created a drop-down menu using the data validation feature in Excel. The notes column was used to include information from the interview I thought was important regarding that text excerpt, such as emphasis in tone. The observation column was used for me to note connections I was seeing between other coded interviews and themes that I saw emerging. In preparation for Level 2 data analysis, the responses for each of the a priori codes from each of the ten participants were collected onto a new spreadsheet worksheet in order to determine axial codes across the data. Each tab was labeled with an

a priori code, and then I used an if-then command in the column so the text excerpts associated with that a priori code would be replicated on the new tab. I did this in one column per participant. This allowed all text excerpts for each a priori code from all 10 participants to appear on one tab. I then color-coded the text excerpts on each tab based on their axial codes so I could visually see the frequency of the emergent themes and check for accuracy.

Data Analysis

I completed data analysis according to my proposed methods. I completed Level 1 coding utilizing the standard a priori coding practice outlined by Saldana (2016). I referenced a codebook (Appendix C) I created prior to data collection to ensure I kept coding consistent across participants. Additionally, I kept a researcher journal to record observations, emerging themes, and questions I had as I coded the data. I referenced this when analyzing the data, as it provided information about when I saw themes emerging and the pattern of the emerging themes across interviews.

When conducting Level 2 axial coding, I listened to the interviews again and reread the interviews to ensure I understood the responses in the context of the interview. I chose themes that repeated across interviews within each a priori code's responses. I did not include a theme until I noticed it was a repeated four or five times within the data and across two or more participants. Upon the completion of coding, I sent the data to a technology coach with 13 years of media literacy instructional experience. This individual reviewed the data to check for consistency in code identification and to review the emergent themes for accuracy. The technology coach found no inconsistencies in the

application of the a priori codes and concluded the axial codes were indicative of what could be found within the data.

Discrepant data, or data that do not agree with the emergent themes (Bashir et al., 2008), were analyzed to determine whether any themes should be modified or whether they constituted new patterns. The only identified discrepant data was in the Level 2 coding. Based on the interviews, some information was coded teacher freedom while some were deemed curriculum too controlled. However, I determined teachers identified only the embedded assessments required by the district to be too controlled, and they felt that other than the embedded assessments, there was not sufficient curriculum available to them. As such, I determined there were no new themes based on the discrepant data.

Once the data analysis was complete, I sent the results to the participants for member checking to allow the participants to provide any additional comments they may have and to verify the conclusions regarding their interview matched their intent during the interview. I sent a short conclusion along with the transcript to the participants as opposed to raw data from the analysis.

The categories and themes identified in data analysis from the qualitative interviews aligned with the literature review presented earlier in Section 2. Table 4 shows the frequency and percent of text excerpts coded in Level 1 using the a priori codes that were aligned to the conceptual framework. Evaluation and create were mentioned frequently during the interviews, 36.5% and 43.2% of the coded information respectively. In contrast, the concept of social change was only mentioned by 3 of the 10 participants and comprised only 3.4% of the coded data. As I was completing Level 1 coding, an

additional Level 1 code became apparent based on the interview data – lack of curriculum. This code was added and represents 16.9% of the coded data.

Table 4

A Priori Frequency and Percentages for Qualitative Interviews

	Frequency	Percent
Evaluate	54	36.5%
Create	64	43.2%
Social Change	5	3.4%
Lack of Curriculum	25	16.9%
Total	148	100%

Emergent Themes

Table 5 shows the axial codes from Level 2 coding, which came from the a priori codes. Some emergent themes were found across a priori codes, such as lack of policy, lack of understanding, no social sharing, and relevant instruction. Two seemingly conflicting themes emerged across a priori codes as well – curriculum too controlled and teacher freedom – although, based on the interview content, it can be said teacher freedom resulted from lack of curriculum and curriculum too controlled referred to the curriculum surrounding required district embedded assessments specifically, not the curriculum at large; therefore, these themes are not, in fact, conflicting.

Table 5

Emergent Themes for Level 2 Axial Coding

a priori categories	Emergent Themes
Evaluate	Lack of policy Instructional strategies Relevant instruction Curriculum too controlled Teacher freedom
Create	Lack of policy Instructional strategies Lack of understanding No social sharing
Social Change	Relevant instruction
Lack of Curriculum	Lack of policy Lack of understanding Lack of district support Teacher freedom Curriculum too controlled No social sharing

Table 6 shows the frequency and percent of text excerpts coded in each emergent theme during Level 2 coding.

Table 6

Emergent Theme Frequency and Percentages for Level 2 Coding

Emergent Theme	Frequency	Percent
Instructional strategies	69	63.9%
Lack of policy	8	7.4%
Relevant instruction	8	7.4%
No social sharing	8	7.4%
Lack of district support	7	6.5%
Teacher freedom	5	4.6%
Lack of understanding	3	2.8%
Total	108	100%

Instructional strategies. The most frequent theme that came up during coding was instructional strategies, identified 69 times during Level 2 coding, as shown in Table

6. This theme was across 2 of the 4 a priori codes and represents 63.9% of the total Level 2 codes, as shown in Table 5.

The instructional strategies theme under the a priori code analyzing media was discussed often by participants. For example, T1 indicated she teaches students to use “acronyms...to verify source credibility.” Using strategies that have acronyms was echoed by L1. Specifically, both T1 and L1 teach students to use the CRAAP Method of media analysis, a strategy Choy and Chong (2018) found successful for analyzing media and that Neely-Sardon and Tignor (2018) touted as an effective way for students to identify the credibility of sources. Additionally, T1, T3, T7, and T8 all indicated they use resources the campus librarian put together with their students to teach students how to identify the credibility of information found online. Both librarians, L1 and L2, corroborated this when they stated they made resources for teachers to use when students are researching that has information on how to determine the authenticity and reliability of the websites they find. Using librarian-generated resources within the regular classroom was discussed in the literature as well. Neely-Sardon and Tignor found it is effective for teachers to use a research guide or librarian-curated resources with their students within the scope of their regularly scheduled course. A third instructional media analysis strategy was mentioned by L1 and T8. They indicated students were given a variety of different media sources to compare and analyze. By providing multiple genres of media for students to analyze, it is more likely students will learn to generalize analysis skills across media sources. T1 mentioned a fourth media analysis skill; she teaches students how to annotate both digitally and by hand when analyzing a piece of

media. A fifth strategy that was discussed by all ten participants in their interviews was modeling how to analyze media and scaffolding analysis goals. L2 stated,

You can't do everything all at once, and, so, I had to prioritize...being able to Google and not get your answer from Yahoo Answers is step one...and then, if they are headed towards college, being able to determine the difference between using a National Geographic article on a website versus a medical journal article [is needed]. I need them to understand the difference between what referencing them [these two types of articles] will say about their paper and the sources that they use[d].

Mulder, Bollen, de Jong, and Lazonder (2015) noted complex tasks can be overwhelming to students, so, by modeling the concept, as the participants in this study claim to do, teachers can increase students' comprehension and ability to analyze media. Another instructional strategy teachers use to teach analysis skills was mentioned by T6 regarding how to demonstrate bias. T6 would pull articles from news sources of various political slants and have students read about the same event as reported by these different media sources. T8 and L2 mentioned using traditional lecture-based lessons to demonstrate to the students which websites are reliable and which are not. This type of direct instruction can be effective for teaching media literacy skills according to Neely-Sardon and Tignor (2018). A final media analysis strategy mentioned in the interviews by L2 involved creating video tutorials for students to view about how to analyze media when L2 is unable to provide traditional lecture-based lessons to a class. In this way, the skills can be taught by the librarian even when the librarian is not present.

The instructional strategies theme under the a priori code creating media was also discussed often by participants. L1 and T7 discussed a project they worked on together where they had students find an image related to the theme of a novel and then create a podcast analyzing the picture's theme. Additionally, students created original infographics and public service announcements related to themes from novels studied in class. T1, T4, T7, and T8 discussed giving students choice in the type of media they create to discuss themes within the studied literature. Some options students were given to create included documentaries, public service announcements, advertisements, online posters, memes, and song lyrics. Evans and Boucher (2015) echoed the sentiment that student choice is essential to student motivation and engagement. A third media creation strategy was discussed by T2 who indicated teaching the students about audience and how to consider the audience when creating media is essential. T2 also indicated giving the students a template for a film script and having the students emulate popular video styles, such as whisper art analysis, when creating their videos was a successful strategy for students learning how to create media for specific purposes. L2 indicated one strategy for teaching media literacy involves having the students develop "an online portfolio...[because it is] more [sic] motivating for them." A final instructional strategy related to the code creation is when L2 described having students create a presentation or tutorial in order to teach other students about the concept they researched. Torshizi and Bahraman (2019) found presentations and tutorials are considered a successful way for students to interact meaningfully with the content they are learning.

Multiple participants mentioned that whether they were teaching media skills related to analysis or creation, they found that rather than designated lessons on digital literacy, they more often included instruction as part of everyday classroom practice. For example, T8 said, “it’s just discussion all the time and proving and researching...it’s in my daily conversation [with the students].” L2 echoed the concept of including media literacy skills in all curriculum saying, “it’s kind of embedded in every project.” Neely-Sardon and Tignor (2018) found, likewise, that full integration of skills within the curriculum provided a successful strategy for teaching media literacy skills.

Lack of policy. Lack of policy was noted in all ten participants, even though two of the participants, T1 and T3, stated there was a policy. T1 said there were policies in place but then did not mention any specific policies. This may suggest the school and/or district is trying to provide some freedom to teachers in regard to choosing what to teach and how to teach it. Erss (2018) found freedom to choose has mixed reception amongst teachers. T1 indicated the district was supportive of integrating technology and discussed some curriculum, but a policy for implementing media literacy was not discussed. T3 indicated there were policies, but the policies T3 mentioned were for the integration of technology hardware, not policies regarding media literacy instruction. T5, T6, and T7 did not indicate there was or was not a policy, but all three participants, when asked about policies surrounding media literacy instruction within their school or the district, indicated the district is supportive of technology integration while failing to mention a written policy about incorporating media literacy into classroom instruction. L1, T2, T8, and L2 said there is no policy regarding media literacy instruction at the campus and/or

district level. T6 stated there is no specific policy and was surprised by that, as T6 felt there should be a district policy regarding the inclusion of media literacy curriculum. This variation in response makes it clear if a policy is in place, it is not communicated clearly. Additionally, it supports the idea that there is confusion on the part of teachers regarding what constitutes media literacy integration, as more than one participant indicated technology integration policy in place of media literacy policy.

Hobbs et al. (2013) insisted teaching adolescents media literacy skills has been recommended by educators and media scholars for decades. However, without set policies, the concern is these skills will not be taught in the classroom. In a study of Bulgaria's media literacy education policy, Peicheva and Milenkova (2016) found "the unwillingness shown with regard to structural changes and new opportunities for improvement are due to lack of understanding, and underestimation of the importance of media literacy" (p. 13).

Relevant instruction. The code relevant instruction emerged within both the a priori codes of evaluate and social change. Within the data from the Level 1 evaluate code, T1 indicated, "finding a topic that's interesting or timely is critical," and L2 stated, "if I'm talking about something that they [the students] don't see has anything to do with what they're doing right now, then it's over." Both participants were clear that student motivation and attention are tied to the relevancy of the information presented to them. Interestingly, relevancy was coded from data within the a priori code of evaluate and not create, as the literature indicates creating media is when relevancy is at its highest. Hobbs

et al. (2013) found in the absence of media production, only 28% of graduating seniors believe the information they are learning in class is relevant to their lives.

Despite the low incidence of the relevant instruction code within other a priori codes, 100% of the text excerpts identified with the a priori code of social change were also coded relevant instruction. L1 described an activity where students had to identify a current social issue and learn how to persuade somebody about the social issue. T7 provided opportunities for the students to receive feedback from individuals in the field of study they wish to pursue. T7's students created blogs, which were then shared with experts and professionals in their chosen field of study. Finally, T8 provided an example of relevant instruction when describing teaching the students how to best portray researched information for maximum impact on their audience as well as having the students research information and determine credibility when it naturally came up within the course of instruction. This inclusion of media literacy skills within the context of regular instruction and at point of need is supported by studies conducted by both Nupairoj (2015) and Seglem and Bonner (2016).

No social sharing. Of the 10 participants, nine of them stated they do not have the students share the media they create beyond the classroom and/or walls of the school building. Only T7 discussed students sharing what they created beyond the school during their blog assignment. Even within this assignment, however, the sharing was limited to a select few identified individuals. T1 stated the reason students had a limited audience was to give T1 more control over the responses the students received about their work. T4 indicated a desire to incorporate students sharing what they created; however, T4 said,

“I’m just not comfortable” when asked why the students had not shared their creations before. T5 found the idea of sharing students’ creations interesting but felt there would be “a lot of coordination” involved. Finally, L2 stated an explicit desire to have students share their media creations beyond the school, but L2 said teachers seem constrained by time limits and have not been convinced yet to collaborate on a plan to share student work even though L2 had asked the teachers to do so before. This finding is contradictory to researchers’ insistence within the literature that media literacy instruction must be connected to social change constructs in order to be effective and relevant. Prokhorov and Therkelsen (2015) discovered students who create media experience cultures and perspectives they may not have otherwise, which is one component of social change.

Lack of district support. Within the a priori code of lack of curriculum, the Level 2 code lack of district support occurred seven times. T2 said during the interview, “I wouldn’t necessarily say that I get a lot of district communication or district support.” This sentiment was echoed by L1 who stated, “I wouldn’t say there’s a lot of support exactly.” T2 went on to say, “some people are wanting some extra instruction and some extra help that’s not being provided at this time [by the district].” Researchers have discussed how a lack of media literacy resources contributes to teachers not including media literacy connections in their curriculum. Flores-Koulis and Smith-D’Arezzo (2016) indicated a lack of district resources may be a factor in whether educators teach media literacy. However, this skill must be supported due to its importance in today’s media landscape and the presence of this skill in the Common Core State Standards.

One specific area which lacks support was mentioned during the interview with T6. T6 said there are not strategies or curriculum written to teach students how to identify reliable sources of information. T6 indicated having to change district lesson plans because the plans did not include any provisions for teaching students how to identify credible sources or bias. The assignments in the curriculum instead indicated what the student expectations for the assignment were and then had them start researching. T6's team of teachers chose to incorporate two weeks of learning about source selection before having the students research, as they felt this was a gap in the provided curriculum, as it included no resources they could use to teach students how to evaluate sources. This belief that students should learn how to identify reliable sources is supported by the state standards for high school English. Within the document, it indicates students need to learn how to identify relevant sources and determine source biases. The ALA (2018) and the ISTE (2018) standards also call for students to assess the credibility and accuracy of information.

Teacher freedom. The code teacher freedom was identified within the a priori codes of evaluation and lack of curriculum. T2 and T5 mentioned having some freedom in what they teach within the curriculum. It should be noted that both of these participants teach courses that are pre-AP courses, require an application to participate, or are Gifted and Talented programming. No participants that teach onlevel curriculum described teacher freedom. T2 made note of this fact when she stated, "It was different in the humanities course because I had much more freedom, and we...weren't necessarily teaching to a test." T5 made the same note saying, "for AP there aren't any specific

novels...it's much more open-ended...and you have more freedom.” Parker and Lo (2016) studied this idea of teacher freedom within the curriculum. They found it is necessary to select content to be taught within schools, that doing so can afford teachers some space to negotiate content, and that doing this is especially needed in advanced placement courses if teachers are to do more than cover a broad overview of the topic at hand and/or teach to the advanced placement test.

The teacher freedom noted by the participants may be intentional on the part of the district, as T5 noted some curriculum was removed to “allow for flexibility and freedom for the teachers to do more in their classroom, to be more creative.” Mellegard and Pettersen (2016) studied a similar circumstance in Norwegian schools where the curriculum had been reformed in the hopes of providing teachers with more freedom and creativity. They found teachers experienced a disconnect between the intention behind giving teachers more autonomy in the curriculum and the implementation of the new curriculum, which felt to the teachers like greater demands and expectations. Likewise, Bakken (2017) studied Norwegian teachers’ perception of autonomy and found English teachers’ discursive practices actually limit their ability to exercise professional autonomy as intended by the curriculum changes. This may stem from the ways in which accountability has been tracked in the educational system. Historically, teachers have been held accountable to standards with little input from the teachers themselves (Fullan, Rincon-Gallardo, & Hargreaves, 2015). Erss (2018) also studied the perception of teachers regarding autonomy and control in Estonia, Finland, and Germany. Data from my study confirms previous studies that teacher perceptions vary greatly regarding

whether absolute autonomy or choosing within limits was preferred. Fullan (2016) advocates for creating a culture that establishes connections in order to support system-wide cultural challenges in education.

Lack of understanding. Within the a priori code *creates* and lack of curriculum, the Level 2 code lack of understanding emerged. T2 mused, “I feel like the...biggest deficit is that people don’t understand how to find or use these new [technology] tools.” T2 further stated a limitation was a lack of knowledge of the district English curriculum and district curriculum for subjects outside of English, so T2 was not sure if students received media literacy instruction outside of the English classroom and, if they did, what it would be. Further, T8 was unsure if there was media literacy curriculum and, if there was, how it would be implemented. This idea of lack of understanding was summed up when T2 stated,

I think my definition of what media is, is limited, and I feel like I don’t necessarily understand what it is or how I’ve been implementing it in my classroom...I feel like I would like to know more about that, and then communicate that with other people [be]cause I feel like I’m probably not alone in that.

In contrast, some of the participants in this study did not state they lacked understanding about media literacy, but their answers indicated they were unclear about the difference between technology hardware and platforms and media literacy instruction. For example, when asked about policies on campus and in the district to support media literacy instruction, both T4 and T5 began listing media platforms such as Flipgrid that could be

used to create presentations and Canvas that is a learning management system where instructions and other information can be linked for student use. Wineburg (2015) noted this lack of understanding when he decried that educators are not prepared to provide media literacy instruction due to limited research on new literacies. Additionally, Connors and Goering (2017) and Gretter et al. (2017) determined there is a lack of professional development regarding implementing media literacy curriculum for educators to take. Within the study, T2 and L2 both indicated there is a lack of professional development offered for teachers to learn about media literacy curriculum integration.

Evidence of Quality

I implemented several procedures to provide evidence of quality for my study. Qualitative interview data was recorded both via Zoom and a handheld audio recorder. I transcribed each interview by hand after using a transcription application to ensure accuracy. During coding, I frequently referenced a codebook I created prior to data collection to check the consistency of coding across interviews which DeCuir-Gunby, Marshall, and McCulloch (2011) said is, perhaps, the most crucial step in the data analysis process.

Once coding and initial results were obtained, I had a technology coach with 13 years of media literacy instructional experience review the coding to validate the consistency of the codes applied to the data in both a priori and axial coding. The initial results were sent to the participants for member checking as Saldana (2016) recommended. Participants who did review the provided initial results confirmed the

conclusions drawn during the analysis process reflected the information they gave in their interview.

Outcomes

Data were collected to answer two research questions. Table 7 shows the emergent themes aligned with each of the study's research questions.

Table 7

Themes Aligned to Research Questions

	Research Question	Emergent Themes
RQ 1	What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to interpret and analyze media?	Curriculum too controlled Lack of policy Teacher freedom Instructional strategies Relevant instruction Lack of understanding
RQ 2	What media literacy curriculum and approaches do teachers and librarians use to instruct high school students on how to become competent and knowledgeable creators of media?	Curriculum too controlled Lack of policy Teacher freedom Instructional strategies Relevant instruction No Social sharing

The key finding related to RQ1 was that there is no standard district curriculum available for teaching media analysis in the high school, so, as a result, teachers either develop their own curriculum and strategies or do not integrate media analysis into their classroom curriculum. Themes aligned with the first research question focused on curriculum either being too controlled or allowing teacher freedom, lack of district policy, instructional strategies, relevant instruction, and lack of understanding the concept of media literacy instruction. Teachers indicated a lack of district support in addition to

the lack of curriculum. Additionally, teachers and librarians mentioned there was no professional development available that addressed media literacy instruction. Connors and Goering (2017) noted a lack of professional development can lead to a lack of media literacy instruction. When teacher freedom was mentioned, it was in relation to the lack of curriculum. Respondents indicated they either had to or were allowed to supplement lessons in the curriculum, and they noted that it depended on the teacher whether that supplement included media literacy instruction or not. Teachers indicated strategies they used as well as providing examples of media evaluation that were specific to the research and analysis for the particular assignment as opposed to using canned presentations that are only marginally related to the topic the students are researching. Acronyms used mirrored acronyms described by Neely-Sardon and Tignor (2018) and Choy and Chong (2018) – RADAR and CRAPP.

The key finding related to RQ2 was that there is no consistent district curriculum for teaching creating media, but teachers and librarians do frequently implement choice boards and have students create media; however, teachers and librarians do not have students share this original media outside of the classroom or focus on instructing students in avenues for social change. Themes aligned with the second research question focused on the curriculum that was too controlled, a lack of policy, teacher freedom, instructional strategies, relevant instruction, and not sharing student-created projects beyond the classroom. Only four of the district English standards address any media literacy content, two of which are specific to citing sources and only one standard of which indicates the students should consider bias. Teachers and librarians in this study

interpreted this as a lack of media literacy curriculum. When teachers did have students create media, they indicated it was relevant instruction. Nupairoj (2015) recommended student-centered, inquiry-based pedagogical approaches, which were the types of activities participants described as relevant within their classrooms in relation to media production. Despite findings by Hobbs et al. (2013) that sharing original work can lead to civic engagement and social change, only one of the ten participants reported students sharing their media productions outside of the classroom, and within that one course, the media was actively shared with a limited audience.

The conceptual framework for this study was critical media literacy pedagogy (Garcia et al., 2013). Data collection was organized to answer two research questions, each aligned to one of the two constructs of the framework. I narrowed my Level 1 data analysis to a priori codes that focusing on media evaluation and creation. Additionally, it influenced the analysis of the data in reflecting on the role of social change within media literacy instruction. Jocson (2015) noted engaging students in media production leads to more civic involvement. Finally, lack of curriculum was additionally supported by the conceptual framework, as the teaching of media literacy should be integrated within the classroom curriculum (Garcia et al., 2013).

Project

The findings of this study revealed a need for media literacy curriculum. The most appropriate project to address the problem of lack of media literacy instruction within the classroom is a series of scaffolded lessons regarding analyzing, creating, and sharing media. The curriculum plan is split into six different lessons for Grades 9 through 12, for

a total of 24 lessons. I fully developed six lessons for Grade 9; three focused on media analysis and three on media creation. The curriculum plan will provide specific strategies that can be generalized to other lessons as well as an opportunity for students to share their original content.

Conclusion

This qualitative study was designed to explore the inconsistencies in media literacy instruction for high school students. The sample for this study was eight high school English teachers and two high school librarians. Data collection consisted of qualitative interviews. Credibility and validity of the data were ensured by using a codebook to maintain the consistency of codes, by having a technology coach review the coded data, and by participant member checking.

The findings of this research indicate a need for media literacy curriculum. Teachers and librarians felt there was a lack of support and curriculum from the district for both analyzing and creating media. In exploring RQ1, it can be concluded that teachers have varying instructional strategies for teaching media analysis, if they teach it at all, due to the lack of district curriculum. Likewise, the exploration of RQ2 uncovered a lack of curriculum for creating media was found. Additionally, the results showed that teachers and librarians believe media literacy skills encompass relevant instruction, but they do not have students share their original creations beyond the classroom. Results indicate there is a need for media literacy curriculum. In Section 3, I will detail the project I developed as a result of these findings in order to provide curricular support to teachers and librarians and include a review of literature related to the project.

Section 3: The Project

Introduction

The project I chose for this study was a media literacy curriculum plan (see Appendix A). The goal of the media literacy curriculum plan is to provide a district high school curriculum plan for district English teachers and librarians. I developed a plan for 24 lessons (i.e., six lessons for each Grade 9–12). I also created full lesson plans for the first four lessons, including all teaching, curriculum, and assessment materials that are ready for implementation in the classroom with Grade 9 students. The lessons were designed to easily fit into the district’s current English curriculum and provide a targeted and standardized way for teachers to educate students about media literacy concepts. The data collected from this study and the literature review informed the development of this curriculum plan. This section includes the rationale for the selected project and the literature review based on the project study. I also describe the project, provide a plan for evaluation of the project, and discuss implications the project may have.

Rationale

The problem addressed in this qualitative project study was the inconsistency in media literacy instruction by high school teachers and librarians in instructing students how to curate and create digital media. Data from this study showed teachers and librarians felt there was a lack of policy and district support for implementing media literacy lessons into the English curriculum. Additionally, some teachers also indicated a lack of understanding about media literacy concepts. Furthermore, 16.9% of the coded data were labeled as lack of curriculum; therefore, developing a curriculum plan for the

district addresses the inconsistencies of media literacy instruction and may improve teachers' understanding of media literacy as well as how to best instruct students on how to curate and create digital media. This curriculum plan will provide support and guidance for both high school teachers and librarians and may also improve consistency in the implementation of teaching media literacy skills.

I chose to create a media literacy curriculum plan (see Appendix A) as my project because it specifically addresses the local problem described by teachers and librarians within Midtown ISD. Data revealed a lack of district support in the form of ready-made lessons to implement media literacy skills in the curriculum, supporting the need for a curriculum plan. I used the second literature review to explore what evidence-based pedagogical strategies are best for teaching media literacy. I then developed a curriculum plan that provides research-based pedagogical strategies that will support teachers in providing students with opportunities to learn about and practice media literacy skills within preexisting district structures. A chart that shows the pedagogical strategies present in each proposed media literacy lesson titled, Pedagogical Strategies by Media Literacy Lesson (see Appendix A) was also developed. The curriculum plan includes various strategies from the literature review, such as scaffolding, embedded librarianship, project-based learning, inquiry-based learning, gamification, and blended learning. The curriculum plan was designed to address the lack of district support and curriculum regarding media literacy instruction and can be used by both seasoned and new teachers in order to standardize the presentation of media literacy skills to high school students in the district.

Review of the Literature

I conducted a review of the literature to examine current research on teaching best practices. The review of literature is organized around three different focuses: curriculum structure, teaching techniques, and teaching social change. I searched for empirical research studies in peer-reviewed journals in Education Source, Academic Search Complete, Thoreau, ERIC, and Taylor and Francis Online databases as well as the Google Scholar search engine. The following search terms were used: *teaching best practices, blended learning, online learning, student motivation, student achievement, social change in education, social justice in education, project-based learning, problem-based learning, inquiry based learning, future-ready skills, and future-ready education*. In addition to empirical studies, I also reviewed practitioner journals to get a more comprehensive understanding of the subject.

Curriculum Structure

To determine best practices for introducing additional media literacy concepts into the curriculum as a campus librarian, I first researched embedded librarianship. The concept of embedded librarianship entails a collaboration between the campus librarian and the teachers. Based on a review of current studies conducted by Andrews (2015), librarians are the best resource for enhancing curriculum, and the way in which the librarian collaborates with teachers can be as varied as the content presented. When adding media literacy instruction, including retrieving information online and evaluating sources for credibility and bias, many campuses “rel[y] on the library and the librarians to infuse this content into the curriculum” (Andrews, 2015, p. 6). Prolific digital citizenship

author and programming pioneer, Ullman (2017) indicated digital citizenship must be discussed early and often throughout the year because students will forget what they were presented a month after learning it. Ullman argued for integrating lessons within regularly scheduled concepts within the curriculum, which is something a campus librarian could collaborate with teachers to create. According to Dezuanni (2015), who conducted a qualitative study of 60 students at various grade levels to determine their comfort with media literacy skills, the most important media literacy skills to embed into the current curriculum are access, analysis and evaluation, reflection, and creation.

One way to accomplish embedded librarianship in order to insert media literacy skills into the current curriculum is through blended learning. Blended learning occurs when 30% to 79% of course content is delivered online (Page, Meehan-Andrews, Weerakkody, Hughes, & Rathner, 2017). In a study of 177 first-year, first-semester, physiology students at La Trobe University, Page et al. found students tended to achieve higher grades when blended learning was utilized. However, the researchers noted the absence of any traditional, didactic teaching can be counterproductive because 14% of the students in the study indicated having the facilitator in conjunction with the online modules was essential to their success and 124 of the participants stated not having any face-to-face instruction was frustrating and negatively impacted their learning. Ideally, blended learning allows students to slow down and learn at their own pace and can be used to facilitate traditional, face-to-face learning experiences as needed, according to a case study of first-year, international students conducted by McPhee and Pickren (2017). When used effectively, blended learning can provide opportunities for enhanced student

engagement and comprehension of the content. In a meta-analysis of current literature on blended learning, Foster, Colburn, and Briggs (2018) found using a variety of techniques within the blended learning environment served to engage, support, and educate learners in the course. Furthermore, they found best practices included positive feedback and supportive language online, such as individual relationship-building conversations with students in the online platform. According to McPhee and Pickren, best practices also included reflexivity in the learning process; in order to incorporate these best practices into blended learning, care needs to be given to the pedagogy employed in building the online course. Mbatia and Minnaar (2015) supported the alignment of online best teaching practices with sound pedagogical approaches from educational literature. They conducted a phenomenological study of all facilitators involved in teaching online courses at The University of South Africa using both online and face-to-face interviews and found instructing educators on how to use social media to interact with students could increase student achievement and activity in the course. They recommended utilizing online applications, including wikis, blogs, podcasts, and other online tools. In addition to course engagement considerations, they further recommended that activities include real-life problems in order to make learning more interactive and relevant to students.

When integrating an online environment into teaching practice, skills must build upon each other (CITE). Mirriahi, Alonzo, and Fox (2015) conducted a focus group of senior administrators, lecturers, and educational developers and instructional designers and found digital literacy skills utilized in a blended learning environment can be arranged hierarchically. The researchers proposed a framework in which three levels

build upon one another followed by a fourth, faculty-determined level. In Level 1, they proposed academic teachers integrate technology into the curriculum and offer online teaching and/or learning activities. In the second Level, they asked academic teachers to use technology in order to provide flexible learning opportunities for students, and in the third, instructed teachers to provide a more enriched online environment that gives students the ability to interact more collaboratively and create resources to enhance their learning.

Scaffolding is important for information in digital formats as well. As an assistant professor at Illinois State University in the School of Teaching and Learning, Kang (2018) found students can apply a multitude of reading and writing strategies using digital platforms that lend themselves to greater depth and creativity if the use of digital tools is scaffolded. Kang insisted “scaffolding...provides temporary yet essential support to assist learners in developing new understandings by identifying the main features of the task, demonstrating or modeling the task, and jointly participating in problem-solving” (p. 735). Scaffolding can include physical models among other tools. In a study of 70 students in Grade 4 from five Dutch high school biology classrooms, Mulder et al. (2015) found that offering partially completed models can facilitate students’ comprehension and learning. In fact, in their study, students who had been presented with a partially completed model were significantly more likely to provide additional information and demonstrate more complex learning concepts above the stated requirements for the activity with which they were presented. However, the types of scaffolding provided do not need to be limited to physical models to yield benefits.

Peffer, Beckler, Schunn, Renken, and Revak (2015) conducted three discreet science classroom inquiry simulations that placed 84 students in Grades 6 through 12 enrolled in various extracurricular informal educational activities in the researcher role. The students were tasked with a real-world problem to solve, and the researchers found a positive correlation between the degree of student learning and student self-reported understanding of science practices after participating in the simulation. Scaffolding provides temporary assistance to students as they grapple with new information and can lead to more advanced critical thinking in students.

Teaching Techniques

Keeping students engaged in learning is essential to student achievement and mastery of skills. Ashley (2015) conducted a study of 33 instructors of introductory media or mass communication courses and found media literacy is best taught in political and economic contexts and with active learning techniques. An active learning technique often cited in the literature to garner student engagement is inquiry-based teaching. Inquiry-based lessons allow students to self-direct their learning, with students selecting all aspects of their topic (Bladock, 2019). A second research-based active learning technique is project-based learning. Project-based learning entails presenting the goals of the course at the beginning of the semester or instructional term and students working on a singular project to accomplish a specific outcome associated with this goal (Friesem, 2019).

Inquiry-based teaching. Inquiry-based teaching has been supported by numerous educational researchers. Saunders-Stewart, Gyles, Shore, and Bracewell (2015)

administered student-reported questionnaires on 181 students in Grades 9 through 12 to examine student outcomes of inquiry-based teaching. They found students with the highest levels of inquiry-based teaching within the classroom structure were more likely to report increased educational outcomes in engagement and in self-directed and independent learning than students with moderate or low levels of inquiry-based teaching strategies incorporated into the course. They found students exposed to high levels of inquiry-based instruction were also more articulate about their learning processes and reported more enjoyment associated with learning. Likewise, Marshall, Smart, and Alston (2017) conducted a study of 219 teachers and 15,292 students and found classrooms in which teachers implemented inquiry-based instruction had students that exceeded growth expectations by up to 82%.

These findings are consistent across countries and classroom content. Mupira and Ramnarain (2018) conducted a study of 115 Grade 10 students in physical sciences classes at five different township schools in the Northeastern province of Gauteng. In this quasi-experimental study, the researchers found inquiry-based learning supports content mastery.

Increases in student achievement have been shown across genders as well. Nunaki, Damopolii, Kandowangko, and Nusantari (2019) administered a pre- and posttest to 70 students in a public senior high school in Indonesia to determine the effectiveness of inquiry-based learning on students' metacognitive skills across genders. They found inquiry-based learning is effective in training metacognitive skills, and there is no significant difference between the results for male and female students.

Further research has also demonstrated inquiry-based learning is effective across student ability levels as well. Rahmat and Chanunan (2018) studied 60 Grade 11 students using a quasi-experimental design to determine the success of inquiry-based teaching on students of varying academic abilities. They found both the metacognitive skills of students with high and low academic abilities were significantly higher when participating in a class structured around inquiry-based learning than those in a traditionally structured course.

Student creativity has also been found to be heightened when inquiry-based teaching is instituted in the classroom. Doering and Henrickson (2015) conducted interviews and focus groups with 95 high school students and discovered technology-laden learning environments that imbed inquiry-based design foster creativity in students when the teacher is supportive of students' creative endeavors.

One key to inquiry-based teaching is to move away from traditional, didactic teaching methods and instead incorporate a more student-centered approach. Adams and Findlay (2015) conducted semistructured interviews with 10 high school social studies teachers in Alberta, Canada and found inquiry-based teaching in which tasks are more student-centered and the focus is on skill development as opposed to content memorization is supported by transformative curriculum.

Additionally, the inquiry-based strategy of allowing students to learn by doing has had positive results in the classroom. A case study of 12 students who attend state school in the city of Aydin-Turkey was conducted by Akpullukcu and Gunay (2015) who found students enjoyed activities that included designing and applying elements. When teachers

add practice elements to their lessons, inquiry-based learning naturally occurs. Similarly, in a study that included 37 physical science high school teachers, Dudu (2015) found there was a shift from traditional teaching methods to inquiry-based teaching when practical activities were added to the curriculum in which students completed actions to complete the activity. This resulted in more dynamic lessons regardless of class size and allowed for a deeper understanding of the content knowledge presented as well as collaboration with both class members and individuals beyond the classroom. Another study that supported this practice of student action leading to increased comprehension of the material was conducted by Henderson-Rosser and Sauers (2017). In a study of three science teachers and 27 classrooms, researchers found when students were allowed to use technology to explore and construct their own learning, they were more likely to maximize the quality of inquiry-based instruction. In this study, researchers observed a classroom in which students were limited to only using their devices to take notes versus a classroom where students were allowed to use the internet to search for pictures, look up definitions, and listen to vocabulary word pronunciations. Researchers concluded simply providing technology devices to students did not increase inquiry-based instruction. Students had to be given the opportunity to use choice in their learning in order to maximize the benefits of technology and increase inquiry-based learning.

Studies have shown inquiry-based learning should be implemented in the classroom through a structured approach. Master teacher Bladock (2019) proposed modeling inquiry as the first step to implementation. A first step to introducing inquiry-based learning in the classroom is to have the class work together to answer a question as

opposed to having students work individually to develop questions and direct their own learning.

Inquiry-based learning can be used in conjunction with other teaching techniques to increase student achievement. Prayitno (2017) conducted a study of 136 students in Grade 7 from 27 state junior high schools in Indonesia who were identified as Upper Academic Ability and Lower Academic Ability to determine the effectiveness of integrating both inquiry-based learning and student teams achievement division in comparison to student achievement when learning from conventional methods. Prayitno found utilizing the two together narrowed the gap between Upper Academic Ability and Lower Academic Ability student achievement.

Project-based learning. Project-based learning has been found to be an effective teaching technique, specifically for teaching media literacy instruction. Friesem (2019) conducted a case study of university students in an elective undergraduate journalism course. The learning outcomes of the various course activities were access, analyze, evaluate, create, act, and reflect. The course project-based learning activities included building an ethical code, forming teams and exploring analysis tools, using library resources to triangulate information and locate academic resources, screencasting course presentations, and evaluating trending information on Twitter among other activities. Friesem found it was critical to add a production component to the project-based learning activities and that utilizing project-based learning activities increased student engagement in the materials and led to an increased understanding of media literacy concepts.

Additionally, researchers have found combining inquiry-based teaching and project-based learning has had positive results. Vanhala (2018) conducted pre- and post-surveys on approximately 96 students in three different high school chemistry classes. The study results indicated increased student understanding of course content and increased student motivation. Student responsibility for their own learning has also been shown to increase when project-based learning is implemented in the classroom. In a study of 124 freshman engineering students ages 17 to 22, Ayish and Deveci (2019) found most students in a project-based learning environment recognized being responsible for their own learning is beneficial for themselves as well as their peers.

When implementing project-based learning, master teacher and Board of Directors for the National Middle School Level Science Teachers Association member Perdue offers several tips. Perdue (2018) suggested starting the lesson with a meaningful question, conducting mini-lessons on topics related to the question, varying student group members, providing timely and specific feedback, setting deadlines throughout the project, having students contact experts related to the topic, making products public, and allowing time for reflection at the conclusion of the project.

One key to effective project-based learning is to integrate time for reflection into the learning process. Rojas and Varon (2019) conducted a research study within an English course of 16 male and female students ages 14 to 19 from the Embera Charni indigenous community using systematization of experience. Researchers found students did not realize they were learning since project-based learning is different from

traditional pedagogy. As such, it is important to include time for consistent and thoughtful reflection over the course of the project.

Another element of project-based learning that increases its effectiveness is presenting real-world applications. Bowen and Peterson (2019) conducted an experimental study of 53 Grade 7 students in four different mathematics classrooms in a Science, Technology, Engineering, and Math (STEM) focused middle school. Classes were given an academic-based math pre- and posttest as well as an exploratory survey at the end of the lesson. There was a statistically significant difference in students' perceptions of the importance of the math concept of slope presented in the experimental group, which was told the real-world applications of slope in conjunction with the lesson. When students view their learning as important, they are more likely to be invested in the lesson and more motivated to learn the material. Similar conclusions about student engagement and motivation from real-world project-based learning were reached in other studies. Jacobson (2018) conducted two case studies to explore whether project-based assignments that encouraged student agency and focused on real-life applications increased student achievement. Jacobson found when writing tasks that engaged some form of integrative, critical, or original thinking were paired with clear teaching expectations, students were more motivated and performed better on the writing task.

Teaching Social Change

Media creation is an essential pillar in critical media literacy pedagogy (Seglem & Garcia, 2018). Comber, Woods, and Grant (2017) purport media creation allows students to represent and interact with current issues they are studying and facing in society.

Further, Seglem and Garcia (2018) found in a case study they conducted of a Grade 8 English classroom, that student interactions with multiliteracies led students to transfer their learning to contexts beyond the classroom and helped students find their voice and social identities.

Beyond just creating media, multiple studies have focused on the benefits of civic engagement and the correlation between civic engagement and social change. In fact, of the reported concepts to induce active learning, civic engagement was cited most frequently (Ashley, 2015). Hobbs et al. (2013) found in a study of 85 students in a media production class that providing relevant learning opportunities for student media production leads to increased civic engagement. Likewise, Jocson (2015) conducted a study of six groups of students ages 19-25 who created media as part of their university course and also found civic engagement and activism are increased when students engage in media production. Papola-Ellis and Eberly (2015) further supported the idea of focusing on sociopolitical issues within the curriculum. Doing so encourages students to think about privilege, power, and injustice and to create counternarratives. Collectively these studies show that when students share the work they have created, their civic engagement increases, and it can lead to social change. Hobbs et al. further found, when students shared their original work beyond a limited audience, it led to social change. This idea of sharing student work is supported by Papola-Ellis and Eberly when they indicate a key element of curriculum should be to encourage students to take action and promote social justice.

Despite the preponderance of research on the positive impact of sharing student-created media and discussions about how sharing media leads to civic engagement, Picower (2015) found in a study of 10 beginning teachers teaching at six different elementary and middle schools that many teachers successfully present the idea of social issues and teach students to identify social issues, but few or no opportunities are provided by these same teachers to engage students in social action. In fact, the teachers themselves often do not participate in activism in order to model it for students. Parents may also show concern about students sharing original content to incite social change. In a qualitative case study of 12 Grade 5-8 teachers, Burke and Collier (2017) found the ideal of teaching social justice can be daunting and seem only loosely linked to any one particular classroom practice. However, this may be due to self-censoring, as some teachers are afraid of potential parental or administrative repercussions from discussing certain topics in class. Rome (2016) created an authentic, relevant assignment for students in which they drafted e-mails to the Department of Education Commissioner in New Jersey discussing possible solutions for schools in Newark where poverty and crime are prevalent. These e-mails were sent only with parent permission, as several parents expressed concern about students sending emails that could be seen as challenging someone in a place of authority. The final result was personalized responses from the commissioner to the students whose e-mails were sent, and it provided students the opportunity to see how their voice can lead the charge for social change.

Multiliteracies. Multiliteracies are a collection of literacy skills students use when interacting with a variety of different media including text, films, videos, games,

and more. Multiple experts and researchers have deemed it important for multiliteracies to be integrated into the curriculum. According to Chan, Chia, and Choo (2017), “the shift into...multiliteracies in the English curriculum is more a need than a choice” (p. 74). In a study of children aged 4 to 8, Yelland (2018) found multimodal learning supports literacies in the 21st century. Three techniques for teaching multiliteracies are situated practice, overt instruction, and critical framing (Zhang, Nagle, McKishnie, Lin, & Li, 2018). Situated practice is when students are immersed in simulated experiences of real-world contexts in order to provide learners with the tools to actively search for contextual clues in unfamiliar situations. Overt instruction utilizes the strategy of making the implicit meaning more explicit by providing detailed descriptions of patterns. Critical framing involves encouraging students to critically view and question the contexts of particular designs of meanings (Zhang et al., 2018). Zhang et al. (2018) explored these techniques in a literature review of 66 studies regarding multiliteracies. They found that providing situated practice and overt instruction increased learners’ understanding of multimodal texts. Additionally, critical framing of multimodal information also positively influences student comprehension of the content (Zhang et al., 2018). These pedagogical techniques can improve student success analyzing and interacting with multimodal information.

Using multiple medias to teach students has been shown to increase student interest as well. In a study of 11 students and three student researchers that were surveyed and interviewed, Kirchoff and Cook (2016) found students view multimodal projects as more engaging and relevant and that interacting with multiliteracies leads to a deeper

understanding of the content. By providing multiple formats of the information, students are not only gaining needed skills, but they are also more attentive to the content.

In addition to supporting literacy skills for today's society, multiliteracy education encourages citizenship. Cardoso (2018) charged that in order "for students to be conscious citizens, students need to know how to handle the digital technology so useful in different social contexts" (p. 327). Healey (2016) agreed, stating curriculum must be modified to enhance students' multimodal multiliteracies across a variety of platforms and contexts so students are productive members of society postgraduation from high school, members of society that have agency and actively participate in their community. Thus, teaching multiliteracies influences the chances of students engaging in social change.

Future-ready learning. Future-ready learning means developing skills and attributes that will provide students the necessary tools to be successful in the 21st century. There are three pillars of future-ready learning: core skills, the four Cs – communication, collaboration, creativity, and critical thinking – and character traits (Kelly, 2019). Developing these future-ready skills provides students with the skills to transform their lives and solve social problems globally (Kelly, 2019).

Using the future-ready skill of digital communication, Anderson (2017) had students interview individuals effected by the Anti-Apartheid Movement in Africa via Skype. Students were instructed in effective interview techniques, and they created a question guide prior to conducting the interviews. The result was that students found connections between historical social movements and the contemporary society in which

they live. They were also able to see how they can have an impact on a social movement over time.

Future-ready learning involves interactions with controversial social issues. Alongi, Heddy, and Sinatra (2016) conducted a survey of teachers and students in two - one Grade 10 and one mixed Grades 11 and 12 - history classrooms to determine how students think about and interact with controversial social issues beyond the classroom. Results showed that the Teaching for Transformative Experience in History pedagogy effectively promoted generalization of social change concepts beyond the classroom and lead to students placing value on their learning. Teaching for Transformative Experience in History is composed of three components – motivated use, expansion of perception, and experiential data (Alongi et al., 2016). This focus on expanding preexisting knowledge and understanding as a means of connecting new ideas to existing schema and the emphasis on making information relevant for students so as to increase its relevance to the students is in line with future-ready learning practices.

Future-ready learning focuses on the core tenet of collaboration (Kelly, 2019). In a study of 77 individuals ranging from school board members to business and industry partners to district administrators, Fletcher, Warren, and Hernandez-Gantes (2018) conducted semi-structured interviews, office visits, and classroom observations to determine how effectively students are being prepared for college and careers. The researchers found a balanced curriculum is essential to making students future ready. The curriculum should include longer-term projects that are authentic and meaningful and that include collaboration.

Project Description

The curriculum plan project consists of media literacy lessons for high school teachers and/or librarians to use in the classroom. The lessons will be presented to the curriculum and instruction team at Midtown ISD upon final approval of this study from Walden University. The project includes a plan for 24 media literacy lessons, 12 focused on the analysis of media and 12 focused on the creation of media. The 24 lessons are divided across Grades 9-12, six lessons per grade level, and were designed to scaffold the media literacy concepts and skill development as the students' progress toward graduation. Additionally, the project includes four complete lessons to be housed in Midtown ISD's learning management system, Canvas, which include all required media and teacher and learning materials, ready for implementation. The four completed lessons are for Grade 9 students and cover the concepts of website evaluation, fake news, copyright and fair use, and media production. These four lessons were chosen because data from my research indicated there was a lack of on level media literacy lessons for Grade 9 students specifically. Since this area is the highest need, it was the first area I wanted to address.

Resources, Supports, Potential Barriers, and Barrier Solutions

Resources to complete the lesson plans include the research used to complete the project study and Midtown ISD curriculum documents. Both literature reviews provided information used to determine the focus, length, and teaching strategies used in each lesson. The data collection and analysis sections of the project study further directed the focus of the lessons developed for the project. These same resources informed the

decisions regarding what technology to integrate into the lessons and the decision to make the lessons available on the district learning management system, Canvas, in order to encourage blended instruction of the lessons within the classroom.

The support of Midtown ISD curriculum and instruction directors, teachers, and librarians is integral to the implementation of my project study. English language arts curriculum and instruction directors will determine whether the lessons I developed should be included in district curriculum documents. Additionally, support by the English language arts curriculum and instruction directors will be essential as I build the remaining 20 lessons within the district learning management system, Canvas. The lessons will be built in the high school English Canvas courses so teachers and librarians can copy them into their own Canvas courses for use in their classrooms and libraries. These directors will be a key support as I add descriptions and links to the lessons within the district curriculum documents and grade-level scope and sequence housed in the online curriculum platform the district uses called Eduphoria. English teachers and district librarians serving as English language arts curriculum writers may also support the project via word of mouth and during district summer professional development sessions, as they will be the ones in charge of including a description of the lessons in the district curriculum documents housed in Eduphoria. Finally, potential support may come from the district librarians who may encourage English teachers to include the media literacy lessons in conjunction with pertinent lessons throughout the year either within their classroom instruction or through visits with the librarian.

A potential barrier to the implementation of the project is if Midtown ISD curriculum and instruction directors do not accept the lesson plans and do not allow them to be included in the district curriculum documents. A possible solution to this barrier is to schedule a meeting with the curriculum and instruction directors to discuss the lessons and their benefit to the students in Midtown ISD. An additional solution is to collaborate with a Grade 9 English campus teacher during the Spring of 2020 in order to implement the completed lessons and provide feedback on the impact the lessons had on student comprehension of media literacy skills and on the content the lessons supported.

Proposal for Implementation Including Timetable

Upon approval of my project study by Walden University, I will contact the curriculum and instruction directors at Midtown ISD to arrange a meeting in order to present the proposed media literacy lessons. Additional meetings and/or a trial inclusion within a Grade 9 English classroom will be scheduled as needed based on the potential barriers to the inclusion of the lessons within the district curriculum documents. The timetable for the inclusion of the four fully developed lesson plans in the district curriculum documents is during the summer preceding the 2020-2021 school year, as this is when the curriculum writers meet to add content to the district curriculum each year. The final two lessons for Grade 9 will be completed during the summer of 2020 so they may be implemented the 2020-2021 school year. Professional Development (PD) for Grade 9 teachers/librarians will be offered during the summer of 2020 to present the new curriculum to the teachers and allow them to ask questions and practice using the resources. I will develop the additional 18 lessons during the 2020-2021 school year. The

lessons will then be reviewed by the curriculum and instruction directors, and, after approval, be added to the curriculum documents in the summer of 2021. Again, these lessons will be publicized via word of mouth and content PD at the beginning of the new school year for 2021-2022 for English teachers in all four grade levels and librarians.

Roles and Responsibilities of Researcher and Others Involved

My role in the project study was to create the lesson plan outline for all 24 recommended media literacy lessons and to create all artifacts for four of these lesson plans. Additionally, my role is to present these lessons to the Midtown ISD curriculum and instruction directors and to facilitate a trial inclusion of the lessons within a Grade 9 English classroom. Further, I will be presenting the PD over the lessons during the summer of 2020. If approved for inclusion in the curriculum, I will create the remaining two Grade 9 lessons and work with curriculum writers to add these lessons to the curriculum documents as appropriate in the sequence of the district high school English curriculum and to Canvas during the summer of 2020. The summer English curriculum writers will play a role in helping to determine where the lessons should be embedded sequentially in the curriculum scope and sequence that is housed in Eduphoria.

Project Evaluation Plan

The success of project implementation will be determined in two ways. The first plan for evaluation is in relation to teachers and/or librarians. Upon completion of the 2020-2021 school year, teachers and librarians who teach Grade 9 students will be given a Teacher Media Literacy Lesson Feedback survey (Appendix A) to formatively assess

the lessons in order to improve upon them. The survey will also allow them to provide feedback on their experience implementing the lessons within their classroom or library.

The second plan for evaluation is in relation to whether or not students' knowledge and application of media skills improved. Grade 9 students will be given an outcome-based Student Media Literacy Pre- and Posttest (Appendix A) to determine gains in students' comprehension of media literacy skills. A summative tool, the Student Media Literacy and Social Change Survey (Appendix A), will also be conducted at the beginning and end of the 2020-2021 school year to ascertain changes in students' attitudes towards media literacy and their views on their ability to elicit social change. The pretest and initial survey will be conducted in September 2020, and the posttest and survey will be conducted in May 2021. This will be expanded in September 2021 and May 2022 to include all high school Grades 9-12, as the additional 18 lessons will have been implemented during the 2021-2022 school year.

Project Implications

This project study has the potential to have both local and global implications. At the local level, the findings of the qualitative project study may provide evidence to district teachers, librarians, and curriculum and instruction coordinators of the lack of practices currently in place for teaching media literacy. The data collected during the project study provides insight into gaps in the current district curriculum in regard to media literacy instruction. The curriculum plan developed as part of this project, if implemented, may positively impact both teacher pedagogical practices as well as student skill development related to media literacy. The proposed lessons emphasize a variety of

pedagogical strategies, based on evidence-based research related to teaching media analysis and comprehension as well as creating, sharing, and discussing media beyond the classroom. Teachers may learn new content as well as new methods of teaching as they implement the proposed lessons. Some teachers may choose to apply these new pedagogical practices in their classrooms. Ultimately, this project study may lead to improved media literacy practices for high school students and an increased ability for high school students to analyze and produce media that can affect social change.

The findings of this qualitative project study may also have implications in a larger context. The media literacy curriculum provided at all levels, Grades 9-12, includes lessons in not only informed media consumption but also creating and sharing media to affect social change. Students will be provided the opportunity to participate in relevant discourse over current topics beyond their classroom when presented with the proposed curriculum. The curriculum, if implemented correctly, encourages teachers to provide support and scaffolding for students as they share and comment on media on different platforms including blogs and social media. As such, students have the potential to impact others beyond their local community. Students will learn media literacy skills and, if they choose, they may continue to apply these important skills of communication outside of school and become more civically active, positively impacting their own communities, both local and virtual.

Section 4: Reflections and Conclusions

Introduction

The problem I focused on in this qualitative project study was the inconsistencies in media literacy instruction by high school teachers and librarians in instructing students how to curate and create digital media. To address this problem, I created a scaffolded media literacy curriculum plan to be implemented by the English teachers and librarians in the high schools in the study site district. In this section, I present my reflections and conclusions on the project study, including the project strengths and limitations; recommendations for alternative approaches; scholarship, project development, and leadership and change; the importance of the work; and implications, applications, and direction for future research.

Project Strengths and Limitations

There are several strengths of this project. First, the lesson plans provide detailed yet varied instructional plans that use technology tools teachers are comfortable utilizing. I designed these lessons to address the inconsistencies in media literacy instruction noted in the qualitative study findings. The media literacy lesson plans contain 24 lessons, six lessons for each Grade 9–12. The lessons are designed to seamlessly fit into the district's current English curriculum because they are generic enough to be included with a multitude of lessons already in the district curriculum documents. Additionally, the lessons include detailed instructions for implementation, even going so far as to provide a script for the teachers and librarians using them, presenting consistent instruction in information literacy techniques that can be implemented in any English classroom across

the district by any English teacher or librarian. I developed lessons with this amount of detail to address the concerns voiced by some teachers who indicated they were unclear about the exact meaning of media literacy and how to implement media literacy instruction. Additionally, I chose the specific technology tools and applications as part of the media literacy curriculum as well as the platform where the curriculum will be housed because I wanted to use technology that teachers currently use regularly. This was done to make sure teachers and librarians would be comfortable using the technologies within the classroom and would be capable of accessing lessons and associated resources in Canvas and Google to instruct the students.

Another project strength is that I designed the curriculum plan to include best teaching practices as identified by my review of literature. The curriculum plan includes instructional strategies, such as blended learning (Page et al., 2017), inquiry-based learning (Prayitno, 2017), project-based learning (Vanhala, 2018), and scaffolding (Kang, 2018), all of which have been identified as motivating and effective pedagogical practices. The fact that the project includes scaffolding across four grade levels means media skills progressively build upon each other. Teachers will know what skills the students have already been taught so they can build upon those skills. The interactive components contained within the lesson plans were designed to increase student interest and facilitate student learning.

Of the aforementioned best teaching practices, scaffolding is the greatest strength of this project. I developed the curriculum plan to span across four grade levels, and the media skills progressively build on each other. Due to this structure, teachers and

librarians can build on student knowledge from one level to the next, or even within levels, by matching lessons with their students' abilities. Teachers and librarians will be able to determine what skills their students have been taught previously and use that knowledge to confidently continue to build on those skills in the higher-grade levels. I designed scaffolding of media literacy skills in the curriculum and across multiple grade levels to address this need brought up in the study.

Although the project contains multiple strengths, there are also limitations. First, I developed a scaffolded curriculum plan for media literacy, but it still needs to be approved by the district English curriculum and instruction directors. Even if it is approved, the visibility of the lessons and the quality of professional development will influence how well lessons are implemented by teachers. Additionally, even if the curriculum is included in district curriculum documents, these documents are for reference, and while teachers and librarians are encouraged to use the district curriculum documents, they will not likely be required to do so; therefore, the curriculum will not be consistently implemented across all grade levels or even within each grade level.

Another limitation is that some teachers may not have basic technology integration skills. Due to this, integrating these lessons may not be accomplished as easily for these teachers, and they will need some additional instruction and support. As a result of these implementation factors, it is likely that any change in student outcomes will not be measurable for years after the curriculum plan has been implemented.

Recommendations for Alternative Approaches

The problem on which this study was based was the inconsistency in the instruction of media literacy skills within district high schools. Alternatively, the problem could have been defined as students' lack of media literacy skills as opposed to a lack of media literacy instruction by teachers and librarians. The problem could have also been defined as a lack of media literacy skill comprehension by teachers, resulting in limited or incorrect media literacy instruction to students.

Although I decided to address the problem of inconsistencies in media literacy instruction with a curriculum plan, I could have used other approaches to address the problem of inconsistent media literacy instruction in the district. One such approach could have been to implement a series of professional development sessions for teachers and librarians in the district to instruct them in media literacy concepts and integrating information literacy instruction in the English classroom instruction. Another approach would have been to write a white paper discussing the study findings and the importance of integrating media literacy instruction into the secondary English classroom by the classroom teacher and campus librarian. A final approach could have been a policy paper that calls for changing a district policy making media literacy instruction required by high school English teachers and librarians.

Scholarship, Project Development, and Leadership and Change

As a researcher, I was already seasoned at finding research because my vocation as a librarian for the past 12 years has provided me with the opportunity to become competent at locating scholarly sources of the caliber needed for this study. However, I

had not written a literature review with such a large scope, so consolidating the empirical research and creating a document that allowed me to identify trends and themes across hundreds of current research articles on media literacy in the secondary classroom was a skill I did not possess before this project study. Additionally, I gained knowledge on how to write a literature review using scholarly language that focuses on the content and findings of the studies as opposed to who conducted the research.

Throughout the development of the project, my ability to be patient, thorough, and open-minded grew. Prior to the research, I thought my project would be a professional development plan; however, based on the needs identified during the study, it became clear teachers and librarians felt a lack of curriculum was present in addition to a lack of district support implementing media literacy in the classroom. I learned to pay attention to the data and used it to inform the development of the project as opposed to holding preconceived notions about what type of project would be best in addressing the problem. This control over researcher bias was essential to conducting a credible research study. I also gained the ability to scaffold research-informed curriculum across grade levels. This will provide teachers and librarians who may not have as much knowledge about or passion for media literacy instruction with ready-to-implement lessons tailored to their students' abilities and needs.

Another area of growth I experienced was in the identification of a conceptual framework and a comprehensive understanding of how to ground my research within that conceptual framework. This was, perhaps, the most difficult part of the research process for me. Once I did identify a conceptual framework, ensuring alignment between it and

the parts of the study was crucial to the development of the project and the research itself. Identifying the conceptual framework that encapsulated the goals of my project study and maintaining alignment throughout the research took the most time and guidance from my project advisor and was the area of greatest growth for me.

While I have used research to inform my pedagogical practices through my 18 years as an educator, this project honed this practice for me. I am finding I have a more solid understanding of what research does and does not inform and how decisions about pedagogical best practices should be situated within current research. This clarification on data-informed practices has already begun to change how I approach my work. I have been able to guide teachers in this process as they compare data attained from student assessments and seek to develop lessons to address areas of weakness as a professional learning community.

As mentioned, I initially believed I would develop a professional development plan as my project; however, the more research I conducted and the more coding of the data I completed, the more I saw developing lessons would be a more impactful project to address the local problem and support teachers and librarians in the district high schools. I made sure to scaffold the media literacy lessons to provide accessible and appropriately leveled lessons for teachers and librarians to implement across Grades 9–12. By doing this, I ensured the project could be easily implemented. I also made sure to use technology that was accessible to the teachers; many of the platforms referenced have been used throughout the district for almost a decade or they have been recently implemented but are required by the district for teacher and librarian use.

My growth as a leader and agent of social change was directly related to my understanding of project development. While many can identify local problems, not all individuals can conduct research and develop a project deliverable with the potential to effectively address the identified problem. Being able to do so distinguishes me as an educational leader and provides me with the opportunity to facilitate meaningful social change. I have a newfound confidence in my ability to tackle problems, scour the literature for what is already known, conduct my own research study, and then develop a solution that will initiate positive change. These skills give me a more authoritative voice that other educational professionals may find more credible.

Reflection on the Importance of the Work

The number of students who cannot identify reputable sources or exhibit remedial to nonexistent media literacy skills is a major concern in the United States that is addressed in the literature (Wineburg, 2015). Through this qualitative study, I identified a lack of media literacy instruction at the high school level through data collected via qualitative interviews with high school teachers and librarians. The inconsistent instruction in media literacy skills may be one contributing factor to the national concerns over inadequate media literacy skills. The findings of this study provided data that supported the creation of a curriculum plan with scaffolded lessons for Grades 9–12 to directly address the noted inconsistencies in the curriculum. These lessons may positively impact media literacy instruction and, in turn, high school student skill acquisition within the district. This will be accomplished by first supplementing the current district curriculum, then by teachers implementing the lessons with their students, and finally, by

students beginning to gain these skills and utilize them in and outside of the classroom.

As such, the media literacy skills incorporated in the proposed curriculum have the potential to affect social change by equipping students with the skills to analyze, create, and distribute media beyond the classroom.

Implications, Applications, and Directions for Future Research

This project has the potential to create positive social change in individuals, the organization, and society. Media literacy skills provide students with the capability of producing media as a means of self-expression and social activism (Kellner & Share, 2005). The curriculum in the project specifically provides scaffolded lessons for teachers to use when teaching students about media analysis, creation, and distribution. This project may also have implications at the organizational level. The curriculum plan, when implemented, will provide structure and support for teachers who may not be well versed at media literacy themselves. Additionally, it could change the current district trend of students not sharing media they create in meaningful ways. Currently, 9 of the 10 participants in the study indicated they do not have students share the media they have created beyond the classroom, and even T7, who indicated their students do share their media creations, indicated the students only share their media with a limited number of individuals. By providing detailed lessons that include media sharing, the lessons have the potential to create avenues for students to share their media in authentic ways. The possession of media literacy skills may encourage individuals to enact active civic participation in response to unequal systems (Song, 2017), extending the impact to the local community. Finally, there is an opportunity for societal implications as well.

Arming students with the ability to produce media provides individuals with the means to contest messages within the dominant social discourse (Gainer, 2010). Therefore, if these lessons are implemented by teachers in the classroom, students will have the ability to interact effectively within society to express their opinions on topics of social concern.

This study also has methodological and empirical implications. While I chose to conduct qualitative interviews, I believe future researchers may wish to conduct a study using qualitative focus groups. Some of the individuals interviewed did not accurately identify media literacy concepts they were teaching, but, I believe, provided with additional teachers to interact with, the participants may have found they were teaching some of the media literacy concepts they felt they were not. Alternately, I believe some of the teachers would have found what they thought were media literacy skills were not upon listening to examples from other teachers. This would have allowed for more varied and in-depth data regarding the media literacy practices in the district.

Future studies on media literacy should focus on schools from different socioeconomic levels and different geographical locations to see if the results are generalizable. Additionally, this study was limited to high school students, so a second recommendation for future research is to expand the study to include students in Grades K–8. A third recommendation is to conduct a longitudinal study of the students who receive media literacy curriculum to determine students' levels of media literacy skill attainment and the impact of media literacy instruction on civic engagement and social change.

Conclusion

Lack of media literacy skills by members of society at all educational levels is a national epidemic (Wineburg, 2015). Possessing and using media literacy skills in analyzing, producing, and sharing media is essential to societal discourse (Gainer, 2010). The well-being of U.S. youth and their future civic engagement and participation is rooted in media literacy education (Dell, 2019). By instructing students in critical media literacy skills while they are in school so they can practice and master these skills, students will be better prepared to interact in today's media-rich, social environment. In this project study, I identified a gap in the curriculum that needed to be addressed in order to better prepare students for the barrage of media they encounter daily. This study was designed to gather more information as to why there was this gap in curriculum and what teachers thought would help fill this gap. As a result of the data collected, I developed a high school English curriculum plan designed to be implemented by high school teachers to help improve students' skills in analyzing and creating media within today's complex media landscape.

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Appendix A: Final Project

Lesson Plan Outline

Below is an outline of the 24 proposed media literacy lessons to be integrated into Midtown ISD's district curriculum documents. Lessons 1-4 of Grade 9 have been created in their entirety on the topics of website evaluation, fake news, copyright and fair use, and creating media and have been electronically posted on Google Drive in preparation for being transferred to the district's LMS, Canvas, once approved. Lessons 5-24 are outlined as a curriculum plan for future lessons to be developed.

Grade 9

Lesson 1: Website Evaluation

State Standards: English Language Arts, English I, Standard 11E (locate relevant sources), Standard 11G (examine sources for credibility and bias, including omission)

Learning Target: Students will be able to evaluate websites for accuracy, bias, and relevancy.

Materials/Equipment: START Method presentation; sample website to evaluate with instructor modeling; website with four practice websites for evaluation in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (15 min) Teacher will present the START Method of website evaluation, using provided presentation. Teacher will then demonstrate/model how to use the START method to evaluate a specific website.

Curricular Activities:

Activity 1: (15 min) Students will work with a partner and evaluate four websites to determine the credibility of each.

Assessment: Completion of the partner activity on website credibility will be used as a formative assessment tool to determine students' understanding of website evaluation.

Content Evaluation: Examine sources for credibility and bias.

Skill Evaluation: Media analysis.

Lesson 2: Fake News

State Standards: English Language Arts, English I, Standard 8A (analyze the author's purpose, audience and message within a text), 8C (evaluate the author's use of print and graphic features to achieve specific purposes), 8D (analyze how the author's use of language informs and shapes the perception of readers); Standard 11E (locate relevant

sources), 11G (examine sources for credibility and bias, including omission; and faulty reasoning such as ad hominem, loaded language, and slippery slope)

Learning Target: Students will identify fake news sources.

Materials/Equipment: CRAAP Method presentation; article to evaluate with instructor modeling; four practice articles for evaluation of credibility in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Teacher will present the CRAAP Method of fake news identification and go over basic logical fallacies, using provided presentation. Teacher will then demonstrate/model how to use the CRAAP method to evaluate a specific news article.

Curricular Activities:

Activity 1: (30 minutes) Students will play the interactive game Factitious to identify recent fake news articles

Assessment: Completion of the Factitious game will be used as a formative assessment tool to determine students' understanding of fake news identification.

Content Evaluation: Evaluate the author's use of print and graphic features to achieve specific purpose, analyze how the author's use of language informs and shapes the perceptions of readers, Examine sources for credibility and bias and faulty reasoning.

Skill Evaluation: Media analysis.

Lesson 3: Copyright and Fair Use

State Standards: English Language Arts, English I, Standard 11H (use source materials ethically to avoid plagiarism)

Learning Target: Students will understand the basics of Copyright Law and Fair Use Guidelines

Materials/Equipment: Copyright and Fair Use Activity; 1:1 student device and internet access.

Teaching/Direct Instruction: (2 min) Teacher will briefly define copyright and fair use.

Curricular Activities:

Activity 1: (60 minutes) Students will complete a Copyright and Fair Use Activity

Assessment: Students will complete a Google Form answering questions as they complete the Copyright and Fair Use Activity

Content Evaluation: Use source materials ethically to avoid plagiarism.
Skill Evaluation: Media creation.

Lesson 4: Creating Media

State Standards: English Language Arts, English I, Standard 11F (synthesize information from a variety of source), 11H (display academic citations and use source materials ethically to avoid plagiarism), 11I (use an appropriate mode of delivery to present results)

Learning Target: Students will create a presentation that exhibits ethical use of information.

Materials/Equipment: Presentation over creating presentations, Presentation platform reference sheet, provided resources (images and content that are copyright-friendly); teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (10 min) Teacher will use the provided presentation to discuss how to create a presentation that is appealing

Curricular Activities:

Activity 1: (60 minutes) Students will create a presentation on one of the suggested platforms and using the principles of a well-composed presentation from the images and content, they are provided

Assessment: Students' presentations will be graded according to the rubric. Points will be associated with both content and 21st century skills.

Content Evaluation: Synthesize information from a variety of sources, Display academic citations and use source materials ethically to avoid plagiarism, use an appropriate mode of delivery to present results

Skill Evaluation: Media creation.

Lesson 5: Presenting Media

State Standards: English Language Arts, English I, Standard 1A (engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes), 1C (give a presentation using informal, formal, and technical language to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will present their presentation from Lesson 4.

Materials/Equipment: Presentation over how to effectively present for an audience taking the audience and purpose into consideration; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Teacher will use the provided presentation to discuss how to present a presentation effectively.

Curricular Activities:

Activity 1: (90 minutes) Students will practice presenting in small groups. They will provide feedback to each other.

Activity 2: (60 minutes) Students will present for the class.

Assessment: Students will be graded on their presentation using provided rubric.

Lesson 6: Sharing Media

State Standards: English Language Arts, English I, Standard 1A (engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes), Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will make adjustments to their presentation from Lesson 4, share it with another class, and respond to feedback using provided prompts.

Materials/Equipment: Presentation over audience and purpose; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (15 min) Teacher will use the provided presentation to discuss how to adjust a presentation to audience and purpose.

Activity 2: (10 min) Teacher will demonstrate responses to feedback through role playing.

Curricular Activities:

Activity 1: (90 minutes) Students will make adjustments to their presentation as they deem necessary.

Activity 2: (60 minutes) Students will share their presentations with another class who will provide feedback using provided prompts.

Activity 3: (30 minutes) Students will respond to feedback from the other class using provided prompts.

Assessment:

Assessment 1: Students will be graded on the adjustments they make to their

Presentations using provided rubric.

Assessment 2: Students will be graded on their response to the feedback they receive using provided rubric.

Grade 10

Lesson 7: Website Evaluation

State Standards: English Language Arts, English II, Standard 11E (locate relevant sources), Standard 11G (examine sources for credibility and bias, including omission)

Learning Target: Students will be able to evaluate websites for accuracy, bias, and relevancy.

Materials/Equipment: Evaluation acronyms presentation; sample website to evaluate with instructor modeling of domain lookup; website evaluation checklist; online website checker; website with four practice websites for evaluation in pairs; teachers' device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Review of website evaluation acronyms, Presentation of website evaluation checklist, domain look ups, and online website checkers

Curricular Activities:

Activity 1: (15 min) Students will work with a partner and evaluate four websites to determine the credibility of each using a website evaluation checklist.

Assessment: Students will turn in completed website evaluation checklists

Lesson 8: Fake News

State Standards: English Language Arts, English II, Standard 8A (analyze the author's purpose, audience and message within a text), 8C (evaluate the author's use of print and graphic features to achieve specific purposes), 8D (analyze how the author's use of language informs and shapes the perception of readers); Standard 11E (locate relevant sources), 11G (examine sources for credibility and bias, including omission; and faulty reasoning such as incorrect premise, hasty generalizations, and either-or)

Learning Target: Students will identify fake news sources.

Materials/Equipment: CRAAP Method presentation; article to evaluate with instructor modeling; four practice articles for evaluation of credibility in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (10 min) Review of fake news characteristics and evaluation acronyms

Activity 2: (10 min) Librarian-created video discussing the differences between identifying fake news on a full web browser versus a mobile-friendly version of the same source

Curricular Activities:

Activity 1: (30 minutes) Students will work in pairs to identify whether 8 articles presented in a mobile-friendly version are fake news

Assessment: Completion of the partner activity on fake news will be used as a formative assessment tool to determine students' understanding of fake news identification.

Lesson 9: Copyright and Fair Use

State Standards: English Language Arts, English II, Standard 11H (use source materials ethically to avoid plagiarism)

Learning Target: Students will identify how to locate copyright friendly media.

Materials/Equipment: Copyright Friendly Media website; Copyright Friendly Media flow chart; Google submission form; list of topics; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (5 min) Teacher will demonstrate the use of the Copyright Friendly Media website in identifying media for projects. Teacher will then demonstrate locating media and using the flowchart to determine whether it is copyright friendly for their purpose.

Curricular Activities:

Activity 1: (15 minutes) In pairs, students will locate at least three images for provided topics they believe to be copyright friendly. They will submit the urls and a short justification for their choices via a Google form.

Assessment: The Google form students submit will be used as a formative assessment tool to determine if students can adequately locate and justify the use of copyright friendly media.

Lesson 10: Creating Media

State Standards: English Language Arts, English II, Standard 11F (synthesize information from a variety of source), 11H (display academic citations and use source materials ethically to avoid plagiarism), 11I (use an appropriate mode of delivery to present results)

Learning Target: Students will create a presentation that exhibits ethical use of information.

Materials/Equipment: Presentation over creating infographics; Presentation platform reference sheet, Copyright friendly media flowchart; Website evaluation checklist; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Teacher will use the provided presentation to discuss how to create an effective infographic and will remind students about using copyright-friendly media and finding reputable sources.

Curricular Activities:

Activity 1: (160 minutes) Students will locate copyright-friendly media and accurate information from reliable sources in order to create an infographic on one of the suggested platforms and using the principles of a well-composed infographic.

Assessment: Students will be graded on their infographics using provided rubric.

Lesson 11: Presenting Media

State Standards: English Language Arts, English II, Standard 1A (engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes), 1C (give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will present their infographic from Lesson 10

Materials/Equipment: Presentation over how to address comments from an audience during a presentation; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Teacher will use the provided presentation to discuss how to effectively respond to questions during a presentation.

Curricular Activities:

Activity 1: (90 minutes) Students will practice presenting in small groups. They will provide feedback to each other.

Activity 2: (60 minutes) Students will present for the class, addressing questions after the presentation.

Assessments:

Assessment 1: Students will be graded on their presentation using provided rubric.

Assessment 2: Students' discourse will be graded following the presentation using provided rubric.

Lesson 12: Sharing Media

English Language Arts, English II, Standard 1A (engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will make adjustments to their infographics from Lesson 10, share it with a class in another school within the district, and respond to feedback.

Materials/Equipment: Presentation over audience and purpose; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (15 min) Teacher will use the provided presentation to discuss how to adjust a presentation to audience and purpose when you don't know the audience personally.

Activity 2: (10 min) Teacher will demonstrate responses to feedback through role playing.

Curricular Activities:

Activity 1: (90 minutes) Students will make adjustments to their infographics as they deem necessary.

Activity 2: (60 minutes) Students will share their infographics with another class in another school within the district via Skype.

Activity 3: (30 minutes) Students will respond to feedback from the other class via Skype.

Assessment:

Assessment 1: Students will be graded on the adjustments they make to their Infographics using provided rubric.

Assessment 2: Students will be graded on their response to the feedback they receive using provided rubric.

Grade 11

Lesson 13: Website Evaluation

State Standards: English Language Arts, English III, Standard 11E (locate relevant sources), Standard 11G (examine sources for credibility and bias, including omission)

Learning Target: Students will be able to locate relevant sources and evaluate websites for accuracy, bias, and relevancy.

Materials/Equipment: Keywords video; research prompt; interactive keyword game; Google submission form; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (5 min) Video created by the librarian discussing the connection between prompts and keywords

Activity 2: (10 min) Direct modeling of developing keywords and then using those words to locate relevant sources, review of website evaluation of the search results

Curricular Activities:

Activity 1: (15 min) Students will play an interactive game where they have to match keywords with the research prompt provided

Activity 2: (15 min) Students will be provided with a prompt and will determine keywords that match the prompt

Activity 3: (15 min) Using the keywords they developed, students will locate four reputable websites that would be relevant to the prompt they were provided

Assessment: Students will complete a Google form with the keywords they developed and the URLs of the websites they located using their keywords.

Lesson 14: Fake News

State Standards: English Language Arts, English III, Standard 8A (analyze the author's purpose, audience and message within a text), 8C (evaluate the author's use of print and graphic features to achieve specific purposes), 8D (analyze how the author's use of language informs and shapes the perception of readers); Standard 11E (locate relevant sources), 11G (examine sources for credibility and bias, including omission; and faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions)

Learning Target: Students will identify fake news sources on social media.

Materials/Equipment: CRAAP Method presentation; article to evaluate with instructor modeling; four practice articles for evaluation of credibility in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (5 min) Video showing how fast news spreads on social media

Activity 2: (10 min) Teacher-led presentation over the use of social media to share information

Curricular Activities:

Activity 1: (30 minutes) Students will be given a provided current event topic and will have to find 3 articles via social media that is a credible source of news on the topic

Assessment: Students will complete a Google form with the urls of the articles they located on their topic.

Lesson 15: Copyright and Fair Use

State Standards: English Language Arts, English III, Standard 11H (display academic citations and use source materials ethically to avoid plagiarism)

Learning Target: Students will identify how to accurately cite media.

Materials/Equipment: Citation guide; Kahoot; Sample media; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

(15 min) Teacher will demonstrate the use of the citation guide and how to locate information on different sources to complete accurate citations

Curricular Activities:

Activity 1: (20 minutes) Students will complete a Kahoot where they match citations to the types of sources

Activity 2: (20 minutes) Students will generate a citation for three provided sources of media

Assessment: The student's scores on the Kahoot game will serve as formative assessment. Additionally, students will turn in their generated citations as a formative assessment.

Lesson 16: Creating Media

State Standards: English Language Arts, English III, Standard 11F (synthesize information from a variety of source), 11H (display academic citations and use source materials ethically to avoid plagiarism), 11I (use an appropriate mode of delivery to present results)

Learning Target: Students will create a video that exhibits ethical use of information.

Materials/Equipment: Presentation over creating videos; Video creation platform reference sheet; Copyright friendly media flowchart; Website evaluation checklist; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Teacher will use the provided presentation to discuss how to create an effective video and will remind students about using copyright-friendly media and finding reputable sources.

Curricular Activities:

Activity 1: (160 minutes) Students will locate copyright-friendly media and accurate information from reliable sources in order to create a video on one of the suggested platforms and using the principles of a well-composed video

Assessment: Students' video creations will be assessed using provided rubric.

Lesson 17: Presenting Media

State Standards: English Language Arts, English III, Standard 1A (engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax), 1C (give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will present their video from Lesson 16 within a larger presentation and then lead a discussion over the topic.

Materials/Equipment: Presentation over how to effectively organize a presentation and how to facilitate a discussion; Discussion question stems; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (20 min) Teacher will use the provided presentation to discuss how to effectively organize a presentation, to include their video, and how to facilitate a discussion

Activity 2: (10 min) Discussion of how to use the question stems to come up with questions to lead a discussion

Curricular Activities:

Activity 1: (90 minutes) Students will organize their presentation and develop question stems for an accompanying discussion.

Activity 2: (130 minutes) Students will present for the class, addressing questions after the presentation and facilitating a follow up discussion.

Assessments:

Assessment 1: Students will be graded on their presentation using provided rubric.

Assessment 2: Students' discourse following the presentation will be graded using provided rubric.

Lesson 18: Sharing Media

State Standards: English Language Arts, English III, Standard 1A (engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will make adjustments to their videos from Lesson 16, share it with a class in another school outside of the state, and respond to feedback.

Materials/Equipment: Presentation over audience and purpose; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (15 min) Teacher will use the provided presentation to discuss how to adjust a presentation to audience and purpose when you don't know the audience personally.

Activity 2: (10 min) Teacher will demonstrate responses to feedback through role playing.

Curricular Activities:

Activity 1: (90 minutes) Students will make adjustments to their videos as they deem necessary.

Activity 2: (60 minutes) Students will share their videos with another class in another school outside of the state via Skype.

Activity 3: (30 minutes) Students will respond to feedback from the other class via Skype.

Assessment:

Assessment 1: Students will be graded on the adjustments they make to their videos using provided rubric.

Assessment 2: Students will be graded on their response to the feedback they receive using provided rubric.

Grade 12

Lesson 19: Website Evaluation

State Standards: English Language Arts, English IV, Standard 11E (locate relevant sources), Standard 11G (examine sources for credibility and bias, including omission)

Learning Target: Students will be locate relevant sources, and evaluate websites for accuracy, bias, and relevancy.

Materials/Equipment: Websites for comparison; Google submission form; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (15 min) Instructor-led comparison of three different websites on the same topic (pro, neutral, con)

Curricular Activities:

Activity 1: (20 min) Students will locate three websites that address a topic of their choice – one that is pro, one that is neutral, one that is con. Then, they will determine in what context they may use each of the three websites.

Assessment: Students will complete a Google form with the urls of the websites they located. They will provide a justification for when they may use each of the three websites.

Lesson 20: Fake News

State Standards: English Language Arts, English IV, Standard 8A (analyze the author's purpose, audience and message within a text), 8C (evaluate the author's use of print and graphic features to achieve specific purposes), 8D (analyze how the author's use of language informs and shapes the perception of readers); Standard 11E (locate relevant sources), 11G (examine sources for credibility, bias, and accuracy; and faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur)

Learning Target: Students will identify and critically analyze the ethical dilemmas related to fake news.

Materials/Equipment: Video discussing the effect of fake news in elections; presentation discussing the gradients of fake news; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (5 min) Video discussing the effect of fake news in elections
Activity 2: (5 min) Teacher-led presentation discussing the gradients of fake news from completely false to unintentionally misleading

Curricular Activities:

Activity 1: (30 minutes) Students will have 10 minutes to locate a news article on a current topic that they believe is fake news. Students will record a Flipgrid video discussing what article they found and what gradient of fake news they believe it is and what ramifications the fake news they found could have.

Assessment: The Flipgrid will serve as a formative assessment to determine whether the students can identify fake news and determine the impact of the fake news.

Lesson 21: Copyright and Fair Use

State Standards: English Language Arts, English IV, Standard 10D (compose correspondence in a professional or friendly structure); Standard 11H (use source materials ethically to avoid plagiarism)

Learning Target: Students will identify how to locate copyright friendly media and how to ask for permission to use media.

Materials/Equipment: Sample website; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (5 min) Teacher will demonstrate when one would need to ask permission to use media and then what information should be provided in a request to use media using a sample website.

Curricular Activities:

Activity 1: (15 minutes) Students will locate media over a topic of their choice and request the ability to use said media.

Assessment: Teacher will be included on the correspondence requesting use of the media to assess students' communication skills.

Lesson 22: Creating Media

State Standards: English Language Arts, English IV, Standard 11F (synthesize information from a variety of source), 11H (display academic citations and use source materials ethically to avoid plagiarism), 11I (use an appropriate mode of delivery to present results)

Learning Target: Students will create a multimedia presentation over a topic of their choice that exhibits ethical use of information.

Materials/Equipment: Presentation over creating multimedia presentation; Multimedia presentation platform reference sheet; Copyright friendly media flowchart; Website evaluation checklist; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (45 min) Teacher will use the provided presentation to discuss how to create an effective multimedia presentation and will remind students about using copyright-friendly media and finding reputable sources. The presentation will include how to decide what type of media to choose and how to effectively combine types of media into one presentation.

Curricular Activities:

Activity 1: (225 minutes) Students will locate copyright-friendly media and accurate information from reliable sources in order to create a multimedia presentation on one of the suggested platforms and using the principles of a well-composed video

Assessment: Teacher will be included on the correspondence requesting use of the media to assess students' communication skills.

Lesson 23: Presenting Media

State Standards: English Language Arts, English IV, Standard 1A (engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies), 1C (formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will present their multimedia presentation from Lesson 22 and then lead a discussion over the topic. Students will evaluate the effectiveness of their peers' presentations.

Materials/Equipment: Presentation over how to effectively critique a presentation; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (20 min) Teacher will use the provided presentation to discuss how to effectively critique a presentation.

Curricular Activities:

Activity 1: (130 minutes) Students will present for the class, addressing questions after the presentation and facilitating a follow up discussion.

Activity 2: (90) Students will critique their peers' presentations, providing feedback on overall effectiveness and alignment with purpose and audience as well as the platform the peer chose for their multimodal presentation.

Assessments:

Assessment 1: Students will be graded on their presentation using provided rubric.

Assessment 2: Students' critiques will be graded using provided rubric.

Lesson 24: Sharing Media

State Standards: English Language Arts, English IV, Standard 1A (engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies); Standard 11I (use an appropriate mode of delivery, whether written, oral, or multimodal, to present results)

Learning Target: Students will make adjustments to their multimedia presentations from Lesson 22, share it via social media, and respond to feedback.

Materials/Equipment: Presentation over audience and purpose and sharing and responding on social media; Sample social media posts; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction:

Activity 1: (15 min) Teacher will use the provided presentation to discuss how to adjust a multimedia presentation to share online. Teacher will discuss the potential for social change.

Activity 2: (10 min) Teacher will demonstrate responses to feedback through sample social media posts.

Curricular Activities:

Activity 1: (90 minutes) Students will make adjustments to their multimedia presentations as they deem necessary.

Activity 2: (60 minutes) Students will share their multimedia presentations via social media.

Activity 3: (30 minutes) Students will respond to feedback received

Assessment:

Assessment 1: Students will be graded on the adjustments they make to their

multimedia presentations using provided rubric.

Assessment 2: Students will be graded on their response to the feedback they receive using provided rubric.

Pedagogical Strategies Used in Media Literacy Lessons

Grade	Lesson	Topic	Social learning	Inquiry/ PBL	Scaffolding	Gamification	Authentic Audience	Embedded Librarianship	Blended Learning	Multi-literacies	Future-Ready
9	1	Website Evaluation	X		X					X	X
	2	Fake News			X	X					X
	3	Copyright and Fair Use							X		X
	4	Creating Media								X	X
	5	Presenting Media	X	X			X				X
	6	Sharing Media	X	X	X		X				X
10	7	Website Evaluation	X		X					X	X
	8	Fake News	X		X			X	X	X	X
	9	Copyright and Fair Use	X	X	X					X	X
	10	Creating Media			X					X	X
	11	Presenting Media	X	X	X		X			X	X
	12	Sharing Media	X	X	X		X		X	X	X
11	13	Website Evaluation			X	X		X	X	X	X
	14	Fake News	X	X	X					X	X
	15	Copyright and Fair Use			X	X					X
	16	Creating Media		X	X					X	X
	17	Presenting Media	X	X	X		X				X
	18	Sharing Media	X	X	X		X		X		X
12	19	Website Evaluation		X	X					X	X
	20	Fake News		X	X					X	X
	21	Copyright and Fair Use			X		X			X	X
	22	Creating Media		X	X					X	X
	23	Presenting Media	X		X		X				X
	24	Sharing Media	X		X		X		X	X	X

Lesson 1: Website Evaluation, Grade 9

Instructor Lesson Plan

State Standards: English Language Arts,

English I -Standard 11E, locate relevant sources

English I -Standard 11G, examine sources for credibility and bias, including omission

Learning Target: Students will be able to evaluate websites for accuracy, bias, and relevancy.

Materials/Equipment: START Method presentation; sample website to evaluate with instructor modeling; website with four practice websites for evaluation in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (15 min) Use the [“Website Evaluation”](#) presentation over the START Method.. Then demonstrate/model how to use the START method to evaluate [the RYT Hospital website](#). This website is also on the last slide of the presentation provided. Each slide includes notes indicating what materials students need and a script to aid you in instruction and in guiding class discussion.

Curricular Activities:

Activity 1: (15 min) After presenting the provided presentation, allow students the chance to practice using the START Method of website evaluation. Have students work with a partner and evaluate four websites to determine the credibility of each site. Provide students with this [“Website Evaluation Practice”](#) Google form where they evaluate the following 4 websites.

Website #1, [Sierra Club](#)

Website #2, [Shmoop](#)

Website #3, [Dog Island](#)

Website #4, [All About Explorers](#)

Assessment: Use the Google Form students complete during the website evaluation partner activity as a formative assessment tool to determine students’ understanding of website evaluation. This [“Website Evaluation Checklist”](#) is provided to determine student understanding of website evaluation and give students feedback as needed while they are completing the activity and as a key when checking the Google form they completed. Contact your librarian or DLC for help using a Google form if you need assistance.

Content Evaluation: Examine sources for credibility and bias.

Skill Evaluation: Media analysis.

Lesson 1: Website Evaluation, Grade 9 Instructional Materials



Website Evaluation

Created by Tammy Turner, MLS, MAT

The graphic on the left features a red background with a white semi-circle divided into three segments. The top segment contains a neutral smiley face, the bottom-left segment contains a sad smiley face, and the bottom-right segment contains a happy smiley face. A black arrow points from the bottom center towards the happy smiley face. The graphic on the right is a blue circular logo with multiple arrows pointing outwards, and the word "EVALUATION" in blue capital letters to its right.

Script:

In this lesson, we will be discussing website evaluation. As we all know, just because something is posted online, it doesn't make it true. Therefore, we need to be sure to think critically about all information we access online, especially if we plan to share that information later or are submitting it as fact for academic purposes.

Teaching Notes: Students will need individual devices for this lesson. You need to either share this presentation with the students or share the links within the presentation with the students ahead of time.

Sample Website

What are your initial impressions of this website?



Script:

We're going to start by evaluating this website together. (Click on the hyperlink for the sample website.) I'm going to give you a couple minutes to navigate this website and develop some initial thoughts about whether it is credible or not. (After they've looked at the website for a couple minutes, continue.) After taking a look at this website, what are your initial impressions about it? (Guide students to notice their initial reactions. Tell them they can use outside knowledge. For example, in biology they've learned that octopi are ocean-bound creatures, so they can't live in trees. Also, have them notice there are multiple tabs to click on and that they should click on these before determining credibility of a source. Finally, have them determine there is "About Me" page or information about the website's publisher/author that would indicate they have any expertise in biology. Ultimately, make sure students know the website is fake.)

Teaching Notes: Students will navigate this site individually, not together.

START Method

S - Scope

T - Treatment

A - Authority

R - Relevance

T - Timeliness



Script:

The START Method is a standard acronym used to help people remember what items to look for when determining website credibility. START stands for Scope, Treatment, Authority, Relevance, and Timeliness. You need to consider all of these aspects when determining a website's credibility. Even if a website passes all but one of these tests, you still shouldn't use it. A website should meet all five of these criteria for you to use the information on it. We're going to look at each of these items individually now.

Scope

- Is the topic covered in depth?
- Does the source add new or unique information about your topic?



Script:

Scope refers to the depth in which the topic is covered. For example, on the Tree Octopus website, there were pages of information solely about the Tree Octopus. The topic was, therefore, covered in depth. So, based on just this one criteria, you may have believed the Tree Octopus website was real.

Treatment

- Is the content fact or opinion?
- Are the conclusions presented logical?
- Is there additional linked information?
- Is the website grammatically correct?



Script:

Treatment of the website content indicates whether or not the information is presented as fact or opinion. For example, on the Tree Octopus website, the author is presenting the information as fact. They do not indicate it is opinion. They support it with what they say is scientific evidence. However, treatment also means whether or not the conclusions are logical and whether there are additional links. For the tree octopus website, it is illogical to believe a tree octopus is real based on biology and what an octopus needs to survive. Additionally, there are no links to other websites or sources about the tree octopus that back up the information on the original source. In fact, the links contradict the information presented on the original source. Finally, treatment also can be determined based on grammar. Whomever put the tree octopus website together is educated, as there are no obvious grammatical errors. Based on this one aspect, you may start to wonder whether the website is real since it doesn't fully meet the treatment criteria for being a reputable website.

Authority

- Does the author provide their qualifications?
- Is there an author "About Me"?
- Is the author an expert on the source topic?
- Is the author a member of a reputable organization such as an educational or government entity?
- Is the website published by a reputable organization?

Expert

An expert is someone with extensive knowledge in a particular area. Experts are called upon to advise in problem-solving situations.

Script:

The third letter in START stands for Authority. Authority refers to the credentials of the author or sponsor of the website. On the Tree Octopus page, there is no "About Me" page where the viewer can learn more about the webpage's author. Additionally, the author does not provide any of their qualifications, so the viewer cannot verify the author is an expert in biology or that they have any other credentials that would make them an expert. Finally, the webpage does not indicate who sponsored the website, so there is no way to verify whether it is sponsored by a reputable organization.

Relevance



- Is the information on topic?
- Does the information support your point-of-view on the topic?
- Is the information consistent with your other sources?

Script:

Relevance means the information is on topic and is relevant to the topic being researched. Additionally, relevance also encompasses whether the information on the website supports the point-of-view you are researching and whether the information presented is consistent with the other information you have found in other sources. For the Tree Octopus website, the information is not consistent with other information on the topic, as other information indicates octopi live in the ocean and would not survive on land.

Timeliness



- Is there a publication date?
- Is the source current enough for your research purpose?
- Is the information useful, regardless of the date published?

Script:

The final element to consider when determining a website's credibility is the timeliness of the website. When was the website published or last updated. How current a website needs to be depends on what you're researching. For example, if you're researching an historical event and there have been no recent developments, the date of last update could be older. If you're researching something about a current event or scientific breakthrough, the date must be far more recent. If the information is background information, it will be useful regardless of how old the information is. When considering the Tree Octopus website, it was updated recently, so, since this is a science topic, the recent date is important, and had it passed some of the other tests, you would consider using the site.

Let's give it a shot again!

Sample Website

What are your thoughts on this website?



Script:

Now that we've talked about all criteria in the START method. I want you to look at another website and determine whether you believe it to be reputable or not. (Students should look at the website individually for five minutes. After the students have had time to look through it, discuss whether the website is credible. Hint: It's not! Items to discuss are below.)

Scope - The scope of the website is small, as none of the links work on it. So it's very unclear what the main purpose of the website really is besides it being a seemingly medical website.

Treatment - The treatment seems okay. It is presenting information as fact, not opinion. However, students may notice it doesn't fit with their gut instinct, as it's talking about male pregnancy, which they know isn't scientifically possible.

Authority - The website provides no "About Me" page, so you cannot verify the expertise of the author or any bias the sponsor/publisher may have.

Relevance - This really determines on why you are looking up the information. However, again, with limited information on the page and broken links, it may not be relevant to your research. In addition, the information does not correlate with similar information on the topic, as the information is not scientifically sound.

Timeliness - There is no date of last update, and with scientific and medical information, you need information as up-to-date as possible.

Lesson 1: Website Evaluation, Grade 9
Website Evaluation Checklist?
Student Practice following Direct Instruction

Website Evaluation Practice

* Required

Student Name(s) - Last name, first name *

Your answer _____

Website #1 - Sierra Club

<https://www.sierraclub.org/>

Website #1 - Sierra Club *

- Reputable
- Not Reputable

Website #1 - Sierra Club - Scope (provide a brief description of the scope of the website) *

Your answer _____

Website #1 - Sierra Club - Treatment (provide a brief description of the treatment of the topic on the website) *

Your answer _____

Website #1 - Sierra Club - Authority (provide a brief description of the authority of the publisher/author of the website) *

Your answer _____

Website #1 - Sierra Club - Relevancy (provide a brief description of the relevancy of the website) *

Your answer _____

Website #1 - Sierra Club - Timeliness (provide a brief description of the currency of the website) *

Your answer _____

Website #2 - Shmoop<https://www.shmoop.com/>**Website #2 - Shmoop ***

- Reputable
- Not Reputable

Website #2 - Shmoop - Scope (provide a brief description of the scope of the website) *

Your answer

Website #2 - Shmoop - Treatment (provide a brief description of the treatment of the topic on the website) *

Your answer

Website #2 - Shmoop - Authority (provide a brief description of the authority of the publisher/author of the website) *

Your answer

Website #2 - Shmoop - Relevancy (provide a brief description of the relevancy of the website) *

Your answer

Website #2 - Shmoop - Timeliness (provide a brief description of the currency of the website) *

Your answer

Website #3 - Dog Island<http://www.thedogisland.com/>**Website #3 - Dog Island ***

- Reputable
- Not Reputable

Website #3 - Dog Island - Scope (provide a brief description of the scope of the website) *

Your answer

Website #3 - Dog Island - Treatment (provide a brief description of the treatment of the topic on the website) *

Your answer

Website #3 - Dog Island - Authority (provide a brief description of the authority of the publisher/author of the website) *

Your answer

Website #3 - Dog Island - Relevancy (provide a brief description of the relevancy of the website) *

Your answer

Website #3 - Dog Island - Timeliness (provide a brief description of the currency of the website) *

Your answer

Website #4 - All About Explorers<https://www.allaboutexplorers.com/>**Website #4 - All About Explorers ***

- Reputable
- Not Reputable

Website #4 - All About Explorers - Scope (provide a brief description of the scope of the website) *

Your answer

Website #4 - All About Explorers - Treatment (provide a brief description of the treatment of the topic on the website) *

Your answer

Website #4 - All About Explorers - Authority (provide a brief description of the authority of the publisher/author of the website) *

Your answer

Website #4 - All About Explorers - Relevancy (provide a brief description of the relevancy of the website) *

Your answer

Website #4 - All About Explorers - Timeliness (provide a brief description of the currency of the website) *

Your answer

Submit

Lesson 1: Website Evaluation, Grade 9
Website Evaluation Checklist
Teacher Answer Sheet

Website Evaluation Checklist

Website #1, Sierra Club - Reputable source

- Scope - Covers a broad range of information regarding natural resources and how to protect them.
- Treatment - Factual, biased towards conserving resources
- Authority - Nonprofit organization sponsors the website, Longest and most influential organization protecting the Earth's resources
- Relevance - Depends on the topic you're researching and whether the information aligns with your point-of-view, but the information does align with other similar websites on the same topic.
- Timeliness - Very recent, which is important due to the ever-changing conditions of our world.

Website #2, Shmoop - Reputable source

- Scope - Covers an immense number of educational topics.
- Treatment - Conversational tone, but factual and unbiased information.
- Authority - Teachers are on staff creating and checking the information on the website.
- Relevance - Depends on the topic you're researching, but the information is unbiased, so it can be used for any point-of-view and the information matches information from other websites and sources on the same topic.
- Timeliness - Very recent, which is important since some topics covered are more current.

Website #3, Dog Island - Not a reputable source

- Scope - Covers a wide range of information about the island.
- Treatment - This appears to be a commercial website asking for money, so it isn't unbiased. Also, in looking at the "About" page and information on the website it is clear this is a fake site.
- Authority - You cannot verify the sponsor or author of the website, as there is no "About Me" information on the page.
- Relevance - The information presented does not correlate to any other information, as it is not a real place.
- Timeliness - The website hasn't been updated since 2013, which, for a commercial site, is much too long ago, as they would need to keep it recently updated with information about their service.

Website #4, All About Explorers - Not a reputable source

- Scope - Covers a wide range of explorers.
- Treatment - The website appears to be factual and unbiased. However, when reading some of the pages, while much of the information appears to be accurate, there are some very inaccurate items listed as well.
- Authority - If you click on "About Us", it very clearly says teachers created the site, which tends to mean it's credible, but it also clearly states that the website includes nonfactual information as a way for individuals to learn about website evaluation.
- Relevance - The information presented does not all correlate with other information, as some is very inaccurate.
- Timeliness - The website hasn't been updated since 2003, which isn't a problem since this is a historical website.

Lesson 2: Fake News, Grade 9

Instructor Lesson Plan

State Standards: English Language Arts,

English I -Standard 8A, analyze the author's purpose, audience and message within a text

English I -Standard 8C, evaluate the author's use of print and graphic features to achieve specific purposes

English I -Standard 8D, analyze how the author's use of language informs and shapes the perception of readers

English I -Standard 11E, locate relevant sources

English I -Standard 11G, examine sources for credibility and bias, including omission; and faulty reasoning such as ad hominem, loaded language, and slippery slope

Learning Target: Students will identify fake news sources.

Materials/Equipment: CRAAP Method presentation; article to evaluate with instructor modeling; four practice articles for evaluation of credibility in pairs; teacher device with internet access; 1:1 student device and internet access.

Teaching/Direct Instruction: (20 min) Present the CRAAP Method of fake news identification and go over basic logical fallacies using "[Fake News and Bias](#)" presentation. Then demonstrate/model how to use the CRAAP method to evaluate the article "[CNN Raided by FCC for Deceiving American Public](#)", originally published by *Your News Wire*. This "[Applying the CRAAP Method](#)" answer sheet provides detailed information on evaluating the article using the CRAAP method of evaluation.

Curricular Activities:

Activity 1: (30 minutes) Students will play the interactive game [Factitious](#) to identify recent fake news articles.

Assessment: Completion of the Factitious game will be used as a formative assessment tool to determine students' understanding of fake news identification. Students should raise their hands at the end of each activity so the instructor can write down their scores at the end of each level or students should take a screenshot of their score at the end of each level to submit to the instructor via Google doc or Google form. Contact your librarian or DLC for help creating a Google form to collect this information if you want to use a Google form but you need assistance.

Content Evaluation: Evaluate the author's use of print and graphic features to achieve specific purpose, analyze how the author's use of language informs and shapes the perceptions of readers, Examine sources for credibility and bias and faulty reasoning.

Skill Evaluation: Media analysis.

Lesson 2: Fake News, Grade 9 Instructional Materials



Fake News and Bias

Script:

Today, we're going to talk about fake news and the role of bias in media.

Note: Students will be playing an interactive game at the end of this presentation. This presentation or the link on the last slide needs to be shared with students before the presentation so they can access the game. Students will also need their own device to play the game.

Fake News

“news that is misleading and not based on fact or, simply put, fake”

(Alvarez, 2016, pp. 24).



Script:
Read the definition from the slide.

Why is fake news a concern?

"The next generation [YOU] is embracing online media," said Glenn Hower, Senior Analyst, Parks Associates. "Younger consumers, many of whom are passionate about social issues, can find and spread information like wildfire through social media. This is a real problem when inaccurate or unverified reports slip through social media algorithms" ("Fake News", 2017).



Script:

Read the quote on the slide.

Discuss:

Incorrect or inaccurate information is being spread as fact.

This misinformation is causing people to form very strong opinions for or against things; polarizing.

It makes it very hard to work with others with differing opinions; limits the ability to compromise.

Misinformation spreads much faster than corrections, retractions, or correct information.



Watch the video on this slide.

Fake News

Fake News IS...

- ... intentionally misleading
- ... not based on fact
- ... biased
- ... designed to elicit emotion (make you angry)
- ... designed to benefit someone (not you) or organization
- ... spread rapidly through social media

It ISN'T Fake News just because...

- ... you disagree with it
- ... it's a different point of view
- ... it disproves your opinion
- ... you think it's wrong



Script:

Read the information on this slide, emphasizing the what fake news isn't column.



Watch the video on this slide.



Discuss:

*Do any of these resources surprise you?

*Did you think any of them were more unbiased than they are?

*Do you use any of these sources to get your news?

*How can you make your news viewing less biased? (Answer: Read from the opposite viewpoint, too. Make an effort to read more centrist media.)

Logical Fallacies

Ad hominem: refers to making an argument (often a personal attack) against a person instead of their position

Loaded Language: language with strong connotations meant to influence the audience; often loaded language plays into stereotypes

Slippery Slope: an insinuation that one small step will result in a chain reaction of events



Script:

Read the three definitions on the screen.

Discuss:

Have students provide an example of the three logical fallacies. Examples below.

Ad hominem - A: "All murderers are criminals, but a thief isn't a murderer, and so can't be a criminal." B: "Well, you're a thief and a criminal, so there goes your argument."

Loaded Language - "You shouldn't be friends with those people."

Slippery Slope - If we let this child bring the permission slip late, there is no reason to ever set a deadline for anything again!

How to Determine Source Reliability

CRAAP

Currency
Relevance
Authority
Accuracy
Purpose



Script:

The CRAAP Method of evaluation can help determine whether information is fake news or real news. The acronym CRAAP stands for Currency, Relevance, Authority, Accuracy, and Purpose. Currency involves the timeliness of the information. News should be as recent as possible usually. If you're investigating historical news, the date will be older, though. Relevance has to do with whether the information provided in the article is relevant to the topic you're searching for information for. While the article may be interesting, if it doesn't provide information on the topic you're researching, you shouldn't use it. Authority refers to whether or not the person or organization publishing the information is an expert or can be trusted. Think back to the slide over bias. What news organization sponsored or published the article? Are they a biased or unbiased source of news? Accuracy involves whether or not the information published is true or not. Does it match with other articles over the same news topic? The final criteria is purpose. Is the purpose of the article to deceive you or elicit a reaction from you, or is it truly just informative and presenting unbiased news?

Gut Check

*Does it make you mad or elicit some other intense emotion?
If so, it's probably fake news!



Discuss:

*Does it make you mad? Fake news is designed to target your emotions so you do not stop to think critically about it before taking it as fact.

**Can you spot fake
news?**

Script:

Now you're going to practice identifying fake news by playing a game called Factitious. (Students need their own devices at this point to play the game.)

Practice

Fact or Fiction?

Notes: The link on this slide needs to be shared with students and/or this presentation needs to be shared with students prior to the lesson so they can play the game Factitious.

References

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Lesson 2: Fake News, Grade 9
 Applying the CRAPP Method
 Teacher Answer Sheet

Applying the CRAAP Method

Website: <https://web.archive.org/web/20180524153751/https://yournewswire.com/cnn-raided-fcc-american-public/>

Article Title: CNN Raided by FCC for Deceiving American Public
 Published by: Your News Wire

C - Currency

It was published May 13, 2018, which was current for the event the article was based on.

R - Relevance

This depends on what topic you're looking up and whether this source gives you information about that topic.

A - Authority

If you type "Your News Wire" into a search engine, you can easily locate their webpage. If you click on their "About Us" page, it says they cover topics mainstream news does not. It also indicates it's a for profit news source that generates revenue through paid advertisements. Additional google searches indicate it's a fake news site. As an example, the article ["Fact-checkers have debunked this fake news site 80 times. It's still publishing on Facebook."](#) talks specifically about how "Your News Wire" is one of the most popular fake news sites.

A - Accuracy

The information in the article cannot be corroborated by any other reputable news sources.

P - Purpose

The purpose of the article is to incite emotion and to mislead the reader, as evidenced by the fact that the information in the article is not factual, the headline is meant to shock you, and the website uses biased language.

Examples of emotional or shocking words and phrases include:

"raided"

"arrived unannounced"

"seized documents"

"blatantly false"

"designed to deceive the American public"

Lesson 3: Copyright and Fair Use, Grade 9

Instructor Lesson Plan

State Standards: English Language Arts,

English I -Standard 11H, use source materials ethically to avoid plagiarism

Learning Target: Students will understand the basics of Copyright Law and Fair Use Guidelines

Materials/Equipment: Copyright and Fair Use Activity; Headphones for each student; 1:1 student device and internet access.

Teaching/Direct Instruction: (2 min) Briefly define copyright and fair use for the students.

Copyright: the exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same (“Copyright”, 2020)

Fair Use: the doctrine that brief excerpts of copyright material may, under certain circumstances, be quoted verbatim for purposes such as criticism, news reporting, teaching, and research, without the need for permission from or payment to the copyright holder (“Fair Use”, 2020)

Curricular Activities:

Activity 1: (60 minutes) Students will complete a [Copyright and Fair Use Activity](#). Each student will need a set of headphones and an individual device. Students will follow the instructions on the Copyright and Fair Use Activity to complete the content. The document has linked articles, videos, etc. for the students to interact with and locate the information from in order to complete the Google form.

Assessment: Students will complete [this Google form](#) answering questions as they complete the Copyright and Fair Use Activity. Contact your librarian or DLC for help using a Google form if you need assistance.

Content Evaluation: Use source materials ethically to avoid plagiarism.

Skill Evaluation: Media creation.

References

“Copyright.” (2020). Oxford University Press. Retrieved from

<https://www.lexico.com/en/definition/copyright>

“Fair Use.” (2020). Oxford University Press. Retrieved from

https://www.lexico.com/en/definition/fair_use

Lesson 3: Copyright and Fair Use, Grade 9

Copyright and Fair Use Activity

Copyright and Fair Use Activity

COPYRIGHT AND FAIR USE



Understanding copyright and fair use can be confusing, and as we integrate more technology into our schools, it can be overwhelming to determine what you can and cannot do using information and media you find. In order for us to become ethical consumers and creators of media, we need a strong understanding of the concepts of copyright and fair use.

1. Watch the video below that explains copyright and fair use.

<https://youtu.be/Tamoj84j64I>

2. Watch the video below that discusses copyright and fair use in education.

<https://youtu.be/opqINGBB0c8>

2. Read [this short article](#) about five Fair Use tips.

3. View [this fair use checklist](#) and [this infographic](#) to see what factors are considered when determining if something falls under fair use. On the checklist, if something “favors fair use” that means it is most likely fair use and protected by copyright law and fair use guidelines. If something “opposes fair use” that means it is mostly likely not protected by fair use or copyright law. Check off each item on the checklist that applies to the website you’re viewing. If the majority of your check marks are under “favors fair use”, you are probably following fair use guidelines and copyright law and may use the item.

FINDING AND USING IMAGES



NO COPYRIGHT !

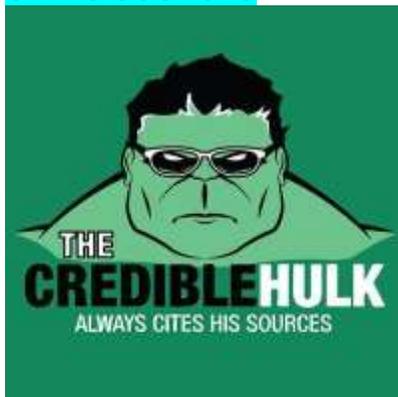
Finding and using images from the internet can be very confusing. It is very important that you use copyright free images or use citations for images that are covered by copyright so you aren't breaking the law and taking images without permission.

1, [Click here](#) to view the CHS Library copyright-friendly media website that lets you know several websites you can use to find copyright-free images as well as shows you how to search for copyright-friendly images on Google.

2. You can also find images in MackinVia, the Midtown ISD home for all of the databases we subscribe to. Watch the video below to see how to find images in MackinVia.

<https://youtu.be/b2dWGB8AU-s>

CITING SOURCES



Citing sources can be very confusing. You can use information you find on the internet, but when you are using information you didn't create yourself, it's really important you cite your sources. When you cite your sources, you avoid plagiarism and give credit to the creator of the work you're using.

1. Watch this brief video over using Easybib.com to cite your sources.

https://youtu.be/S9KPIBGhh_8

2. Watch this brief video about finding citations on database sources.

https://youtu.be/tMXZq0XI_y0

*Copyright Note: All images used in this activity are copyright compliant and in the public domain. They do not require attributions based on their copyright status.

Lesson 3: Copyright and Fair Use, Grade 9
Copyright and Fair Use Activity Student Response Form

Copyright and Fair Use Activity Response Form

* Required

Email address *

Your email _____

Copyright and Fair Use

1. Copyright extends to which of the following? *

10 points

- tangible items
- facts
- intangible ideas
- All of the above

2. Why is it important for teachers to educate students about copyright and fair use? *

10 points

- because teachers are modeling fair use that isn't as strict as fair use outside of education
- because it prepares students for the world outside of school
- because copyright is complex and can be confusing
- All of the above

3. What factors are taken into account when considering whether something falls within Fair Use Guidelines? (check all that apply)

10 points

- Purpose
- Nature
- Amount
- Effect

Copyright and Fair Use Scenarios

Now that you have learned a bit about copyright and fair use read one of the scenarios. Use your reasoning to develop and share your ideas on the situation and whether it would be an infringement of copyright or acceptable using fair use principals. Reflect on the purpose of copyright, the rights of the copyright holder, and the doctrine of fair use. Remember there are no "wrong" or "right" answers.

4. Scenario #1: In Mrs. Johnson's Grade 4 class, students create PowerPoint slides using copyrighted images they gathered through Google to illustrate their reports on countries of the world. Mrs. Johnson likes to upload their completed slides to the school's public website so that parents can see their children's creative work. Another teacher tells her that students must get permission to use images in their own work. What action is fair and reasonable? Her principal informs Mrs. Johnson that she must take down the Grade 4 Geography slides, even though her colleague, a Grade 8 teacher, has been allowed to post the work of students who created an iMovie video about stereotypes of teenagers in the media. This work weaves together students' spoken-word poetry with various clips from TV shows and movies and images of teen celebrities found online. Does this distinction make sense or not? *

10 points

- This does make sense.
- This does not make sense.

5. Scenario #2: Mr. Squarious has his video production students create a video poem on high school cutters (self-mutilators), and in doing so, his students use samples of popular music they downloaded from iTunes to illustrate the mental state of the subjects. Is this fair? Students have contacted the record company to request permission and received no answer. Should they be able to use the music anyway? Does it matter if their request for permission actually was rejected? Is it appropriate to broadcast the video via the closed circuit TV system in the district? On local public access cable TV? And should the students be able to submit their documentary to local film festivals? They are fairly sure that they were not given permission due to the film's content. Is it fair and reasonable for them to proceed? *

- Yes it is.
- No it is not.

Finding and Using Images

6. Where is the copyright friendly media sources website you looked at located? 10 points

- On the library website
- There is no such website
- MackinVia
- on the government copyright website

7. In the advanced Google search options, you can limit search results to images that are free to use and share. *

- True
- False

8. Images in MackinVia databases have citations provided that students should include when they use these copyrighted images. * 10 points

- True
- False

Citing Sources

9. When using information or images from websites students can use * 10 points

- the citations provided on Google
- the citations provided on all websites
- Easybib.com or the Easybib Google add-on
- nothing because there is no need to cite your sources.

10. When using MackinVia databases, you can obtain citations by * 10 points

- copying them from the database.
- you don't need citations
- googling it
- asking your teacher

Submit

Lesson 4: Creating Media, Grade 9

Instructor Lesson Plan

Tips for when to implement this lesson: When you plan to include a project where students create a presentation related to content in your course, consider teaching this lesson to teach students the elements of good media design.

State Standards: English Language Arts,

English I -Standard 11F, synthesize information from a variety of source

English I -Standard 11H, display academic citations and use source materials ethically to avoid plagiarism

English I -Standard 11I (use an appropriate mode of delivery to present results)

Learning Target: Students will create a presentation that exhibits ethical use of information.

Materials/Equipment: Presentation over creating presentations, Presentation platform reference sheet, provided resources (images and content that are copyright-friendly); teacher device with internet access; 1:1 student device and internet access.

Prior to Lesson Implementation: Prepare a list of research/presentation topics for students. Contact the librarian for a curated list of resources for student use.

Teaching/Direct Instruction: (10 min) Use ["Presentation REBOOT - Herb & Spice Project"](#) to direct teach how to create an appealing presentation. The presentation includes a student's original slides and then suggestions for rebooting the slides so they appeal better to the audience and have more visual impact. There are notes on each slide indicating why each rebooted slide is more appealing.

Curricular Activities:

Activity 1: (60 minutes) Students will create a presentation on one of the suggested Platforms, using provided resources, and utilizing the principles of a well-composed presentation from the images and content they are provided. (The provided resources will be curated by the campus librarian based on the current curricular content and instructions given by the classroom teacher.) Provide the directions ["Presentation Directions"](#) to students for this assignment.

Assessment: Provide the ["Presentation Rubric"](#) to students as they begin working on their presentations. Consider having them self-evaluate their presentation using the rubric before you use the rubric to give them their final score. Students' presentations will be graded according to this rubric. Points are associated with both content and 21st century skills.

Content Evaluation: Synthesize information from a variety of sources, Display academic citations and use source materials ethically to avoid plagiarism, use an appropriate mode of delivery to present results

Skill Evaluation: Media creation.

Lesson 4: Creating Media, Grade 9 Instructional Materials



Original

This leaves a lot of white space. White space is fine if you have more text on a screen or need to break up the business of a slide and provide space for the eye to rest, but leaving this much white space and not utilizing the room to center your images for maximum impact takes away from the visual appeal. Since Allspice is the star of this slide, and you're just introducing it, you want that to have maximum visual impact. Therefore, enlarging the images is recommended for this title slide.



Reboot

By making the image bigger on this title slide, it gives maximum impact and introduces the topic of the presentation. Note that the words are white on this slide, unlike the original, as leaving the words black would have caused the words to blend into the background and make them illegible.

Originated In...

The **allspice** originated in the **Greater Antilles**,
southern Mexico, and **Central America**



Original

The map on this slide is very small and difficult to read. By making it bigger and deleting the words, the presenter can point to the locations allspice originated in more easily during their presentation. Another option is to leave the words if the presenter feels it's especially important that the information be emphasized via text as well as during the speech but to still make the picture slightly bigger. If the text is left and the map does not fill the page, the font needs contrast from the background, as pink on green is difficult to read, and the font needs to be consistent in order to avoid distractions and for ease of viewing. Using multiple font colors, sizes, and styles is called "ransom note" text and is very distracting to the viewer.



Reboot #1:

By changing the slide to enlarge the picture and leaving the words in the presenter notes for the presenter to say, the presenter can now point to the locations they are discussing and the viewer can more easily see the map and where the presenter is pointing. Notice that the image is different from the original, as the original was too pigmented when blown up, making it illegible. Note: This strategy of just having a picture on a page should be used for images with very small details which, therefore, need to be enlarged for the viewer to read it. This should only be done when doing so is appropriate for the emphasis of the slide. If it's important that all information be remembered from the slide, aside from the general idea of the Caribbean being the location of Allspice in this case, additional graphics like arrows, circles, etc. should be used or the words themselves should be included as bulleted points.

Presenter notes - The allspice originated in the Greater Antilles, southern Mexico and Central America.

Originated In...

- the Greater Antilles
- southern Mexico
- Central America



Reboot #2:

By changing the slide to enlarge the picture, the presenter can now point to the locations they are discussing and the viewer can more easily see the map and where the presenter is pointing. You'll also notice the picture is different. That's because the original picture was too pigmented when blown up, so it was illegible. The words were turned into a bulleted list so that the emphasis is on the location and to help balance the words on the slide with the picture. This also allows for some white space on the page so the viewer can rest their eyes and so the viewer is directed to the important details of the slide, the bulleted information and map.

Presenter notes - The allspice originated in the Greater Antilles, southern Mexico and Central America.

Grown and Harvested by...

Allspice is grown on an allspice tree, Trees are planted 10 meters apart so they can have room to grow, the fruit starts to develop in five years and in twenty years the fruits are in full bloom and give off a strong aroma. Grown in a large shrub . Allspice trees bloom during the spring.



Original

There are too many words on this slide. The words are also grammatically incorrect. This causes the viewer to spend their time reading the words and trying to determine the meaning instead of listening to the presenter. Instead, put the words in the notes section to say to the viewer and enlarge the images. Alternatively, make bulleted points for ease of understanding. There is also some confusion on this slide, as it indicates allspice is grown on a tree but then it says on a large shrub. This conflicting information needs to be clarified. Finally, the order of the information is a bit confusing, as it has the statement about trees blooming in the spring at the end, when they were talking about trees at the beginning of the paragraph. The sentences need to be reordered for better comprehension and flow of information.



Reboot #1:

By enlarging the images, now the viewer can more easily see the details of the images and will listen to the presenter instead of reading the slide. You'll notice the conflicting information and the order of the information has been fixed in the presenter notes on this slide.

Presenter notes - Allspice is grown on an allspice tree, which bloom in the spring. Trees are planted 10 meters apart so they can have room to grow. The fruit starts to develop in five years, and in twenty years the fruits are in full bloom and give off a strong aroma.

Grown and Harvested by...

- Grown on an allspice tree
- Planted 10 meters apart to allow room for growth
- Fruit starts to develop in five years
- Fruits are in full bloom and give off a strong aroma in 20 years
- Bloom during the spring.



Reboot #2:

In this example slide, the pictures have been reduced again, as too many pictures can be overwhelming. Leaving white space can be good in a presentation, as it directs the eye to the important information. Additionally, the conflicting information has been removed about where allspice is grown (tree or shrub), and the grammatical errors have been removed. The information is also in bullet points to highlight the important information and to increase the ease of reading and comprehending the information.

What forms would you find allspice in...

- Jerked meats like pork and chicken
- Smoked and canned meats
- Can be used in cake, fruit pies
- Can be used as seasoning for meat
- Found in gingerbread cookies pumpkin cakes or pies



Original

The information on this slide may not be necessary for the viewer to remember in its entirety, so it's recommended that the bullet points be lessened or removed. Having too much text or a variety of information that isn't imperative causes the viewer to spend their time reading the words instead of listening to the presenter. It also may cause cognitive overload for the viewer. You only want to put the most important information on your slides in the presentation for maximum effect and to emphasize that particular information. For this slide, putting the words in the notes section to say to the viewer and enlarging the images or decreasing the text is more visually appealing and makes the most important information stand out for the viewer. Additionally, the images on this page are showing the same content, so reduce it to one image for maximum impact and to hold the viewer's interest.

Allspice is a common ingredient in...

- Jerked meats like pork and chicken
- Smoked and canned meats
- Cake, fruit pies
- Gingerbread cookies, pumpkin cakes,
or pies



Reboot #1:

The title is simplified and bullet points have been reworded to make sense with the title. Removing two similar images down to one image helps focus the reader on the major point of the slide. Additional space between bullets and enlarging the text makes it more readable as well. Additionally, the white space in the lower left provides a place for the eye to rest and directs the viewer to the important information of the slide.



Reboot #2:

Only one of the images is needed since they are of the same thing. Instead, use the one in order to allow for one focal point for the viewer. Note: Use the strategy of a single image on a slide sparingly, as some information does need to be said both verbally and in writing for emphasis. The information you provide both verbally and in writing will be more likely to be remembered, so it should be the information you most want the viewer to retain from your presentation.

Presenter Notes: Allspice can be found on jerked meats like pork and chicken or smoked and canned meats and in cake, fruit pies, gingerbread cookies, and pumpkin cakes or pies.

How is allspice used in recipes...

Allspice is more commonly used in sweet recipes where it's used to help add spiciness to it such as gingerbread, apple pie, or dark chocolate desserts. The subtly peppery overtone adds depth to stews, curries, and soups.



Original

There are too many words on this slide. This causes the viewer to spend their time reading the words instead of listening to the presenter. Instead, put the words in the notes section to say to the viewer and enlarge the images or provide the words in a bulleted format with just the important information included.



Reboot #1

Again, make the focus on the images instead of the words and provide the words verbally since, for this particular slide, the viewer retaining all of the text isn't the goal. The goal is simply to make sure the viewer knows that allspice is used in these types of dishes. You'll notice an image of a stew has been added as well, as it's discussed but not pictured on the original slide. The pictures also have white space around them to give the eye a space to rest. Having these images fill the entire page would be overload for the viewer due to the disparate content of the images.

Presenter notes - Allspice is more commonly used in sweet recipes where it's used to help add spiciness, such as in gingerbread, apple pie, or dark chocolate desserts. The subtle peppery overtone adds depth to stews, curries, and soup as well.

Uses in recipes...

- Sweet recipes to add spiciness (most common)
- Savory recipes to add a subtle peppery overtone



Reboot #2

Make the focus on the images and the most important content from the text. You'll notice an image of a stew has been added as well, as it's discussed but not pictured on the original slide. The pictures also have white space around them to give the eye a space to rest. Having these images fill the entire page would be overload for the viewer due to the disparate content of the images. The title of the slide and bulleted information has also been simplified to facilitate comprehension.

Presenter notes - Allspice is more commonly used in sweet recipes where it's used to help add spiciness, such as in gingerbread, apple pie, or dark chocolate desserts. The subtle peppery overtone adds depth to stews, curries, and soup as well.

Recipe...

Allspice Cream Cheese Frosting

Ingredients:

- 1 (8 oz) package of cream cheese, softened
- 1/3 cup butter, softened
- 3/4 teaspoon ground allspice
- 4 cups confectioners sugar
- 1 teaspoon vanilla extract
- 2 tablespoons milk

Directions:

In a bowl, blend the cream cheese, butter, and allspice.

Gradually mix in the confectioners sugar, vanilla, and milk until the mixture is spreadable.



Original

The words on this slide are hard to read because they're so small. Additionally, the images are of the same content, so enlarging just one image adds to the visual appeal. Enlarging both the image you choose and the words will make for easier viewing!

Allspice Cream Cheese Frosting

Ingredients:

- 1 (3 oz) package of cream cheese, softened
- 1/3 cup butter, softened
- 3/4 teaspoon ground allspice
- 4 cups confectioners sugar
- 1 teaspoon vanilla extract
- 2 tablespoons milk

Directions:

In a bowl, blend the cream cheese, butter, and allspice. Gradually mix in the confectioners sugar, vanilla, and milk until the mixture is spreadable.



Reboot

In this slide the picture and words are bigger, so it's easier for the viewer to read. Additionally, the title of the recipe has been enlarged and the word recipe has been deleted to accommodate for the larger text.

Health benefits from allspice...

Allspice contains antioxidant, anti-inflammatory properties, cancer-fighting, sedative, antiseptic, etc... properties because allspice contains cineole, eugenol, alpha pinene, alpha terpene, and other agents.



Original

There are too many words on this slide. This causes the viewer to spend their time reading the words instead of listening to the presenter. This information would be easier to read as a bulleted list. The picture chosen for this slide also doesn't completely match the content, as it's a picture of foods that do not contain allspice and only emphasizes one of the words in the paragraph.

Health benefits from allspice...

Properties

- Antioxidant
- Anti-inflammatory
- Cancer-fighting
- Sedative
- Antiseptic



Contains

- Cineole
- Eugenol
- Alpha pinene
- Alpha terpene



Reboot

By breaking the words into a bulleted list, they are faster to read and easier to focus on. Additionally, the original picture did not really fit with the content of the slide. Yes, it said antioxidant, but it was spelled with food that does not contain allspice, as they were raw, unseasoned food. Instead, choose images that truly depict the information on the slide.

Facts and uses...

- Allspice can be called multiple names like; Jamaican pepper, clove pepper, myrtle pepper, pimenta, pimento
- They should be stored airtight and away from the light
- The oil that is extracted is used in cosmetics and fragrances
- Majority of allspice that is consumed is from Jamaica
- Allspice can survive about 100 years in the wild
- Allspice can treat many bacterial infections when mixed into with several other ingredients



Original

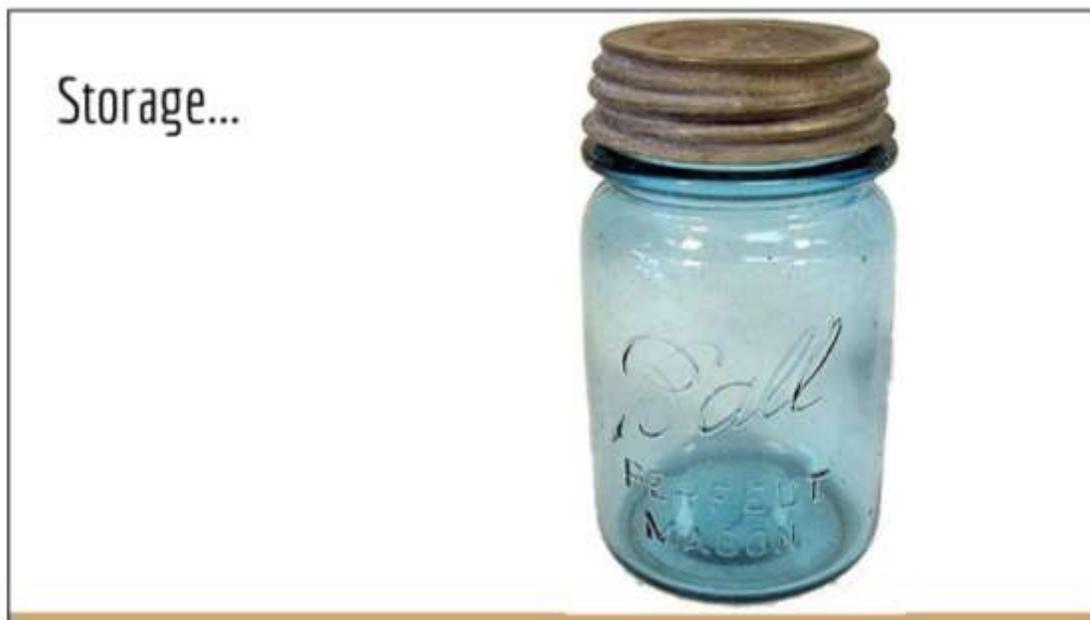
The information on this slide should be split into 1 slide per bullet point, as they are all useful information that the presenter wants the viewer to remember. The following rebooted slides are this split up per bullet point, as it is better to have multiple slides than try to put too much information on one slide. This way you can also add images that enhance each item you're listing instead of trying to put too many small images on one slide. It also ensures each bullet point is given attention. By listing them separately, your viewer is more likely to remember them as well.



Reboot

The first bullet point has been turned into a word graphic for greater visual interest.

- Presenter notes - Allspice can be called multiple names like; Jamaican pepper, clove pepper, myrtle pepper, pimenta, pimento



Reboot

Again, make the focus on the image instead of the words and provide the words verbally.

Presenter notes - Allspice should be stored in an airtight container and away from the light.



Reboot

Again, make the focus on the images instead of the words and provide the words verbally.

Presenter notes - The oil that is extracted is used in cosmetics and fragrances.



Reboot

Again, make the focus on the images instead of the words and provide the words verbally. The text is over the image here so as to center the photo for visual appeal. This is fine as long as the text is easy to read.

Presenter notes - The majority of allspice that is consumed is from Jamaica.



Reboot

Make the focus on the image and provide the words verbally. Again, text can be laid over a photo as long as the text is still easily read.

Presenter notes - Allspice can survive about 100 years in the wild.

Allspice combats infection...



Reboot

Make the focus on the images instead of the words and provide the majority of the words verbally.

Presenter notes - Allspice can treat many bacterial infections when mixed into with several other ingredients

Interactive image Link

<https://view.genial.ly/5bdc0835e3738cd3a742e3a4d/interactive-image>



Original

A better use of space is to combine the words and link and make the picture bigger.



Reboot

<https://view.genial.ly/5bd0835e3738cd3a742e3a4d/allspice-project>

By adding the link to the image, it allows room for the picture to be enlarged and it cleans up the slide. A url doesn't need to be a long link that's unreadable.

Work Cited

"Allspice." *The Epicentre*. <https://www.epicentre.com/spice/allspice/>.

"Allspice." *Advice From The Herb Lady*. advicefromtheherblady.com/plant-profiles/oregano-allspice/

Montz, v, et al. "Allspice Cream Cheese Frosting Recipe." *Allrecipes*, 25 Mar. 2004. www.allrecipes.com/recipe/1282/allspice-cream-cheese-frosting/.

"How to Use Allspice in Cooking." *Toppichef Magazine*, 30 May 2016. www.toppichef.com/spice/how-to-use-allspice-in-cooking/.

"Healthy Benefits of Allspice and Nutmeg." *Fox News*, FOX News Network. www.foxnews.com/health/healthy-benefits-of-allspice-and-nutmeg/.

"Allspice Facts." *Moth*. www.mothsociety.com/facts/plants/allspice_facts1458/.

"Fun Facts on Allspice." *American Spice Blog*. blog.americanspice.com/fun-facts-on-allspice/.

Original

The works cited has some formatting inaccuracies and the images are not cited.

Works Cited

"Allspice." *Advice From The Herb Lady*. Carol White, 2015. advicefromtheherblady.com/gbna-profile/traits-herbs/allspice/

"Allspice." *The Epicentre*. The Epicentre, n.d. theepicentre.com/gloss/allspice/.

"Allspice Cream Cheese Frosting Recipe." *Allrecipes*, Allrecipes, 25 Mar. 2004.

www.allrecipes.com/recipe/1189/allspice-cream-cheese-frosting/.

"Allspice Facts." *Allspice Facts*, SoftSchools.com, 2019. www.softschools.com/facts/plants/allspice_facts/1450/.

"Fun Facts on AllSpice." *American Spice Blog*, Great American Spice Company, 2019.

<http://blog.americanspice.com/fun-facts-on-allspice/>.

"How to Use Allspice in Cooking." *Yuppichef Magazine*, Yuppichef Online, 30 May 2016.

www.yuppichef.com/guide/how-to-use-allspice-in-cooking/.

Kilham, Chels. "Healthy Benefits of Allspice and Nutmeg." *Fox News*, FOX News Network, 29 Oct 2014.

www.foxnews.com/health/healthy-benefits-of-allspice-and-nutmeg/.

Reboot

The citations are now done correctly. It is missing the digital image citations still, however, and these would need to be added on the final copy. (They are not here, as the images were collected by the student who made the original presentation, not by the person who rebooted the presentation.)

Works Cited (for presentation tips provided)

Reynolds, Garr. "Top ten slide tips". *Garr Reynolds: Best-selling Author, Speaker*.

Garr Reynolds, n.d.

"Tips for Creative Effective PowerPoint Presentations." *Graduate Connections*.

University of Nebraska-Lincoln, 2020.

"Making Better PowerPoint Presentations." *Center for Teaching*. Vanderbilt

University, 2020.

Vaughn, Tay. *Multimedia: Making it Work*. 9th ed. New York, NY:

Osborne/McGraw-Hill. 2012.

Lesson 4: Creating Media, Grade 9

Presentation Instructions

Lesson 4, Creating Media, Grade 9, Presentation Instructions

Directions: Using the provided images and information, you will create a presentation over the assigned topic. Your presentation needs to include the following requirements:

1. 10 slides that are relevant to the topic
2. 1 graphic per slide that contributes, not distracts, from the presentation/slide message
3. Appealing colors, font, and layout on each slide.
4. Organization of content that makes logical sense moving from slide to slide.
5. Use bulleted lists and headers to help organize the information on the slides themselves.
6. Use the notes section of the presentation to guide the presenter as opposed to using blocks of text on the screen.
7. Free of grammatical errors.

Recommended Platforms: You may use any of the following recommended platforms or select one of your choosing with instructor permission:

1. [Google Slides](#)
2. [PowToon](#)
3. [Prezi](#)
4. [Smore](#)
5. [LucidPress](#)
6. [Mixbook](#)
7. [Visme](#)
8. [Haiku Deck](#)

Lesson 4: Creating Media, Grade 9
Presentation Rubric

Presentation Rubric

Directions: The middle column indicates what criteria the presentation is being assessed over. It is the *minimum standard* expected to exhibit proficient performance on this assignment. For each criterion, add comments in the “Concerns” column for any areas you believe do not meet that minimum expectation and in the “Advanced” column for any areas you believe exceeded the minimum expectations. Comments in both the “Concerns” and “Advanced” column should be specific. If you feel you met the criteria in the middle column and did not have any areas to work on or areas in which you exceeded expectations, simply circle the criteria in that row.

Concerns <i>Areas that need work</i>	Criteria <i>Standards for this performance</i>	Advanced <i>Evidence of exceeding standards</i>
	10 slides that are relevant to the topic	
	1 graphic per slide that contributes, not distracts, from the presentation/slide message	
	Uses appealing colors, font, and layout on each slide.	
	Organization of content that makes logical sense moving from slide to slide.	
	Uses bulleted lists and headers to help organize the information on the slides themselves.	
	Use the notes section of the presentation to guide the presenter as opposed to using blocks of text on the screen.	
	Free of grammatical errors.	

Student Self-Assessment score: ____

Teacher Final Assessment score: ____

Student Media Literacy Pre- and Post-Test

Teachers will administer before the first lesson and after the sixth lesson.

Student Media Literacy Pre- and Post-Test

* Required

1. What is one acronym you can use to determine whether a website is credible or not? *

- STOP
- BABY
- START
- USETHIS

2. What are at least three clues that something is fake news? Check all that apply.

- Poor grammar
- Inflammatory language
- Breadth of the topic
- Timeliness of the topic
- .com or .net
- Listed references
- No listed author

3. Is this website fake or real? <http://www.sandman.com/telco.html> *

- Fake
- Real
- I don't know

4. Is this website fake or real? <https://www.sierraclub.org/> *

- Fake
- Real
- I don't know

5. If you are creating a presentation for class, images you find on the internet are permitted under fair use. *

- Yes
- No
- Maybe

7. What are at least two items you should pay attention to when determining if the use of a piece of media falls under fair use? Check all that apply. *

- Nature of the work
- Length of the work
- Commercial impact
- How much of the work you use
- Media that is being used for educational purposes always falls under fair use.

8. When creating media, what are two design elements you should pay attention to? *

- Use of white space and Font color/size
- Use of white space and Whether pictures or music are in the public domain
- Font color/size and Number of slides
- Number of slides and Slide transitions

9. Look at this slide. What is the biggest design flaw that could be changed? *

Causes of the Civil War

- *Economic
- *Political
- *Social



- Picture and words are not balanced
- Font needs to be changed
- Font size needs to be changed
- There is no design flaw

10. When creating media, you should always cite which of the following? *

- Content
- Images
- Music
- All of the above

11. How does the audience affect the presentation media? *

- Audience determines what topic you present.
- Audience determines what format you present the information in.
- Both A and B.
- None of the above.

12. How does the audience affect sharing media? *

- Audience effects where you share the media.
- Audience effects the language used when sharing the media.
- Both A and B.
- None of the above.

Submit

Student Survey

To be administered after the sixth lesson.

Student Media Literacy and Social Change Survey

Media Literacy Definition: the ability to access, analyze, evaluate and create media in a variety of forms (Center for Media Literacy)

Social Change Definition: a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions (Walden University, 2020).

* Required

On a scale from 1-5, 1 being not at all and 5 being critically important, how important is media literacy as a life skill? *

1 2 3 4 5

not at all critically important

Why do you or do you not feel media literacy is important in your life? *

Your answer _____

On a scale from 1-5, 1 being not at all and 5 being highly influential, how influential do you think you have the power to be in regards to social change? *

1 2 3 4 5

not at all highly influential

What are some ways, if any, you feel you can create social change using media?

Your answer _____

Submit

Teacher Survey

To be administered at the end of the year to solicit feedback about the six lessons.

Teacher Media Literacy Lesson Feedback

* Required

What grade do you teach? (check all that apply, librarians check all four) *

- Grade 9
- Grade 10
- Grade 11
- Grade 12

Next

Website Evaluation

Did you implement the Website Evaluation lesson this year? *

- Yes
- No

Back

Next

Website Evaluation Implementation

During what unit did you include the Website Evaluation media literacy lesson?

Your answer _____

On a scale of 1-5, how easily were you able to include the Website Evaluation media literacy lesson in conjunction with your other lessons?

	1	2	3	4	5	
Seamless	<input type="radio"/>	Extremely difficult (it didn't seem to fit in with the other curriculum)				

What was the most helpful element in the Website Evaluation media literacy lesson?

Your answer _____

What improvements or updates would you like to see in the Website Evaluation media literacy lesson?

Your answer _____

Please provide any other feedback you have about implementing the Website Evaluation media literacy lesson here.

Your answer _____

Back

Next

Fake News

Did you implement the Fake News lesson this year? *

Yes

No

[Back](#) [Next](#)

Fake News implementation

During what unit did you include the Fake News media literacy lesson?

Your answer _____

On a scale of 1-5, how easily were you able to include the Fake News media literacy lesson in conjunction with your other lessons?

1 2 3 4 5

Seamless Extremely difficult (it didn't seem to fit in with the other curriculum)

What was the most helpful element in the Fake News media literacy lesson?

Your answer _____

What improvements or updates would you like to see in the Fake News media literacy lesson?

Your answer _____

Please provide any other feedback you have about implementing the Fake News media literacy lesson here.

Your answer _____

[Back](#) [Next](#)

Copyright and Fair Use

Did you implement the Copyright and Fair Use lesson this year? *

Yes

No

[Back](#) [Next](#)

Copyright and Fair Use Implementation

During what unit did you include the Copyright and Fair Use media literacy lesson?

Your answer: _____

On a scale of 1-5, how easily were you able to include the Copyright and Fair Use media literacy lesson in conjunction with your other lessons?

1 2 3 4 5

Seamless Extremely difficult (it didn't seem to fit in with the other curriculum)

What was the most helpful element in the Copyright and Fair Use media literacy lesson?

Your answer: _____

What improvements or updates would you like to see in the Copyright and Fair Use media literacy lesson?

Your answer: _____

Please provide any other feedback you have about implementing the Copyright and Fair Use media literacy lesson here.

Your answer: _____

[Back](#) [Next](#)

Creating Media

Did you implement the Creating Media lesson this year? *

Yes

No

[Back](#) [Next](#)

Creating Media Implementation

During what unit did you include the Creating Media media literacy lesson?

Your answer _____

On a scale of 1-5, how easily were you able to include the Creating Media media literacy lesson in conjunction with your other lessons?

1 2 3 4 5

Seamless Extremely difficult (it didn't seem to fit in with the other curriculum)

What was the most helpful element in the Creating Media media literacy lesson?

Your answer _____

What improvements or updates would you like to see in the Creating Media media literacy lesson?

Your answer _____

Please provide any other feedback you have about implementing the Creating Media media literacy lesson here.

Your answer _____

[Back](#) [Next](#)

Presenting Media

Did you implement the Presenting Media lesson this year? *

Yes

No

[Back](#) [Next](#)

Presenting Media Implementation

During what unit did you include the Presenting Media media literacy lesson?

Your answer

On a scale of 1-5, how easily were you able to include the Presenting Media media literacy lesson in conjunction with your other lessons?

1 2 3 4 5

Seamless Extremely difficult (it didn't seem to fit in with the other curriculum)

What was the most helpful element in the Presenting Media media literacy lesson?

Your answer

What improvements or updates would you like to see in the Presenting Media media literacy lesson?

Your answer

Please provide any other feedback you have about implementing the Presenting Media media literacy lesson here.

Your answer

[Back](#) [Next](#)

Sharing Media

Did you implement the Sharing Media lesson this year? *

Yes

No

[Back](#) [Next](#)

Sharing Media Implementation

During what unit did you include the Sharing Media media literacy lesson?

Your answer

On a scale of 1-5, how easily were you able to include the Sharing Media media literacy lesson in conjunction with your other lessons?

	1	2	3	4	5	
Seamless	<input type="radio"/>	Extremely difficult (it didn't seem to fit in with the other curriculum)				

What was the most helpful element in the Sharing Media media literacy lesson?

Your answer

What improvements or updates would you like to see in the Sharing Media media literacy lesson?

Your answer

Please provide any other feedback you have about implementing the Sharing Media media literacy lesson here.

Your answer

Back

Submit

Appendix B: Interview Protocol

1. What policies, curriculum, or strategies, if any, have been implemented in your high school, to encourage building student skills in interpreting and analyzing media, such as news articles, advertisements, images, or videos?
 - a. How would you describe the district's support in building student digital media skills?
 - b. What resources are available to teachers and librarians regarding building students' skills in media literacy? (examples: professional development, standards, strategies?)
 - c. What additional resources do you think the district should have to support teachers who want to build these skills in students?
 - d. You've mentioned online media; are there opportunities for students to interpret and analyze offline media?
2. Describe activities you've done to build students' skills for interpreting and analyzing media, like news articles, advertisements, images, or videos.
 - a. What was the purpose of the activity?
 - b. What curriculum or approaches did you use to help you organize the lesson, if any?
 - c. Which curriculum or approaches were most successful? Least successful?
 - d. What district resources, if any, did you use?
 - e. Do you have any other activities you've done where students learned about bias, evaluating, or critiquing media? Please describe.
3. What policies, curriculum, or strategies, if any, have been implemented in your high school, to encourage building student skills in creating their own media, such as interactive presentations, timelines, infographics, podcasts, videos, websites, or multi-media pieces?
 - a. In what courses or departments would you say high school students get to create media?
 - b. How would you describe the availability of technology for students to make their own media?
 - i. At home?
 - ii. At school?
4. Describe activities, if any, you've done to build students' skills in the creation of their own media, such as interactive presentations, timelines, infographics, podcasts, videos, websites, or multimedia pieces.
 - a. What was the purpose of the activity?
 - b. What curriculum or approaches did you use to help you prepare for this activity?
 - c. What approaches worked well? Didn't work well?

- d. Have you implemented any other lessons where students had the opportunity to create a media piece? Please describe.
5. If you've had students share the media they created, would you please describe that activity?
 - a. What was the purpose of them creating the media?
 - b. Who was the audience for their media?
 - c. How did students respond to any feedback they may have received after sharing their media?
 - d. How did the students respond to the assignment?
6. Is there anything else about curriculum or activities related to media literacy in the high school that you'd like to share with me?

Appendix C: Qualitative Codebook

Code Gray is 21 st century construct Black is a priori code for that construct	Detailed Content Description A 1-3 sentence description of the coded datum's qualities or properties (With citations)	Inclusion Criteria Conditions of the datum or phenomenon that merit the code. (When to use this code.)	Exclusion Criteria Exceptions or particular instances of the datum or phenomenon that do not merit the code (When NOT to use this code.)	Brief data example for reference (quotes or text segments)
Media interpretation and analysis Evaluation	<p>Students must learn to become analytical users of media who evaluate content and critically appraise all forms of media, investigating its effects and uses (Kellner & Share, 2005).</p> <p>The purpose of the construct related to analyzing media is to ensure that teachers instruct students how to evaluate the source of the information, intentional or unintentional biases, and whether there may be different</p>	<p>Participants describe students analyzing or evaluating either online or offline media.</p> <p>Participants reference activities that require students to determine bias in media.</p> <p>Participants reference activities that provide students practice in determining various interpretations in media.</p>	<p>Teachers or librarians discuss students summarizing, annotating, and/or interpreting media they view.</p>	<p>“I think- Yes, so I know I work with my AP History classes to look at, um, documents. Um, we, we look at pictures. We look at maps. We look at texts that they would find difficult or maybe not see the full extent of. Um. Actually, I do this in English, too, and I know I did it last year in both of my courses. I did a really good job with the, um, offline stuff because I either, it was associated with a novel or it was associated with a unit and so that was almost easier to and then talk the kids into</p>

	<p>interpretations of the media.</p> <p>The definition of analyzing media is the ability to analyze media - newspaper clippings, advertisements, videos, etc. - which involves ideological critiquing wherein students assess the prevalent societal ideals they discover when exploring media (Garcia et al., 2013).</p>			<p>looking at it, looking at who made it, you know, who, where it came from, purpose, all those kinds of things. Hm. I did do that last year.”</p>
<p>Media production Creates</p>	<p>Alternative media production is an essential component of critical media literacy as it empowers students to create their own messages that can challenge media texts and narratives. (Garcia et al., 2013, p. 111)</p>	<p>Instructional scaffolding that models or requires student reflection to show application of knowledge applied to problem and then a product.</p>	<p>Participants have students create a PowerPoint or other static piece of media.</p>	<p>“So, yes, with that activity, they created their video and then they shared it. We required them to have their face in the video. Um, that wasn't necessarily about, so much about creating the video but having a more interactive way of having a discussion instead of just writing on paper because that was getting a little tried. So, um, not everybody did it. That was one of</p>

				<p>those things like, oh, is technology access a thing for my kid. And, in doing it over, I would have structured the grading differently because, uh, we made each thing a separate grade, and even though we gave them in-class time a lot of them got zeros for them because we didn't have anything to grade for them. Um, so but I think that it was like a good introduction to how Flipgrid could be used in class because I just modeled that off of my grad school class where we were doing the same thing."</p>
<p>Media production Social Change</p>	<p>Another important aspect of analyzing media is understanding how society is influenced by media (Gainer, 2010) so students have the ability to effect society through media instruction</p>	<p>Participants discuss student civic action.</p> <p>Participants reference activities that encourage students to have their "voice" heard.</p> <p>Participants reference activities</p>	<p>Participants discuss students simply retweeting or linking social discourse discussing in media.</p>	<p>"Mm-hmm. So, wha-, another thing that ISM has to do is that they create blogs and it's kind of just is there, their entire journey and, yes, I see it for the most part first semester, but second semester their mentor sees it, and they also have to</p>

	<p>(Cazden et al. (1996).</p> <p>The purpose of teaching students to produce media is to give them the ability to contest messages in the dominant societal discourse (Gainer, 2010). Kellner and Share (2005) stress the importance of teaching students to produce alternative media as a mode of self-expression and social activism.</p>	<p>that encourage students to influence the ideas of others.</p>		<p>send it to, to other people outside of, um, the school, and sometimes it's, like, their mentor, sometimes it's, um, someone, like, from their church or something like that, sometimes it is a coworker of the mentor, and the feedback they get from that is really eye-opening for them because, and I think they trust it a little bit more, that it's not just the teacher getting on to, kind of, treating them with, you know, kid gloves kind of like, "Oh, that's great." You know, that kind of thing, where they actually get some insight from the outside world."</p>
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