



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN



IT'S THE (UNFUNDED!) LAW: HOW HIGH SCHOOL TEACHERS DEFINE & TEACH MEDIA LITERACY

MEDIA MASTERY: REDEFINING MEDIA LITERACY IN THE DIGITAL AGE

SPONSOR: Partnership for Progress on the Digital Divide

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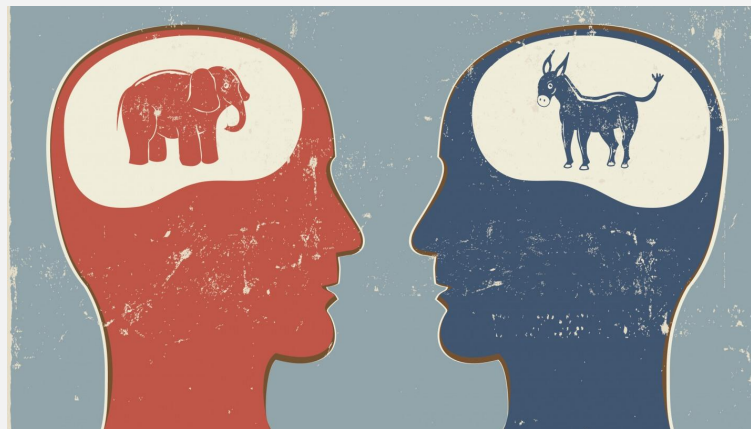
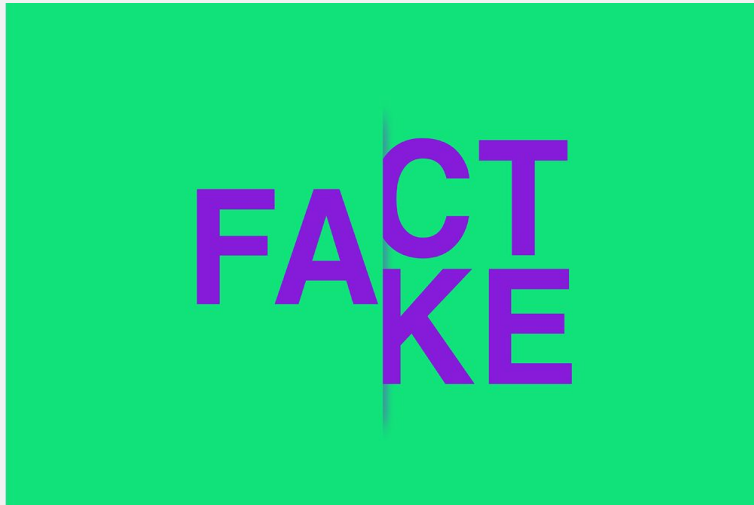
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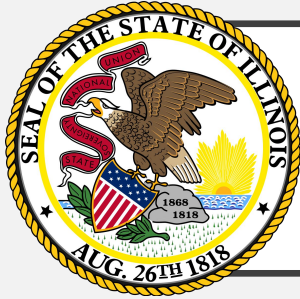




Dr. Sarah Mc Carthey (Education)
Dr. Amanda Ciafone (Media)
Michael Spikes (Northwestern)
Sakshi Bhalla (Media)
Dr. Michelle Nelson (Media)
Dr. CL Cole (Media)
Dr. Stephanie Craft (Media)
Dr. Jon Hale (Education)

BACKGROUND





ILLINOIS PUBLIC ACT 102-0055

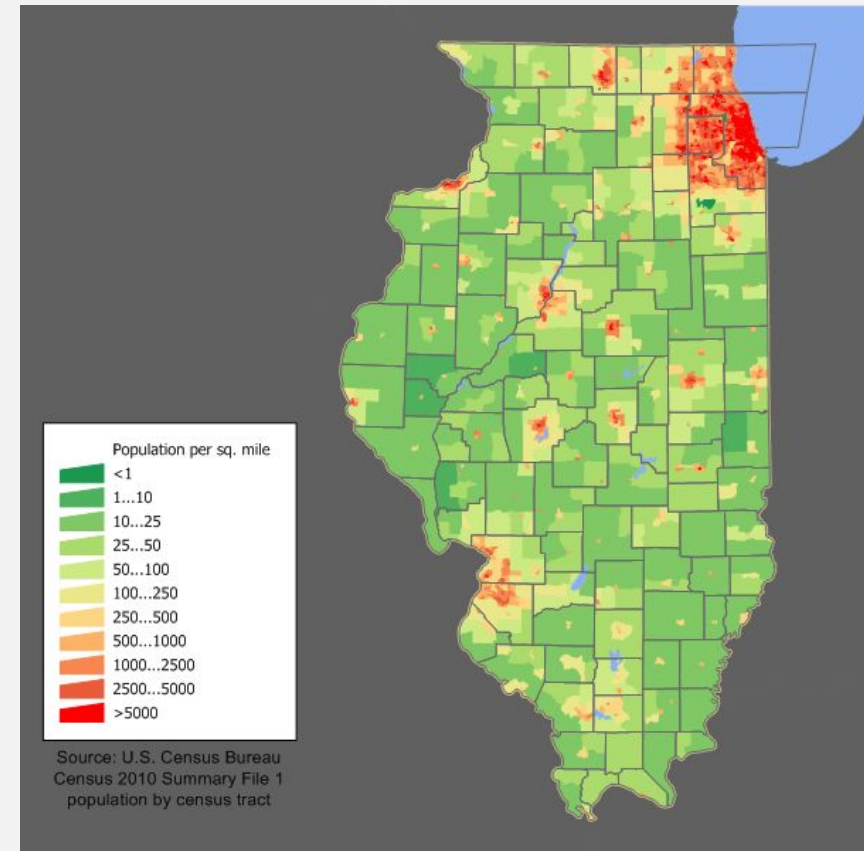
(a) In this Section, "media literacy" means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts.

(b) Beginning with the 2022-2023 school year, every public high school shall include in its curriculum a unit of instruction on media literacy.

THE IMEDIA INITIATIVE



Illinois Media Literacy Coalition



PREVIOUS WORK

- Media Literacy as an intervention (Guess et al., 2020; Badrinathan, 2021; Marten & Hobbs, 2013)
- Media Literacy linked to democratic tendencies (Tugtekin and Koc 2020; Ashley, Maksl & Craft, 2017; (Moon & Bai, 2020; Park et al., 2021).

Media Education

- Teachers' and students' digital media literacy competencies (Manca, Bucconi and Gleason 2021)
- Calls for research on *teachers* and media literacy (Turin & Friesam, 2020)
- “We still know very little about teachers’ knowledge of and experiences with media literacy in the classroom” (McNelly & Harvey, 2021, p. 108).

Importance of training

- Teachers not getting media literacy training in their education (Gretter & Yadav, 2018)
- Teachers are interested in learning more about media literacy training (Kawashima-Ginsberg, 2014)
- Teachers who have had media literacy training are more likely to integrate the content into their classes (McNelly & Harvey, 2021)

METHOD

- 20 semi-structured interviews with teachers from across the state of Illinois
 - March to June 2022
 - 1000+ minutes of recordings
 - 250+ pages of transcripts
 - Descriptive coding

| Participant Number & Pseudonym | | Subject/School |
|---|---------|--|
| 1 | Alice | English (Small school, Rural) |
| 2 | John | Computer application, Business application (Large school, Urban) |
| 3 | Suzie | Entrepreneurship, Business law (Medium school, Urban) |
| 4 | Ramona | English (Medium school, Urban) |
| 5 | Mona | Social studies (Small school, Elite, Urban) |
| 6 | Aaron | History (Small school, Elite, Urban) |
| 7 | Jessica | Media educator |
| 8 | Kristy | English (Small school, Rural) |
| 9 | Amy | English (Medium school, Urban) |
| 10 | Bernie | English (Medium school, Urban) |
| 11 | Penny | Library Sciences (Large school, Urban) |
| 12 | Honey | English (Large school, Urban) |
| 13 | Candace | English (Medium school, Urban) |
| 14 | Demi | Computer literacy (Small school, elite, Urban) |
| 15 | Gemma | Chemistry (Large school, Suburban) |
| 16 | Karla | Library Sciences |
| 17 | Kelly | Library Sciences (Large school, private, Urban) |
| 18 | Remi | Library Sciences (Small school, private, Suburb) |
| 19 | Rob | Economics, History, Government (Medium school, Urban) |
| 20 | Angela | Library Sciences |

THEMES AND FINDINGS

DEFINITIONS OF MEDIA LITERACY VARIED WIDELY

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“I would say that it's just the literacy about all the different types of media that we were exposed to. We have been doing units from radio to newspaper to social media....” (Alice, small school, rural).

Vs.

“Being able to read, interpret and create like various forms of media so being able to read different forms of media. Being able to analyze them. And then also being able to like to write for different forms of media as well... to think critically about all the different things that they're encountering, and then also to think critically about the things that they're, they're generating and they're putting out” (Ramona, medium school, urban)

Assessing Credibility

“The legitimacy of sources, right, who's saying what material. So being able to distinguish between the two. That's what's important, you know, and just to know that you can have some for entertainment, or you can even believe in some of this opinion base, but to know the difference between opinion based and reference material.” (John, large school, urban)

“be hyper-aware about where the sources that they are consulting are coming from, and understanding the whether or not that source has a known bias or whether or not that source has a is considered a quality, news source, a reputable news source.” (Mona, small school - elite, urban)

SOCIO-ECONOMIC LOCATION OF SCHOOLS AND STUDENTS

Aaron, who teaches students with “a lot of class privilege” described the ways that he thinks about media literacy in the classroom: “I can kind of lean into some of that stuff and get them to kind of think in a way about the structural forces that influence our perceptions and how we understand media.”

Vs.

“The biggest push in our department right now is for certifications. So we want to get kids Microsoft Certified.” (John)

DIFFERENT MEDIA, DIFFERENT MEDIA WORLDS

The Digital Divide with Teachers and Students

“I know that people are getting their news from Tiktok but I don't really exactly know what that means or I know that Joe Biden, the White house briefed Tiktok people on Ukraine, but sometimes I think just feel a little bit behind on knowing what the sources are that my students might be consulting, and how that is different from my own experience [of] consuming media.” (Mona)



Media Literacy Summer Workshop

June 27 – 29 2022

University of Illinois at Urbana/Champaign



INITIAL TAKEAWAYS

- Place shaped the ways that teachers address media literacy
- Challenges to the media literacy classrooms
 - Training and self-efficacy for teachers
 - The idea of credibility and source



Initiative for Media Education Inquiry and Action

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Thank you for listening

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