# HOURGLASS
## FIRST FRIDAY FORUM

*May 2, 2025*

# Media Literacy in Education & Beyond

**Charlie Reisinger**

**Stacey Irwin**
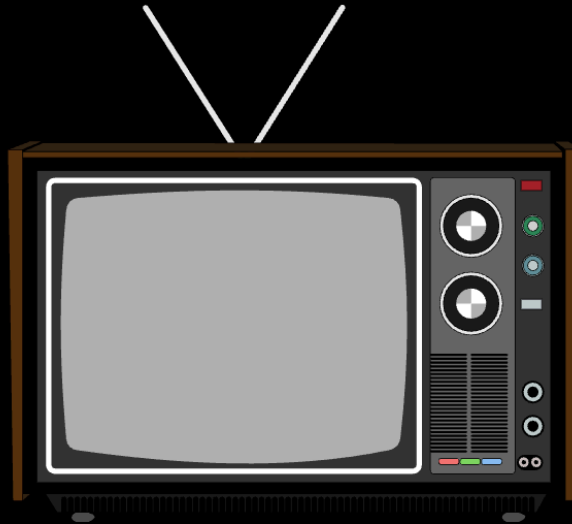
**Robert Spicer**

# Charlie Reisinger

Chief Information Officer

Penn Manor School District

www.pennmanor.net
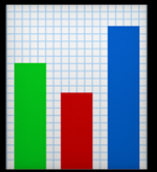
# The Model Curriculum for Learners in Pennsylvania School Libraries
## Essential Questions

| I. Learners Inquire | II. Learners Include | III. Learners Collaborate | IV. Learners Curate | VI. Learners Explore | VI. Learners Engage |
|---|---|---|---|---|---|
| How do learners:<br><br>• display curiosity and initiative?<br><br>• engage with and create meaning from information and text?<br><br>✅ participate in an inquiry-based process? | How do learners:<br><br>• become informed and committed to the concept of diversity?<br><br>✅ gain perspective, recognize, and represent diverse points of view?<br><br>• reflect on their own range of perspectives and develop awareness, inclusion of, and empathy for others? | How do learners:<br><br>• adapt, communicate, and exchange knowledge and ideas with others?<br><br>• collaborate productively with others to create?<br><br>• participate actively in communication networks? | How do learners:<br><br>• act on an information need?<br><br>• gather information appropriate to the task?<br><br>✅ determine an author's purpose?<br><br>✅ question and assess the authority, bias, accuracy, relevancy, and currency of information systematically?<br><br>• select and organize information for a variety of audiences? | How do learners:<br><br>• develop and satisfy personal curiosity?<br><br>✅ read widely and deeply in multiple formats and create for a variety of purposes?<br><br>• persevere to solve problems through inquiry, implementation, and reflection?<br><br>✅ organize and synthesize information from various sources? | How do learners:<br><br>✅ follow ethical, responsible, safe, and legal guidelines for gathering, creating and sharing information, technology, and media?<br><br>✅ use valid information and reasoned conclusions to make ethical decisions in creating new knowledge?<br><br>• personalize their use of information and information technologies?<br><br>• engage with information to extend their personal learning? |
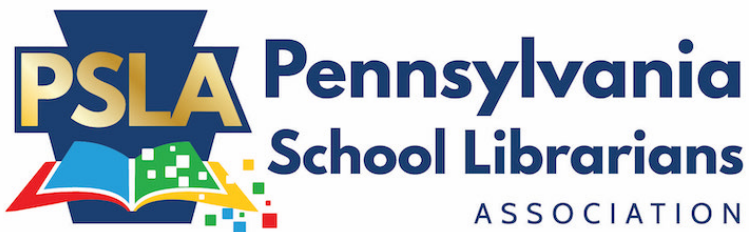
AI & Internet
Literary Criticism
Peer-Review
Process
Source Authenticity
STEM Content

**Penn Manor High School**

AI & Internet
Author Intent/Bias
Source Credibility

**Middle Schools**

Digital citizenship
Source evaluation
Research projects

**Elementary**
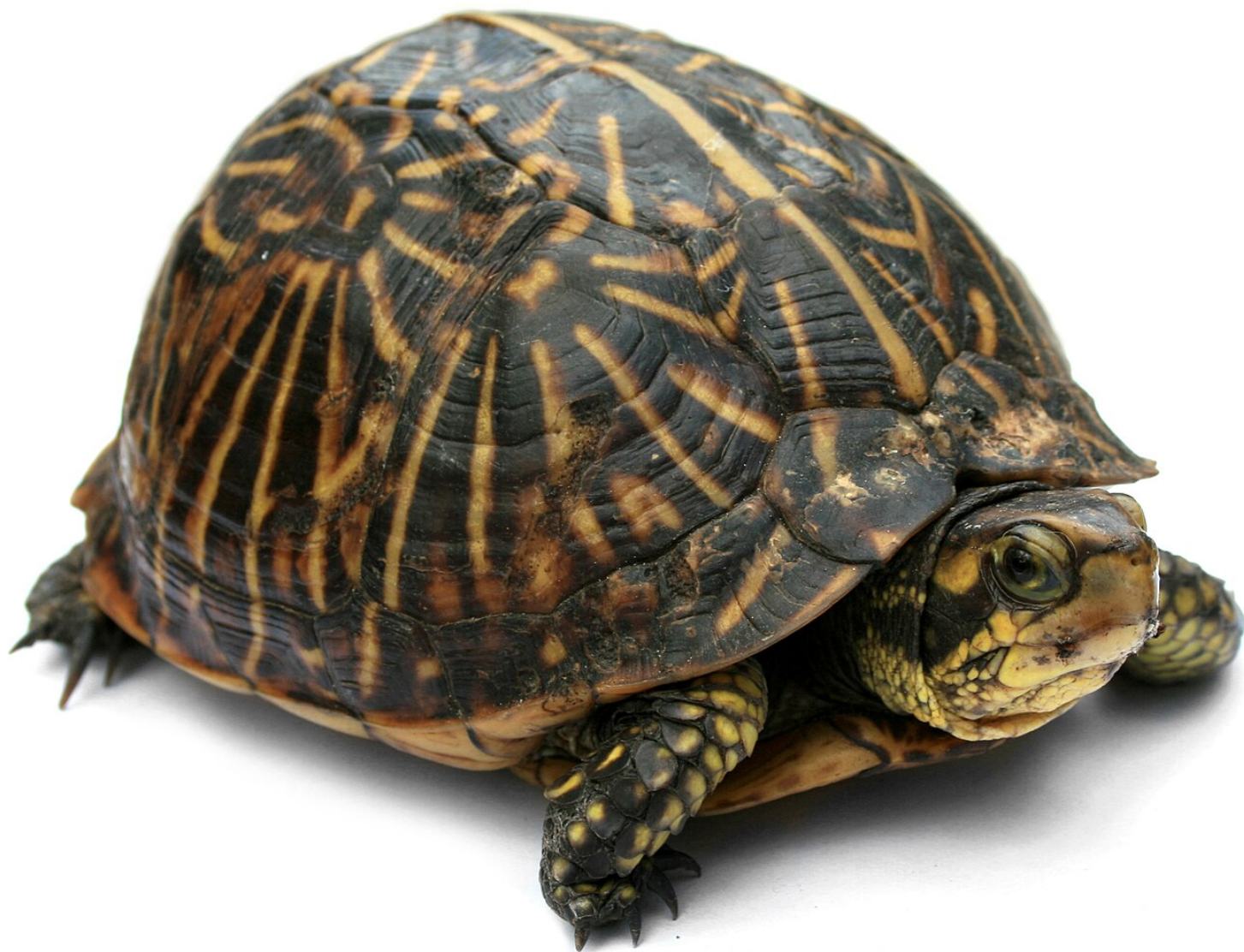
Slow,
Your,
Roll
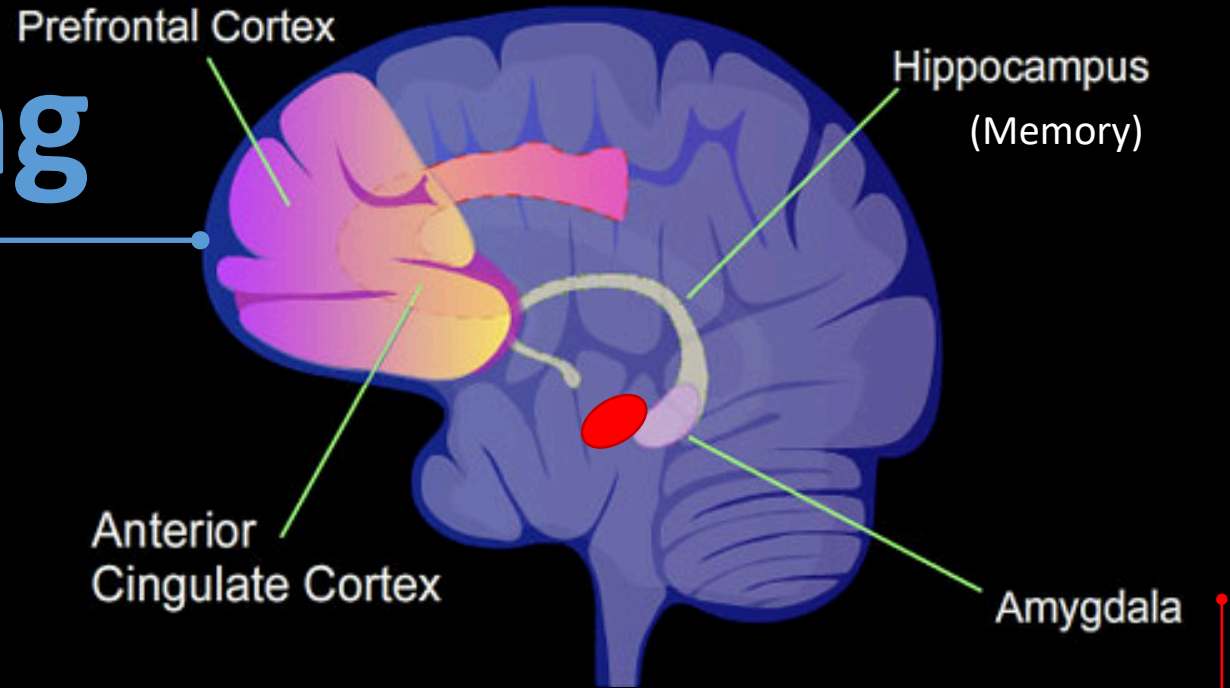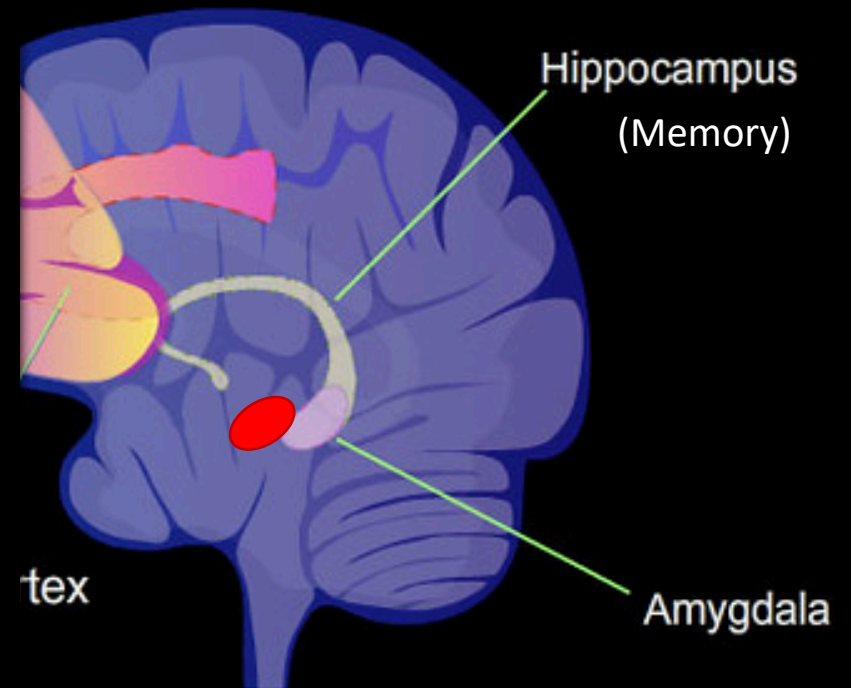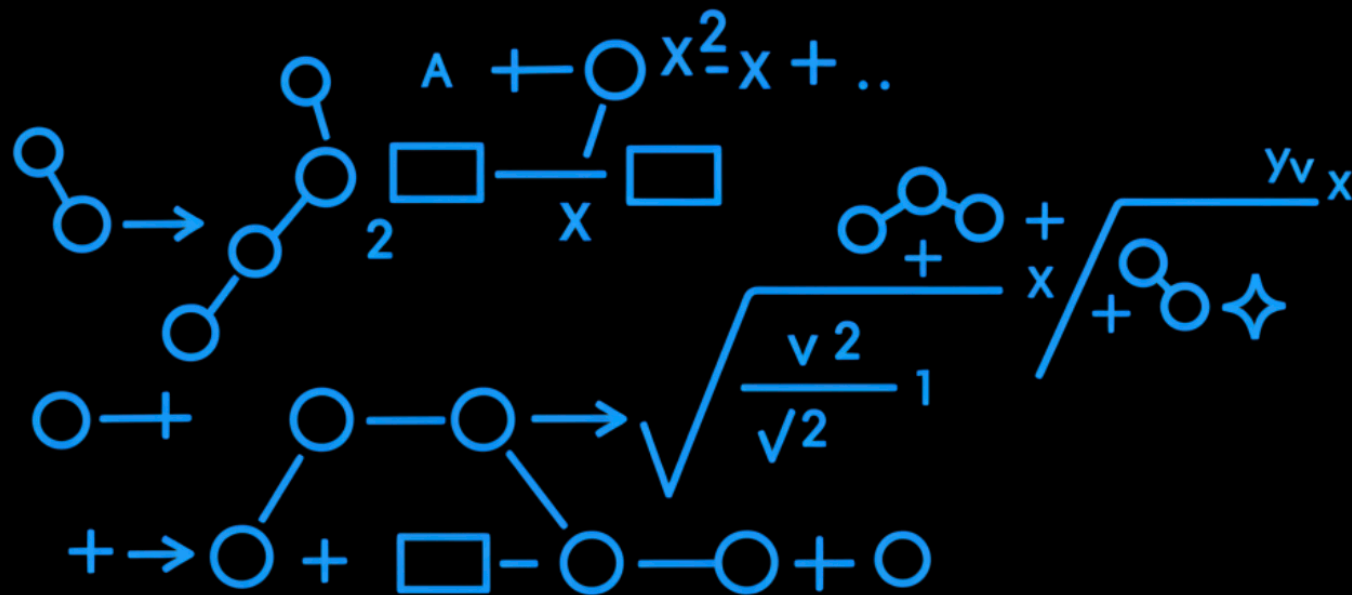
# TikTok vs. Google
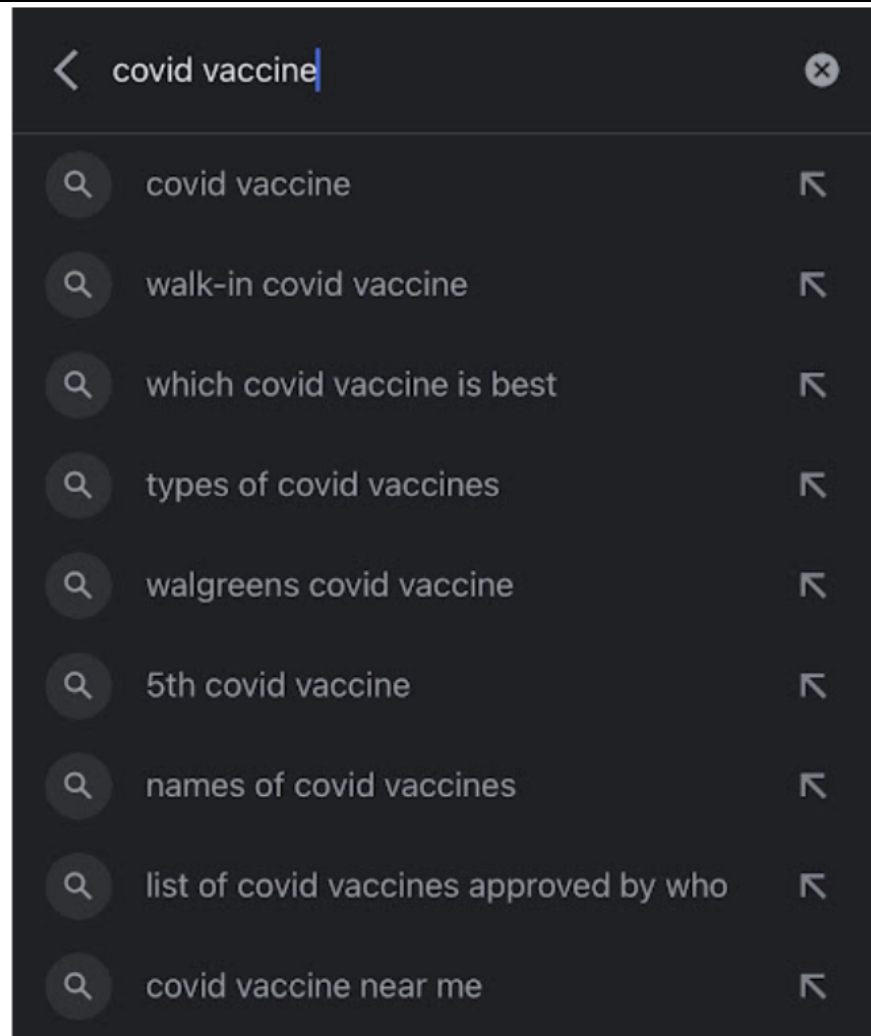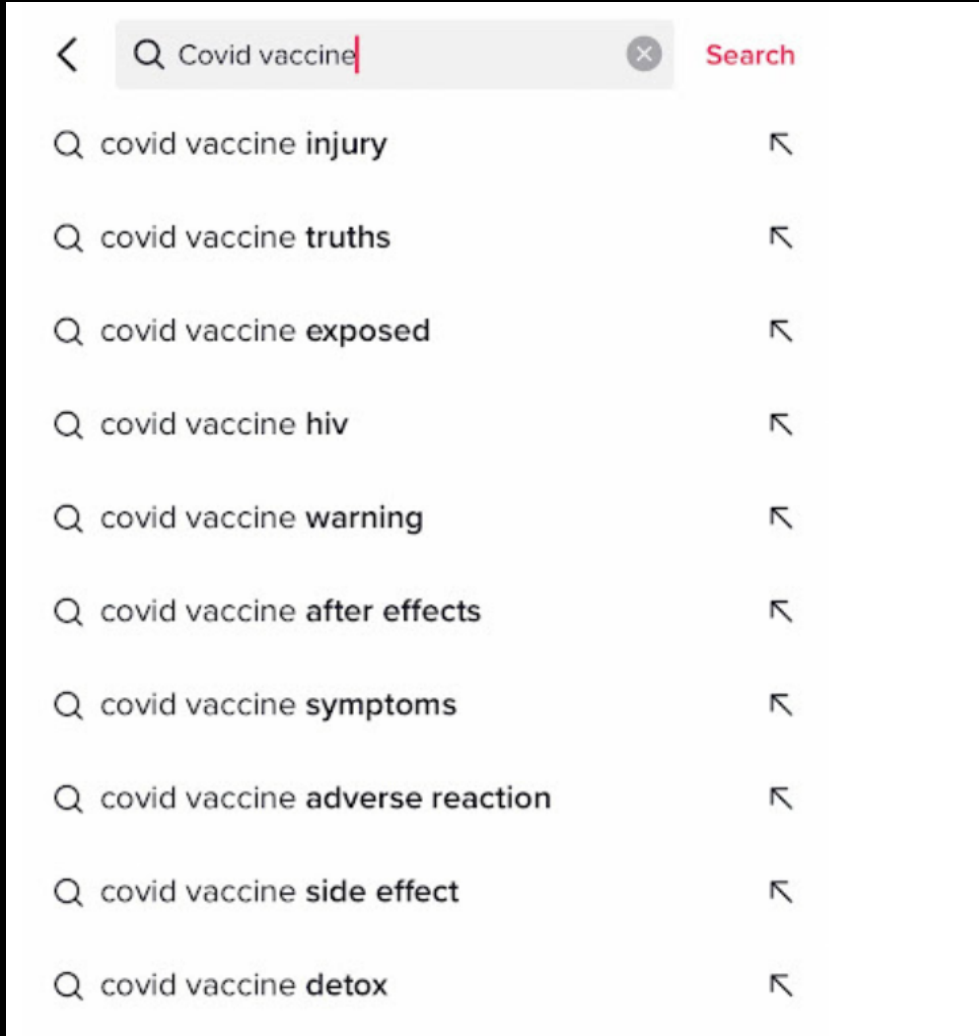
# Lateral Reading

## Open a New Tab

**Interrogate the source**

Who?

Motives?

Bias?

Thursday, April 17, 2025 | ☁ 42°

**Local**

# New iPad Offers 3 Months Of Something Called Apple Deli+

Free Trial Of What Looks Like Some Kind Of Meat App Included

Which face is AI generated?

CADA

☰

LISTEN ON
♡ iHeartRADIO

ON AIR ||||
AUSTRALIA'S HOME OF HIP HOP AND R&B
ATMOSPHERE - FISHER FEAT. KITA ALEXANDER

Advertisement

11AM - 3PM
**Workdays with Thy**

Hear it. Love it.



**INDEPENDENT**

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☰
Menu

NEWS     SPORTS     VOICES     CULTURE     LIFESTYLE     TRAVEL     CLIMATE

Tech

# Australian radio station secretly used an AI host for six months

*Workdays with Thy* broadcast for six months before listeners began questioning the host's true identity

Anthony Cuthbertson     •     Friday 25 April 2025 07:53 EDT     •     ☐3 Comments

The AI-generated host Thy presents music on Australian Radio Network's CADA station on the iHeartRadio app *(CADA)*

Dr. Stacey O. Irwin

# **Media Literacy, Integrated**

Millersville University

# Media Literacy, Integrated

"Media literacy empowers people to be critical thinkers and makers,
effective communicators, and active citizens."

Dr. Stacey O. Irwin

https://namle.org/resources/media-literacy-defined/

Millersville University

# Media Literacy, Integrated

"The ability to **access, analyze, evaluate create,** and **act** using all forms of communication."

Dr. Stacey O. Irwin

Millersville University

# Media Literacy, Integrated

Who is namle?

"The National Association for Media Literacy Education unites a community of educators committed to advancing media literacy education."

https://namle.org/

Dr. Stacey O. Irwin

Millersville University

# Media Literacy, Integrated

- **Access**-locate, retrieve, use . . .
- **Analyze**-examine and understand the making
- **Evaluate**-assess credibility, accuracy, relevance…
- **Create**-produce responsible and ethical content
- **Act**-make informed decisions

Dr. Stacey O. Irwin

Millersville University

# Media Literacy, Integrated

Integrating media literacy: a higher education case study

**COMM 220 – Survey of Media**

- Lower-level- Gen-ed class, academic elective, Introductory requirement for several programs
- A media literacy focus on access, analyzing, acting and evaluating on that knowledge at a basic media literacy level, <u>as well as studying the topic area of media history and a program requirement</u> (double duty emphasis)

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# Media Literacy, Integrated



**Things to Consider**
- Consider keeping a log of your media use for one week. Write the way you consume (platform), the times you consume, the kinds of media you use, and the content of what you consume. After a week, review your data. What did you learn from this exercise?
- Brainstorm some historical language and working knowledge that is still part of media use today.

Dr. Stacey O. Irwin

Irwin, Stacey O. *Survey of Media: Screens, Sounds, and Synergies*.
Routledge, Taylor & Francis Group, 2025.

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# Media Literacy, Integrated

Integrated Assignment:
(Make it personal)
7-day log of media use on day 1 of class

| Time quarter-hours | Using Media? | | Where | How many media are you using at the same time? | What device(s)? Indicate all that apply | Describe the media content you are using | If using 2 or more media at the same time, which catches your primary attention? | Alone or with others? | |
|---|---|---|---|---|---|---|---|---|---|
| Starting at 6am | Yes | No | | | | | | Alone | With Others. (How many?) |

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# Media Literacy, Integrated

**Part 1
completing
the log**

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| Time | | | | | | | |
|------|---|---|---|---|---|---|---|
| 9:15 | x | | In bed | 1 | Phone | Social Media | x | |
| 9:30 | I | | | | | | | |
| 9:45 | | x | | | | | | |
| 10:00 | x | | Class | 1 | laptop | School | x | |
| 10:15 | I | | | | | | | |
| 10:30 | I | | | | | | | |
| 10:45 | I | | | | | | | |
| 11:00 | x | | home | 2 | phone,tv | sports highlights, social media | phone | 4 |
| 11:15 | I | | | | | | | |
| 11:30 | I | | | | | | | |
| 11:45 | I | | | | | | | |
| 12:00 | | x | | | | | | |
| 12:15 | | x | | | | | | |
| 12:30 | | x | | | | | | |
| 12:45 | | x | | | | | | |
| 1:00 | x | | home | 1 | tv | podcast | x | |
| 1:15 | I | | | | | | | |

# Media Literacy, Integrated

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | :00-:14 | | no | | | | | | | |
| | :15-:29 | | no | | | | | | | |
| 7:00 PM | :30-:44 | yes | | living room | 2 | phone | hulu, insta | hulu | | 1 |
| | :45-:59 | | no | | | | | | | |
| | :00-:14 | yes | | living room | 2 | phone,laptop | hulu, lightroom | lightroom | Y | |
| 8:00 PM | :15-:29 | yes | | living room | 2 | ipad | lightroom, spotify | lightroom | Y | |
| | :30-:44 | yes | | living room | 2 | ipad | hulu, snap | hulu | Y | |
| | :45-:59 | | no | | | | | | | |
| | :00-:14 | | no | | | | | | | |
| | :15-:29 | | no | | | | | | | |
| 9:00 PM | :30-:44 | | no | | | | | | | |
| | :45-:59 | yes | | living room | 2 | ipad | fresco, spotify | fresco | Y | |
| | :00-:14 | yes | | living room | 2 | ipad | fresco, spotify | fresco | Y | |

Dr. Stacey O. Irwin

Millersville University

# Media Literacy, Integrated

| Time | | | | Activity | # | Device | Description | | | # |
|---|---|---|---|---|---|---|---|---|---|---|
| 9:00 AM | :00-:14 | x | | Work | 2 | Computer | Powerpoint/ Streaming music for presentation | Powerpoint | | 6 |
| | :15- :29 | | | | | | | | | |
| | :30-:44 | | | | | | | | | |
| | :45-:59 | x | | Work | 1 | Computer | Checking work email | | x | |
| 10:00 AM | :00-:14 | | x | | | | | | | |
| | :15- :29 | | | | | | | | | |
| | :30-:44 | | | | | | | | | |
| | :45-:59 | | | | | | | | | |
| 11:00 AM | :00-:14 | x | | Lunch Break | 1 | Phone | Facetime Call | | | 1 |
| | :15- :29 | | | | | | | | | |
| | :30-:44 | | | | 2 | Phone | Facetime Call/ NYT Games app | | | 1 |
| | :45-:59 | | | | | | | | | |
| 12:00 PM | :00-:14 | x | | Work | 4 | Computer/phone | Email/Banking Software/ Spotify/ Excel | Excel/Banking Software | x | |
| | :15- :29 | | | | | | | | | |
| | :30-:44 | | | | | | | | | |
| | :45-:59 | | | | | | | | | |
| 1:00 PM | :00-:14 | | | | | | | | | |
| | :15- :29 | | x | | | | | | | |
| | :30-:44 | | | | | | | | | |
| | :45-:59 | | | | | | | | | |
| 2:00 PM | :00-:14 | | | | | | | | | |
| | :15- :29 | x | | Work | 2 | Computer/phone | Banking Software/ Phone Call | Phone Call | | 1 |
| | :30-:44 | | | | | | | | | |
| | :45-:59 | x | | Car (not driver) | 1 | Phone | Pintrest | | x | |
| 3:00 PM | :00-:14 | | | | 1 | Phone | Twitter | | | |
| | :15- :29 | | | | | | | | | |
| | :30-:44 | | x | | | | | | | |
| | :45-:59 | | | | | | | | | |

Dr. Stacey O. Irwin

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# Media Literacy, Integrated

- **Access- students share what they use**
- Analyze- examine and understand the making
- Evaluate-assess credibility, accuracy, relevance…
- Create-produce responsible and ethical content
- Act- make informed decisions

Dr. Stacey O. Irwin

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# Media Literacy, Integrated

## Part 2 - Discussion board: What students shared about their log results.

"My usage of media was not too surprising to me, as I feel like I frequently had something on in the background, whether I'm in my room play video games, doing homework, or even showering. I did find it interesting of how often I was using media, as each block was seemingly filled by something, whether I was listening to music at the gym or watching something while cleaning, except for when I was sleeping. (student 1)"

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# Media Literacy, Integrated

"Media really takes over my life from the looks of it. I'm mostly reliant on spotify, tik tok, and my ps5 for my entertainment. I think my life would be more boring, I mean literally everything is media at this point so to be sitting around doing basically nothing would suck. It surprised me just how much I actually use media and how fast time goes by using it, it doesn't feel like I spend hours listening to music or playing games till you sit down and measure it." (Student 2)

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# Media Literacy, Integrated

"I didn't use media the way I thought I did. I spent far more time browsing social media than I would have assumed previously and consume much more content than I had ever realized. I did know that I get a lot of news from social media but I didn't realize that it is my primary source of news at times." (Student 3)

Dr. Stacey O. Irwin

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# Media Literacy, Integrated

- Access- students share what they use
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# Media Literacy, Integrated

## Part 3: Replies to a Discussion board with reflective reply

"I've noticed the same thing in my list, my media usage getting higher mostly in the morning and at night."

"I noticed a similar trend where I was on social media more towards the morning and my evenings usually deviated towards gaming. I found myself relying on 2 or 3 sources of media at a time. It really is a fascinating exercise."

"I relate a lot to what you said about listening to music and I also agree that I think we do underestimate how much we use media. I think some of us are embarrassed to be on media a lot but in reality, our whole world is full of media  and its almost impossible to avoid."

Dr. Stacey O. Irwin

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# Media Literacy, Integrated

- Access- students share what they use
- Analyze- examine and understand the making
- **Evaluate-assess credibility, accuracy, relevance…**
- Create-produce responsible and ethical content
- Act- make informed decisions

Dr. Stacey O. Irwin

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# Media Literacy, Integrated

- **In the final analysis, after Part 1, 2 & 3**

- **Access- students share what they use**
- **Analyze- examine and understand the making**
- Evaluate-assess credibility, accuracy, relevance…
- Create-produce responsible and ethical content
- **Act- make informed decisions**

# Media Literacy, Integrated

This analysis integrates well with the opportunity to produce and create responsible and ethical content.
The <u>creating</u> integrates and illustrates the access, analysis, evaluating and acting.

- **Create/produce responsible and ethical content**

# Media Literacy, Integrated

**Some ways to integrate media literacy**

- Media Literacy Week, October 27-31, 2025
- Screen Free Week – anytime celebration
- Use UNESCO's MIL Clicks activities
- Track your media use

Dr. Stacey O. Irwin

M
Millersville University

# Media Literacy, Integrated

Information from this presentation is in my book:

Irwin, Stacey O. *Survey of Media: Screens, Sounds, and Synergies*. Routledge, Taylor & Francis Group, 2025.

**Dr. Stacey O. Irwin**

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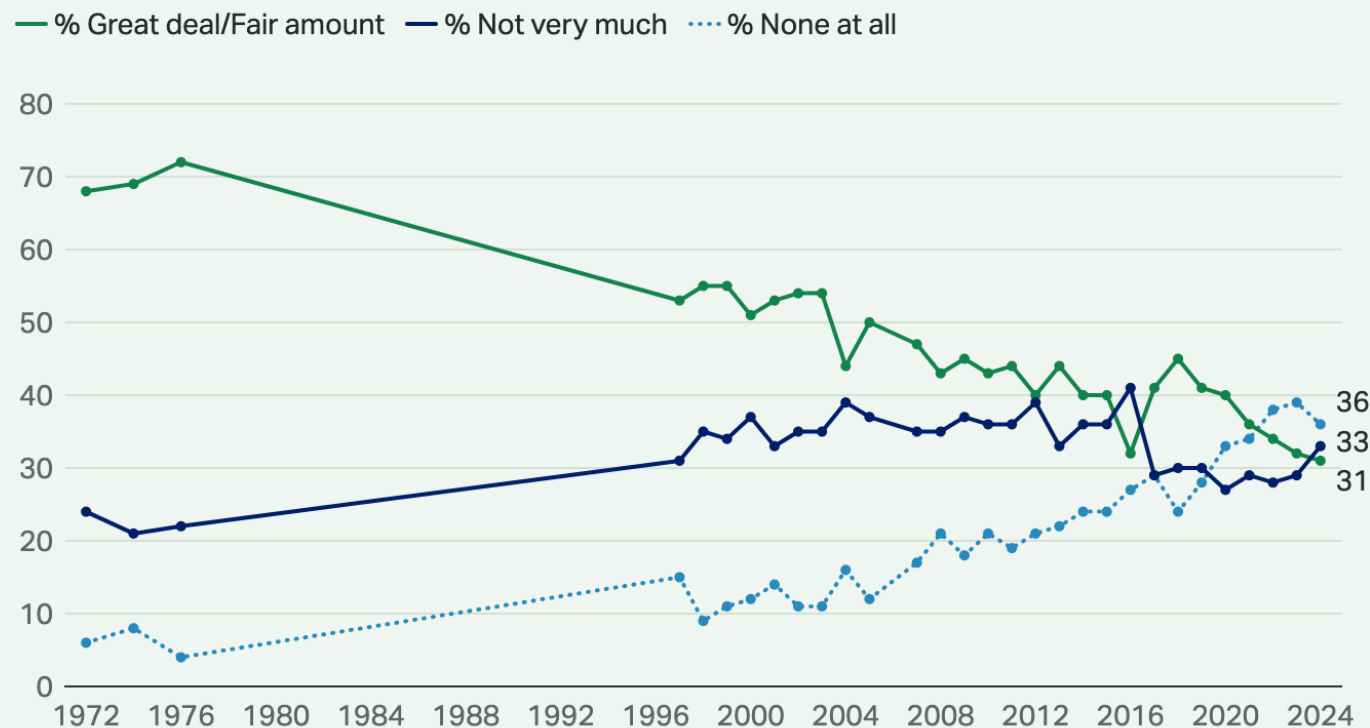
# Media Literacy and News

Dr. Robert Spicer

Associate Professor of Communication and Journalism

Millersville University

Public trust in the media

## Americans' Trust in Mass Media, 1972-2024

In general, how much trust and confidence do you have in the mass media -- such as newspapers, TV and radio -- when it comes to reporting the news fully, accurately and fairly -- a great deal, a fair amount, not very much or none at all?

— % Great deal/Fair amount    — % Not very much    ····· % None at all

36
33
31

1972  1976  1980  1984  1988  1992  1996  2000  2004  2008  2012  2016  2020  2024

Get the data • Download image

GALLUP

"I blame the media blamers."

# Arthur Lupia – two kinds of people

- People who know that they don't know enough (and never will)

- People who delude themselves into thinking they know

- **There is no third group**

# Media are multitude

- Technologies
- Institutions
- Corporations
- Individuals
- Content types

"Media" is the plural of medium

# Media criticisms

## left

- Establishment bias
  - e.g., ads are for bougie people because they have expendable wealth, content reflects this bias

- Corporate ownership

- Corporate influence
  - e.g., women's magazines didn't report on the negative health effects of smoking

## right

- The coastal "elites"
  - **Sometimes** that's just code for "Jewish"

- Liberal bias
  - Reporters are all liberals

- "fake news"
  - Conspiracy theories

# Criticisms of journalism

- Access theory – Jerome Barron
  - "freedom of the press only exists for the people who have the money to own the press"
  - The range of ideas is limited (Overton Window)

- Both sidesism
  - A reporter's job is to look out the window and see if it's raining

# Criticisms of journalism

- Partisan bubbles
  - This is now new
  - Some of this is on the public

- Profit motive

- Access journalism
  - i.e., if you write a negative story about the White House, you'll lose access to the people you need to do your job

# What is journalism supposed to do?

**correspondence**

- Reporting facts that correspond to reality

- The Eagles won the Super Bowl 40-22

**coherence**

- Helping the public make sense of those facts

- The Eagles won the Super Bowl because …

# Sonia Livingstone

- Access
- Analysis
- Evaluation
- Content creation

# Joshua Meyrowitz

- Media grammar literacy

**Table 2. Sample Grammar Variables for Various Media**

Production variables can be manipulated within each medium to alter perception of message content.

| *Print Media* | *Still Photography* | *Radio/Audio* | *TV/Film* |
|---|---|---|---|
| size/shape of page | framing (CU/MS/LS) | mike pickup pattern(s) | (most photo variables) |
| color(s) of paper | angle (low/high/level) | sound perspective | (all audio variables) |
| thickness of paper | front/back/profile | electronic volume | visual fade in/out |
| texture of paper | selection of focus | electronic tone | cuts |
| size(s) of type | depth of focus | frequency filter(s) | dissolves |
| typeface design(s) | lens (wide→telephoto) | fade up/fade out | cross-cutting |
| color(s) of type | exposure | cross-fade | length of shots |
| use of italics/bold | aperture opening | multitracking | zooms vs. dollies |
| widths of columns | shutter speed | segue/silence | pans vs. trucks |
| spacing | type of film | echo | tilts up/tilts down |
| paragraph breaks | filter(s) | speed changes | still or shaking camera |
| punctuation | double exposure | backwards | objective vs. |
| use of blank space | color balance | channel separation |   subjective shots |
| mosaic of text | contrast | channel balance | split screen & multi- |
|   & graphics | type of paper | |   image |
| | cropping | | rack focus |
| | size/shape of image | | follow focus |
| | | | juxtapositions of sound |
| | | |   & image |

# Joshua Meyrowitz

- Media grammar literacy
- Media content literacy
- Medium literacy

# Four Moves and a Habit – Mike Caulfield

## 1. Check for previous work

- "Look around to see whether someone else has already fact-checked the claim or provided a synthesis of research."

## 2. Go upstream to the source

- Look for embedded links
- Search databases for the original source

# Four Moves and a Habit – Mike Caulfield

## 3. Read laterally

- "Not all sources are created equal."

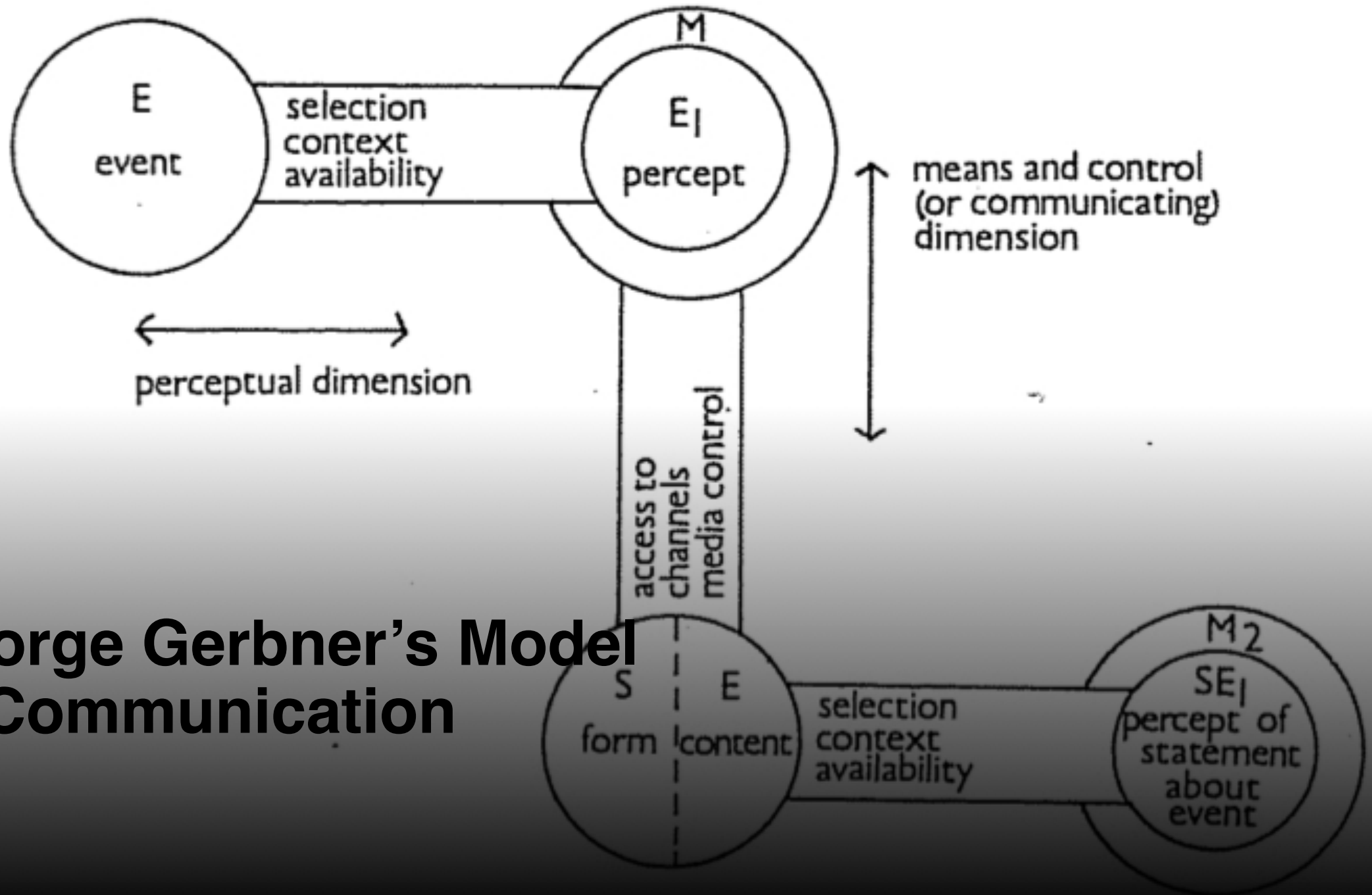- Look for trustworthy sources that have something to say about the claim you are investigating

## 4. Circle back

- Return to the claim and evaluate the source

- Use what you've learned to improve your search (e.g., adjust your search terms)

# Four Moves and a Habit – Mike Caulfield

**5. THE HABIT:** check your emotions

- Think about confirmation bias

- Avoid naïve cynicism

**George Gerbner's Model of Communication**

**HOURGLASS**
**FIRST FRIDAY FORUM**

*May 2, 2025*

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