MEDIA LITERACY

More than just reading the news

Digital Wellness, Citizenship and Safe Technology Commission
Dec 1, 2021



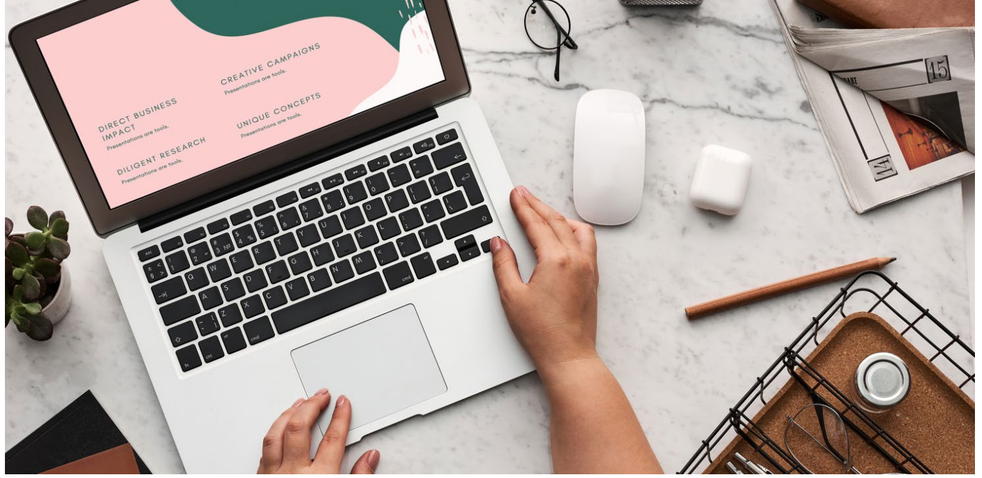
Holly Richardson, MA, Professional Communication, PhD candidate, Editor of Utah Policy

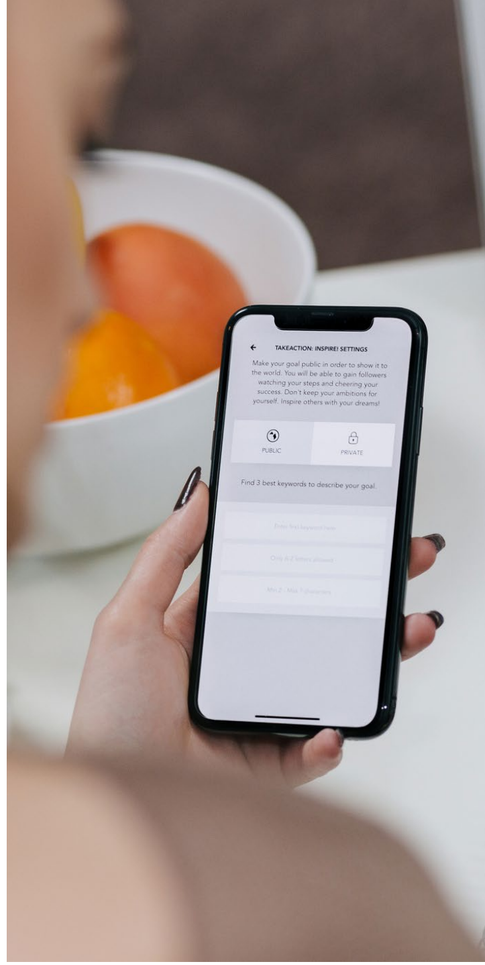
Part One: Definitions and core principles



Definition

Media literacy is the ability to access, analyze, evaluate, create and act on messages received from all media: television, radio, Internet (including social media), newspapers, magazines, books, billboards, video games, music and more.











Core Concepts

All media messages are constructed

Media messages are produced for specific purposes

Messages are constructed with their own 'language' depending on the media

Core Concepts

People experience the same media messages differently

Media messages have embedded values and points of view

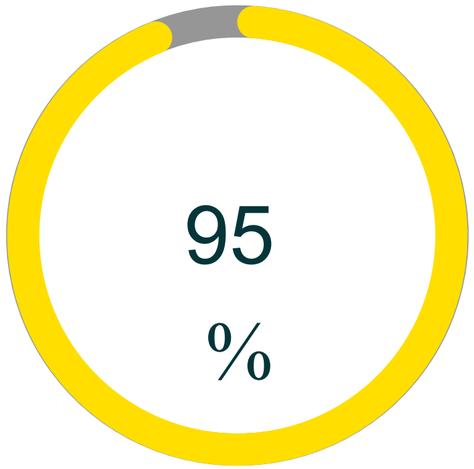
Media messages can influence beliefs, attitudes, values and behaviors

Media Literacy Standards

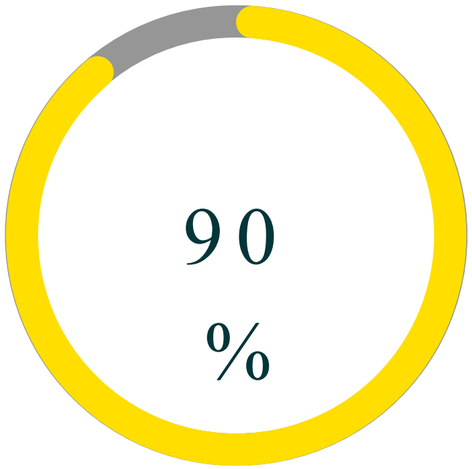
- Seek a complete understanding of the facts
- Identify trustworthy sources of information
- Evaluate the credibility of information and the soundness of the arguments
- Engage responsibly to counter 'truth decay'



Some important data points



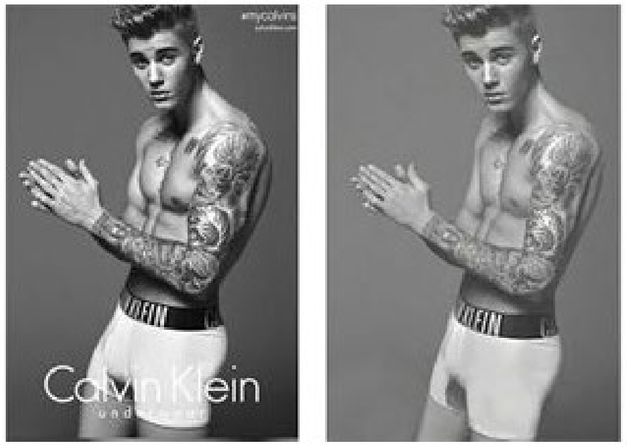
95% of teens have smartphones



Nearly 90% of teens are online at least multiple times per day



$1.8 billion is spent marketing foods to school-aged kids



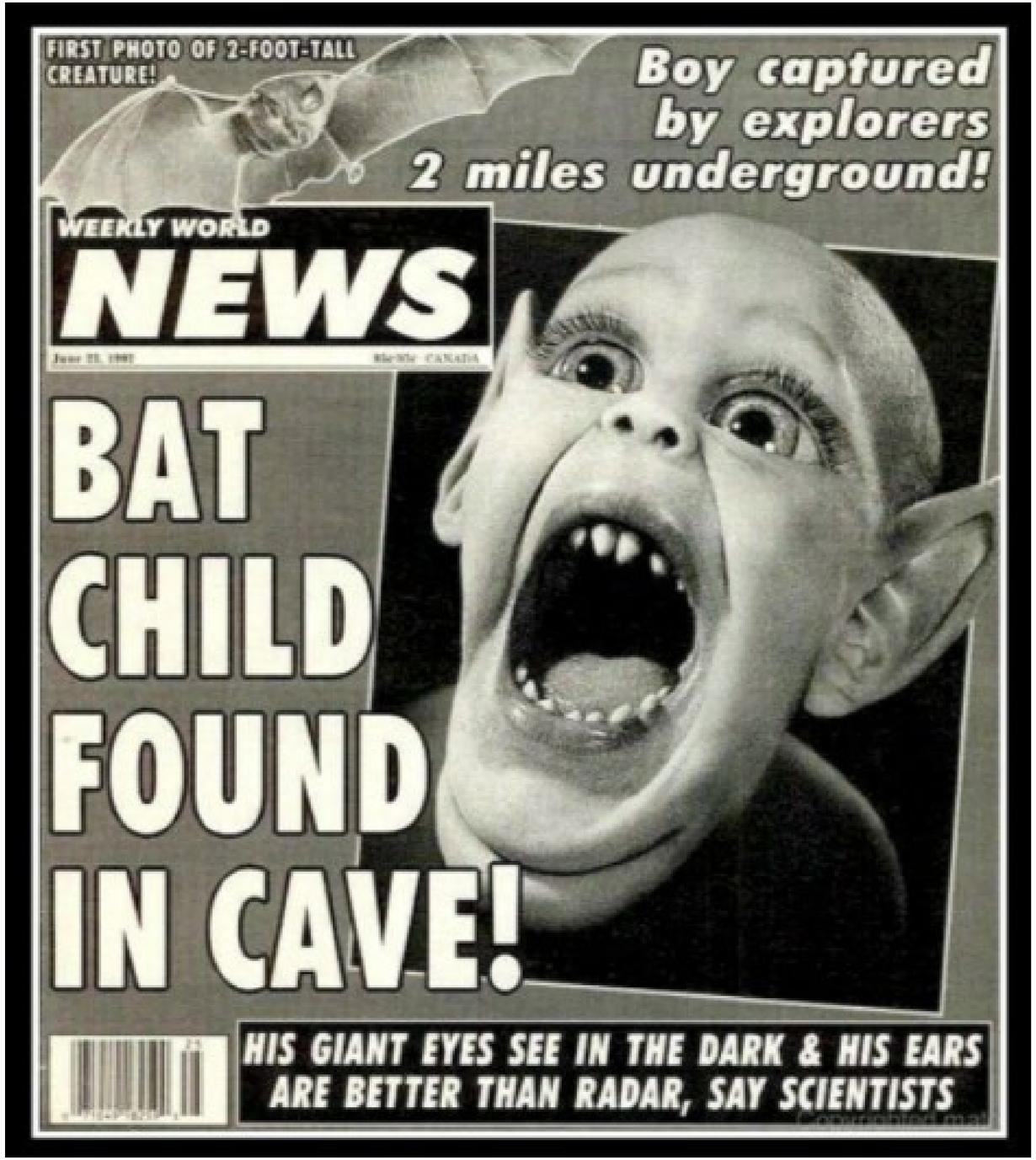
50% of ads in teen magazines use sexualized beauty to sell products

Part Two: Fake news and journalistic standards



Definition

Fake news means false stories published for gain.



FIRSTDRAFT

7 TYPES OF MIS- AND DISINFORMATION



SATIRE OR PARODY

No intention to cause harm but has potential to fool



MISLEADING CONTENT

Misleading use of information to frame an issue or individual



IMPOSTER CONTENT

When genuine sources are impersonated



FABRICATED CONTENT

New content is 100% false, designed to deceive and do harm





FALSE CONNECTION

When headlines, visuals or captions don't support the content



FALSE CONTEXT

When genuine content is shared with false contextual information



MANIPULATED CONTENT

When genuine information or imagery is manipulated to deceive

YOKO ONO: "I HAD AN AFFAIR WITH HILLARY CLINTON IN THE '70S"



Published February 1, 2017

US bacon reserves hit 50 year low



Coronavirus Bioweapon – How China Stole Coronavirus From Canada And Weaponized It

Read this report in:

Join our Telegram channel

Last year a mysterious shipment was caught smuggling Coronavirus from Canada. It was traced to Chinese agents working at a Canadian lab. Subsequent investigation by GreatGameIndia linked the agents to Chinese Biological Warfare Program from where the virus is suspected to have leaked causing the Wuhan Coronavirus outbreak.

The findings of this investigation has been corroborated by none other than the Bioweapons expert Dr. Francis Boyle who drafted the Biological Weapons Convention Act followed by many nations. The report has caused a major international controversy and is suppressed actively by a section of mainstream media.

Why does fake news matter?

What to Know About Pizzagate, the Fake News Story With Real Consequences

BY KATE SAMUELSON DECEMBER 5, 2016 12:08 PM EST

A 28-year-old man was arrested on Sunday for allegedly walking into a Washington, D.C., pizza joint with an assault rifle, saying he wanted to investigate claims that the restaurant was running a pedophile ring from its basement with the help of Bill and Hillary Clinton.

Why does fake news matter?

Because NEWS matters



Bill of Rights

Congress of the United States.

First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Society of Professional Journalists

SPJ CODE of ETHICS

PREAMBLE

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. An ethical journalist acts with integrity.

The Society declares these four principles as the foundation of ethical journalism and encourages their use in its practice by all people in all media.

SEEK TRUTH AND REPORT IT

Ethical journalism should be accurate and fair. Journalists should be honest and courageous in gathering, reporting and interpreting information.

Journalists should:

- Take responsibility for the accuracy of their work. Verify information before releasing it. Use original sources whenever possible.
- Remember that neither speed nor format excuses inaccuracy.
- Provide context. Take special care not to misrepresent or oversimplify in promoting, previewing or summarizing a story.
- Gather, update and correct information throughout the life of a news story.
- Be cautious when making promises, but keep the promises they make.
- Identify sources clearly. The public is entitled to as much information as possible to judge the reliability and motivations of sources.
- Consider sources' motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
- Diligently seek subjects of news coverage to allow them to respond to criticism or allegations of wrongdoing.
- Avoid undercover or other surreptitious methods of gathering information unless traditional, open methods will not yield information vital to the public. Use of such methods should be explained as part of the story.
- Be vigilant and courageous about holding those with power accountable. Give voice to the voiceless.
- Support the open and civil exchange of views, even views they find repugnant.
- Recognize a special obligation to serve as watchdogs over public affairs and government. Seek to ensure that the public's business is conducted in the open, and that public records are open to all.
- Provide access to source material when it is relevant and appropriate.
- Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices are seldom heard.
- Avoid stereotyping. Journalists should examine the ways their values and experiences may shape their reporting.
- Label advocacy and commentary.
- Never deliberately distort facts or context, including visual information. Clearly label illustrations and re-enactments.
- Never plagiarize. Always attribute.

MINIMIZE HARM

Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deserving of respect.

Journalists should:

- Balance the public's need for information against potential harm or discomfort. Pursuit of the news is not a license for arrogance or undue intrusiveness.
- Show compassion for those who may be affected by news coverage. Use heightened sensitivity when dealing with juveniles, victims of sex crimes, and sources or subjects who are inexperienced or unable to give consent. Consider cultural differences in approach and treatment.
- Recognize that legal access to information differs from an ethical justification to publish or broadcast.
- Realize that private people have a greater right to control information about themselves than public figures and others who seek power, influence or attention. Weigh the consequences of publishing or broadcasting personal information.
- Avoid pandering to lurid curiosity, even if others do.
- Balance a suspect's right to a fair trial with the public's right to know. Consider the implications of identifying criminal suspects before they face legal charges.
- Consider the long-term implications of the extended reach and permanence of publication. Provide updated and more complete information as appropriate.

ACT INDEPENDENTLY

The highest and primary obligation of ethical journalism is to serve the public.

Journalists should:

- Avoid conflicts of interest, real or perceived. Disclose unavoidable conflicts.
- Refuse gifts, favors, fees, free travel and special treatment, and avoid political and other outside activities that may compromise integrity or impartiality, or may damage credibility.
- Be wary of sources offering information for favors or money; do not pay for access to news. Identify content provided by outside sources, whether paid or not.
- Deny favored treatment to advertisers, donors or any other special interests, and resist internal and external pressure to influence coverage.
- Distinguish news from advertising and shun hybrids that blur the lines between the two. Prominently label sponsored content.

BE ACCOUNTABLE AND TRANSPARENT

Ethical journalism means taking responsibility for one's work and explaining one's decisions to the public.

Journalists should:

- Explain ethical choices and processes to audiences. Encourage a civil dialogue with the public about journalistic practices, coverage and news content.
- Respond quickly to questions about accuracy, clarity and fairness.
- Acknowledge mistakes and correct them promptly and prominently. Explain corrections and clarifications carefully and clearly.
- Expose unethical conduct in journalism, including within their organizations.
- Abide by the same high standards they expect of others.

The SPJ Code of Ethics is a statement of abiding principles supported by additional explanations and position papers (at spj.org) that address changing journalistic practices. It is not a set of rules, rather a guide that encourages all who engage in journalism to take responsibility for the information they provide, regardless of medium. The code should be read as a whole; individual principles should not be taken out of context. It is not, nor can it be under the First Amendment, legally enforceable.

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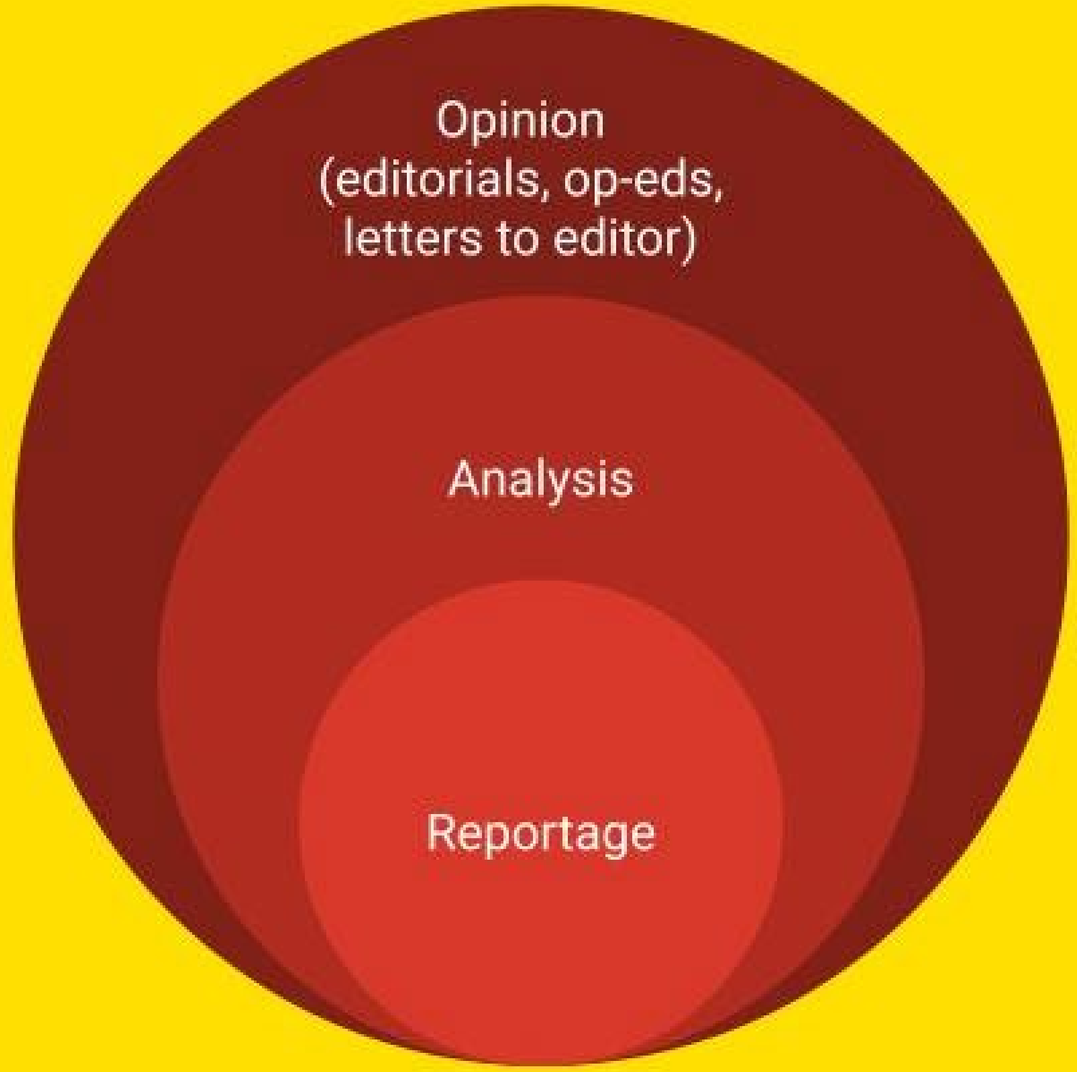
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The journalistic process

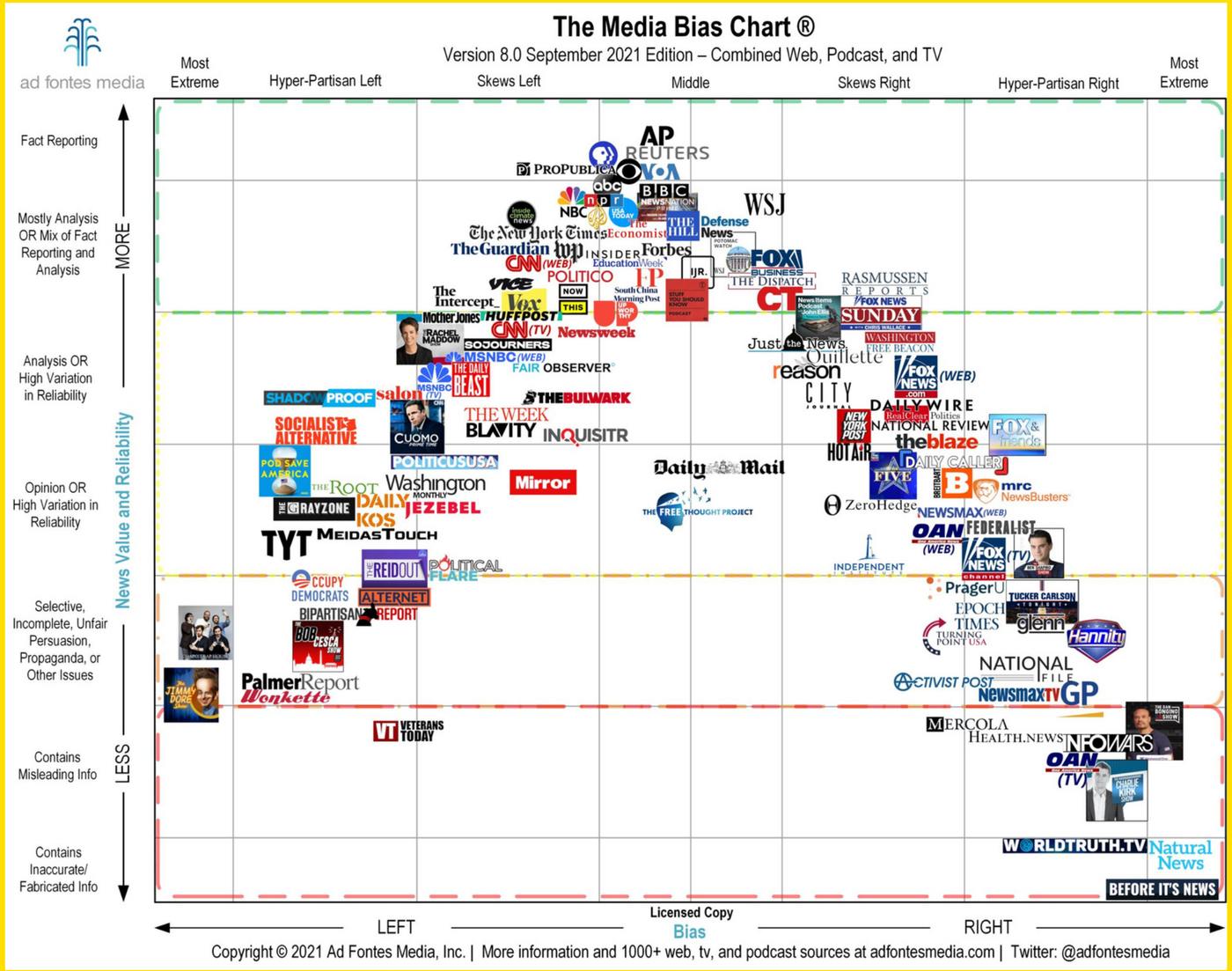
Reporter	Editor	Copy editor	Editor	Web manager
* Interview * Research * Verify with more than one source * Write * Add photos	* Copy edit * Check structure * Check content * Ask ??	* Spell check * Grammar check * Photo check * Write headlines	* Placement on page * Final check	* Time of launch * Social headlines * Publish!

Forms of journalism



Part Three:
What questions should we be asking?





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AllSides™ Media Bias Chart™

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Ratings do not reflect accuracy or credibility; they reflect perspective only.

L
- ALTERNET
- BuzzFeed NEWS
- CNN
- DEMOCRACY NOW!
- DAILY BEAST
- HUFFPOST
- The Intercept_
- JACOBIN
- Mother Jones
- msnbc
- THE NEW YORKER
- The New York Times opinion
- The Nation.
- SLATE
- Vox

L
- abc
- AP politics & fact check
- The Atlantic
- Bloomberg
- CBS
- The Economist
- theguardian
- NBC
- The New York Times news
- npr opinion
- POLITICO
- ProPublica
- TIME
- The Washington Post
- USA TODAY
- YAHOO! NEWS

C
- AP
- AXIOS
- BBC
- The Christian Science MONITOR
- IJR. INDEPENDENT JOURNAL REVIEW
- MarketWatch
- Newsweek
- npr news
- REUTERS
- REAL CLEAR POLITICS
- THE HILL
- THE WALL STREET JOURNAL news

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- The American Conservative
- Deseret News
- THE DISPATCH
- THE EPOCH TIMES
- Newsmax news
- NEW YORK POST news
- The Post Millennial
- reason
- THE WALL STREET JOURNAL opinion
- Washington Examiner
- The Washington Times

R
- THE AMERICAN SPECTATOR
- BREITBART
- B
- THE BLAZE
- CBN
- THE DAILY CALLER
- Daily Mail
- THE DAILY WIRE
- FOX NEWS channel
- the FEDERALIST
- NATIONAL REVIEW
- NEW YORK POST opinion
- Newsmax opinion
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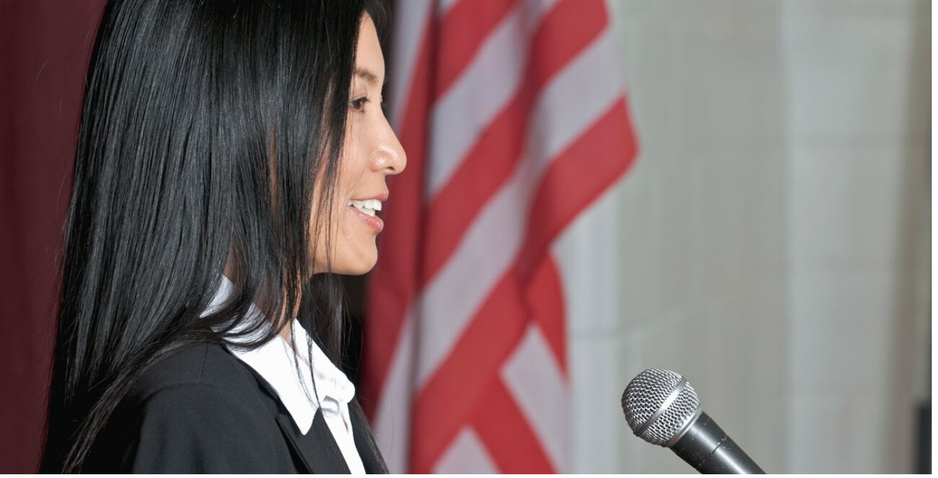


Sorting fact from fiction

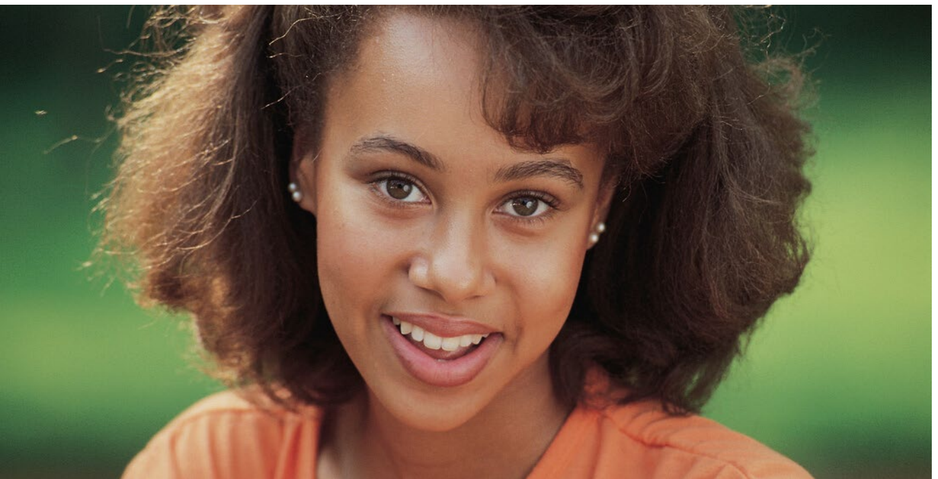
- Read widely:To get a more complete understanding of an issue, it is important to read information from many points of view, including news from sources in which you consistently disagree. Following today's news and issues over an extended period of time can give you a long-term perspective on what's happening.
- Become more comfortable with ambiguity: You may read news that challenges your understanding of an issue or disputes your previous idea of how to approach a problem. That's OK!!! A quick Google search may not give you a definitive answer to today's complicated questions.
- If you haven't read a news article with a critical eye, DON'T SHARE IT.

What are they selling?









Questions to ask

- Who created this message and why are they sending it?
- What techniques are being used to attract my attention? What emotions is this message trying to evoke?
- What lifestyles, values and points of view are represented in this message?
- How might people understand this message differently from me?
- What is left out of this message?
- What stats are being shared? How were they collected?
- Who paid for this? Who benefits from this and who is harmed by this?
- Can I find this information other places?

Part Four: Media literacy at home and in school



Why does it matter?

- Media literacy requires active inquiry and critical thinking about the messages we receive and create
- Media literacy includes all forms of media
- Media literacy builds and reinforces skills for learners of all ages. Those skills require integrated, interactive and repeated practice.
- Media literacy develops informed, reflective and engaged participants essential for a democratic society.
- Media literacy recognizes that media are part of culture and function as agents of socialization.
- Media literacy affirms that people use their individual skills, beliefs and experiences as they construct meaning from media messages.



Portrait of a Graduate

- Academic Mastery
- Wellness
- Civic, Financial and Economic Literacy
- Digital Literacy
- Communication
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration and Teamwork
- Honesty, Integrity and Responsibility
- Hard Work and Resilience
- Lifelong Learning and Personal Growth
- Service
- Respect

ALL GREAT CHANGE IN AMERICA BEGINS AT THE DINNER TABLE

Ronald Reagan



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