Media Literacy in the Age of AI and Short Form Video

Ryan Skardal (he/ him)
Brentwood College School, which is located on the traditional territory of the Malahat Nation and on the unceded lands of the Cowichan Tribes.

No one cares about your AI and social media opinions.

Inquiry model from Daniels and Harvey's *Comprehension & Collaboration*.

1. Immerse
2. Investigate
3. Coalesce/ Synthesize
4. Go public/ Demonstrate knowledge



" I want you to be honest with me, unless it's something I don't want to hear."

How Inquiry Design is like a DND Campaign



There are rules.

There is a destination/ final boss.

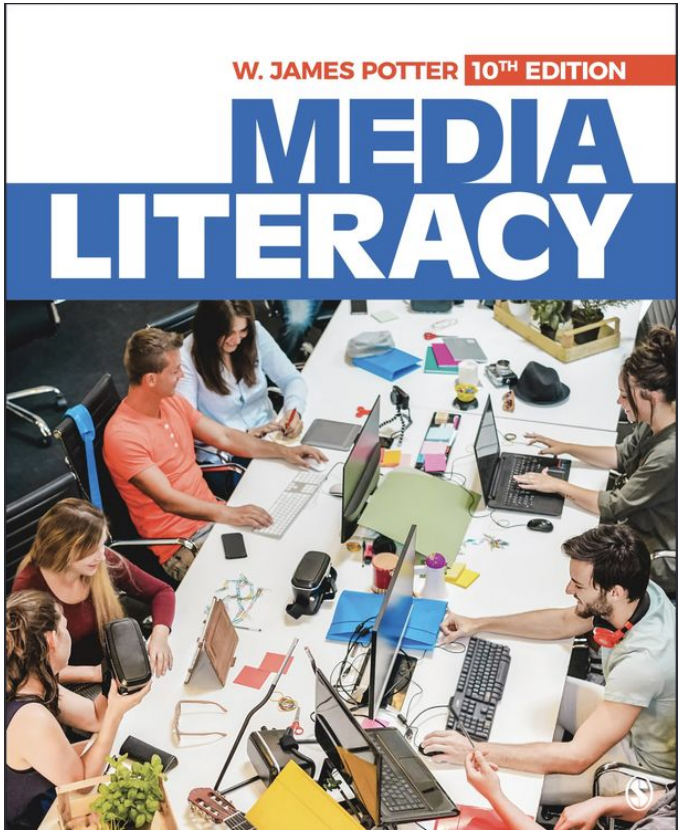
There is a map, but you make the path to your destination.

Towards a definition of Media Literacy (BC MOE)

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia, in order to accomplish one's goals."

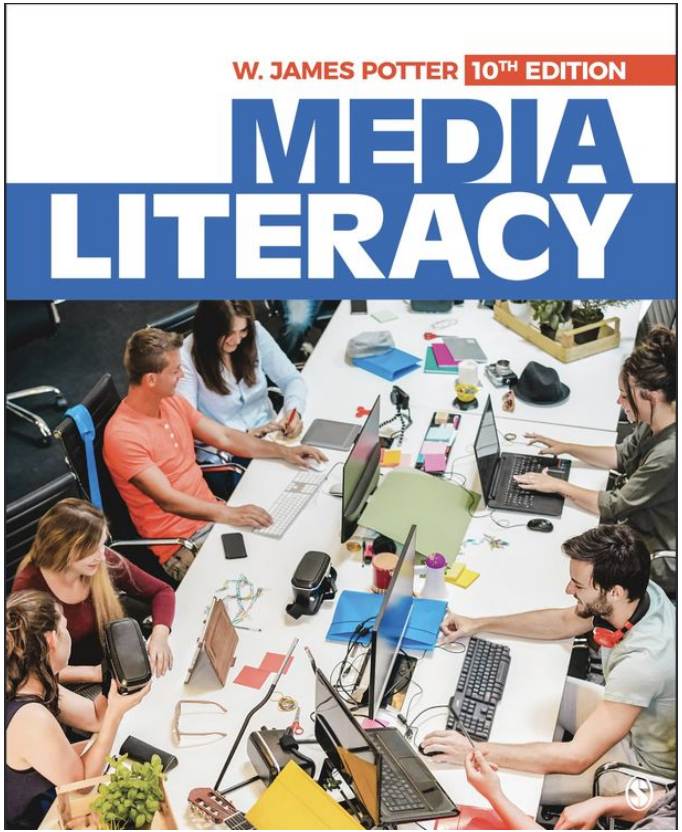
Digital Literacy is the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, construct new knowledge, create and communicate with others.

W. James Potter - Common Definitions of Media Literacy



- The purpose of media literacy is to help people to protect themselves from the potentially negative effects of media.
- Media Literacy is a skill that must be developed.
  - Familiarity with forms.
  - Lateral or advanced search.
- Media literacy is multi-dimensional. The media constantly influence people in many ways—cognitively, attitudinally, emotionally, physiologically, behaviorally.

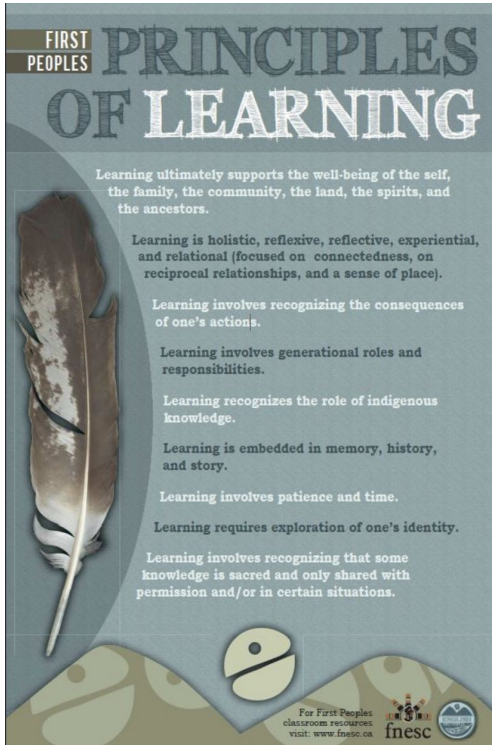
W. James Potter - Multi-Dimensional



Media literacy is multi-dimensional. The media constantly influence people in many ways

- Cognitively. Learning about the Revolutionary Generation watching *Hamilton*.
- Attitudinally. Ex. Values.
- Emotionally. Ex. Relaxing music.
- Physiologically. Horror movies/ goosebumps.
- Behaviorally. Shop til you drop.

First Peoples Principles of Learning



Learning ultimately supports the well-being of [not just] the self [but also] the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

DND Step 1 - Immerse



Character name: KB7 & MC-1000			**Armor Class**	**Hit Points**		**Hit Dice**	**Death Saves**
Urban Hermit Background	**Artificer** Class	**7** Level	18 MC: 17	KB: 73 of 84	Temp	Spent	Successes
Warforged Species	**Battle Smith** Subclass	**Attune** Crossbow Buckler	☐ shield	MC: 40 of 40	Max	Max - 8D8	Failures

Proficiency Bonus +3	**Intellegence** Modifier: 3 Score: 16	**Initiative** +3	**Speed** 30 ft/ MC: 40	**Size** 6 ft	**Passive** 13/ Dark
Strength Modifier: +2 Score: 14 (14) ☐ Saving throw ☐ Athletics	☑ Saving throw ☑ Arcana ☑ Investigation ☐ Nature ☐ Religion ☐ History	**Weapons & Damage Cantrips**			
		Name	Atk Bonus/DC	Damage & Type	Notes
		Heavy Crossbow Great sword.	+7/ +4 - 100/400 +6/ +3	D10 piercing 2 D6 slashing	Repeating shot
Dexterity Modifier: 3 Score: 16 ☐ Saving throw ☐ Acrobatics ☑ Sleight of Hand ☐ Stealth	**Wisdom** Modifier: 0 Score: 11 ☐ Saving throw ☐ Animal Handling ☐ Insight ☐ Medicine ☐ Perception	**Class Features**			
		L1: Tinker's Magic (INT Mod=3x) -MB's pouch. **L2: Replicate Magic Item (5 & 3)** -Pipes of Haunting -**Repeating Shot+1/1** -**Armor 1** -Weapon +1		**Mecha Cub**: ***I**mmune*: Poison, charm, exhaust ***D**arkvision/ Passive Perception* 10. *Steel Bond.* ***F**orce-Empowered Rend.* Melee Attack Roll: Bonus equals your spell	

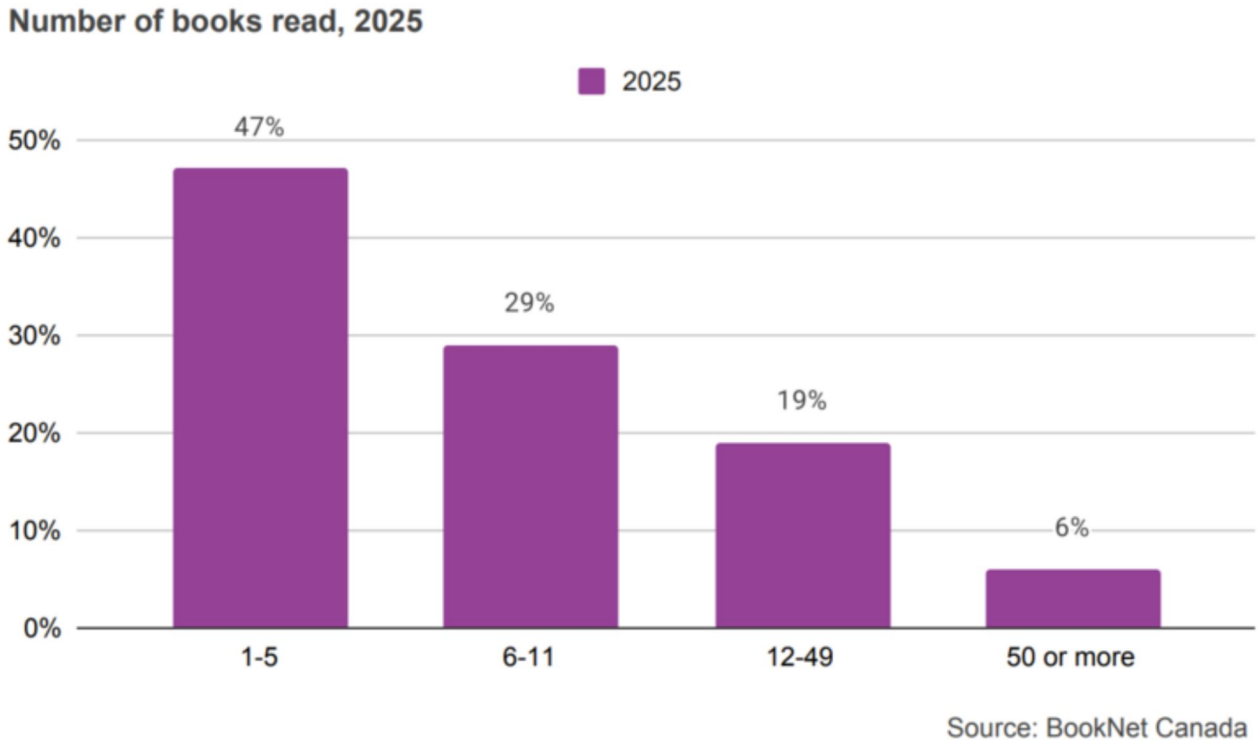
Inquiry Step 1 - Immerse



"I can't wait to see what you're like online."

- Prior Knowledge
- Topic Flood (Gallagher)
- Positional Value Voting
- Share your motivation

Topic Flood: Booknet Canada



Topic Flood: From News Media Canada, in 2023

Newspapers 24/7: 2023 in Summary

OF THE TRUTH



Every week in Canada almost 30 million newspapers (print/digital) are distributed across the country in markets large and small.



Four in five Canadians (83%) read newspapers each week across Canada – either in print or digital format.



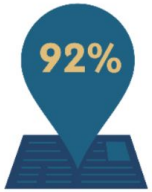
Newspaper readership has become truly multi-platform with 24% of readers accessing content across four platforms (print, computer, tablet and phone).



Younger readers (Gen Z/Gen Y) are strong readers of print/digital newspapers and active in exploring alternate ways of accessing newspaper content like e-papers*, podcasts and smart speakers.



Editorial content in newspapers (print/digital) is trusted more than any other format; more than half say they trust news content from these outlets - ahead of TV, Radio and Social media outlets.



Nine in ten (92%) print community newspaper readers read for local information and half (49%) read for the advertising including flyers.

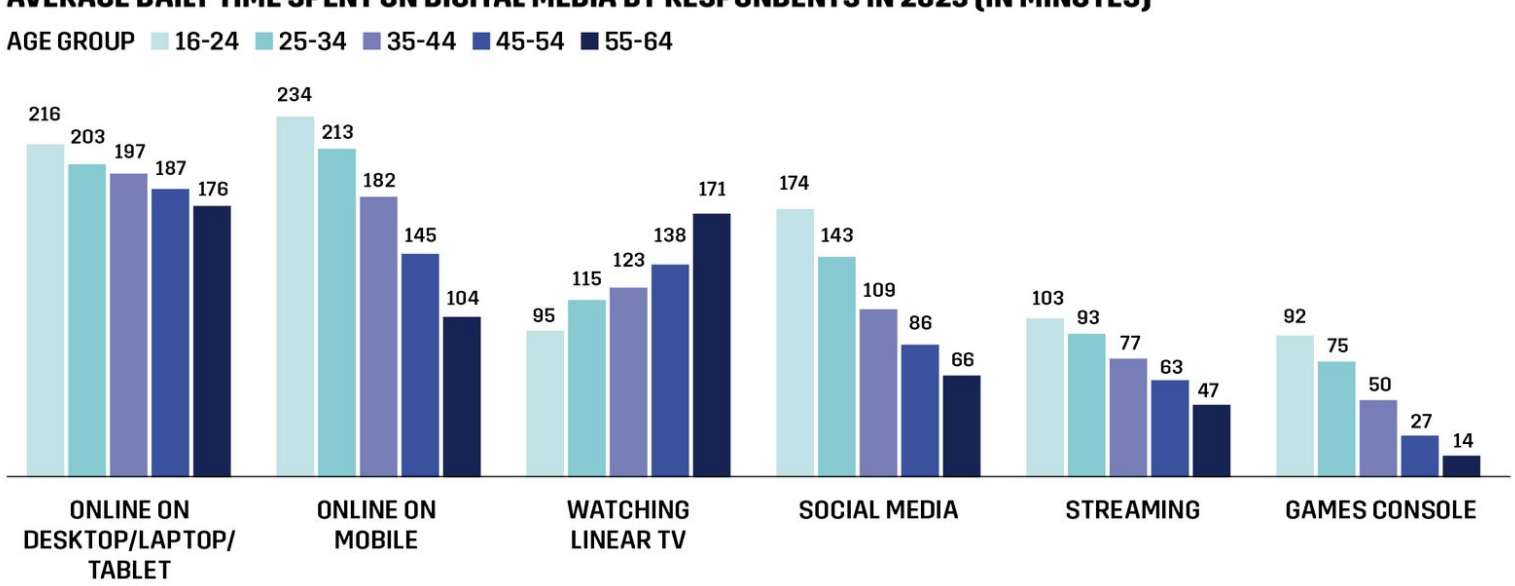
Source: News Media Canada database, June 30, 2022
Totum Research; Canadians 18+, weekly readership, December 2022
*e-paper = also known as a digital pdf replica or e-edition

www.newsmediacanada.ca

Topic Flood: from Canadian Media Fund

CHART 2.3

AVERAGE DAILY TIME SPENT ON DIGITAL MEDIA BY RESPONDENTS IN 2023 (IN MINUTES)

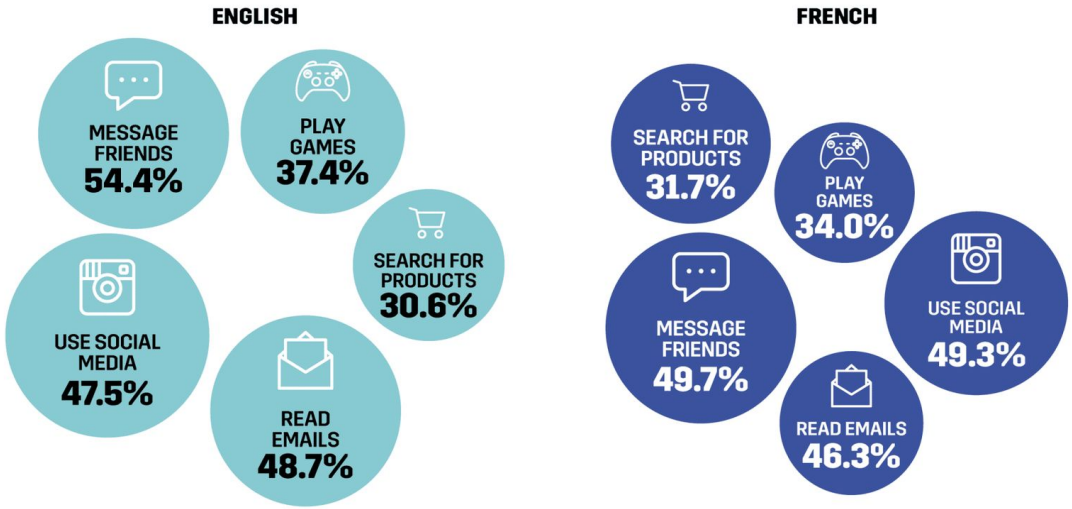


SOURCE: GWI Core, Q1-Q4 2023, Canadian internet users aged 16-64.[8]

Topic Flood: Canadian Media Fund again.

CHART 2.6

ACTIVITIES PERFORMED ON A SECOND SCREEN BY RESPONDENTS IN 2023



SOURCE: GWI Core, Q1-Q4 2023, Canadian internet users aged 16-64

Activate Prior Knowledge



“The purpose of life is to create the most flattering view of yourself in as many people’s minds as possible.”

Please call to mind...

What are your worries and what are your hopes for social media and AI generated content?

Positional Value Voting

This next activity is meant to get us thinking about big statements about social media and AI.

Yes



No



I read a lot of books.

I read the news every day in a newspaper.

I watch a lot of TV.

I use social media every day.

I use (or chat with) AI every day.

We should worry about how much time people spend on social media.

Social media is bad for us psychologically.

Social media is bad for our sense of community.

Social media distorts our sense of reality.

I take active measures to limit the influence that social media has over me.

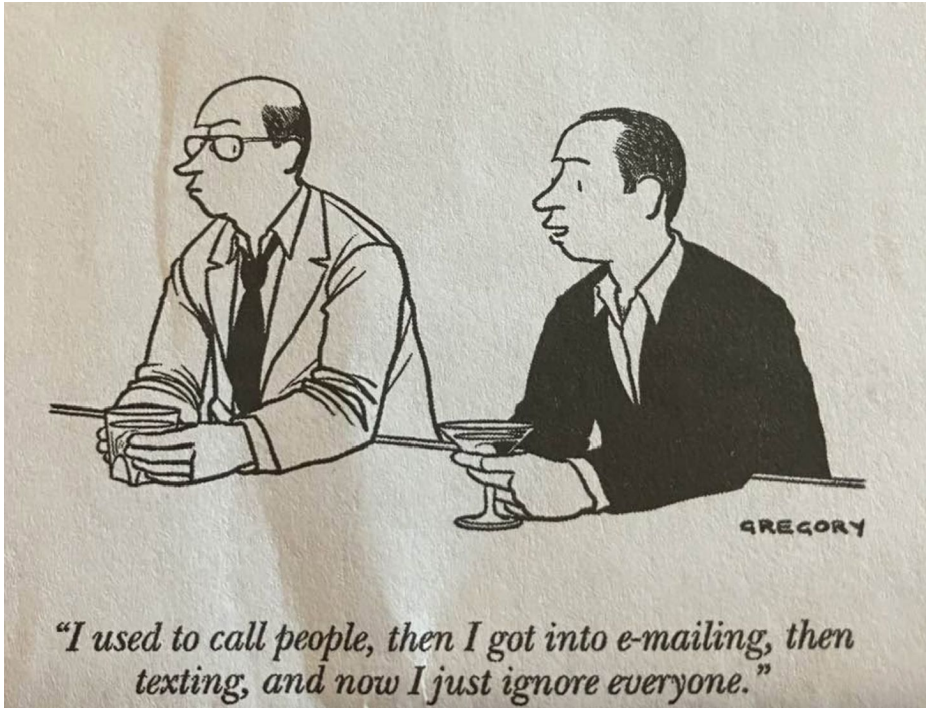
Social media distorts our sense of reality.

Social media is bad for our sense of community.

Social media is bad for us psychologically.

Frankly, AI is worse than social media.

Turn and Talk



Please take a moment to reflect on your responses, or the responses of the people in the room.

Please take a moment to share your experience with another person, or you can write some notes.

Share your motivation



The "normal" media environment I grew up in.



THE GLOBE AND MAIL

ONTARIO EDITION • FRIDAY, MAY 8, 2020 • GLOBEANDMAIL.COM

Provinces face huge backlogs with restart of elective operations

KELLY GRANT TORONTO
JUSTINE HUNTER VICTORIA

As hospitals in large swaths of Canada gear up to provide elective surgery again, at least one province is predicting it could be as long as two years before the backlog caused by the novel coronavirus pandemic is cleared.

British Columbia says it will cost $150-million this year and take 18 to 24 months to complete the 32,000 procedures that were postponed to make way for a wave of COVID-19 patients that so far has not swamped the province's hospitals.

B.C. will resume offering non-emergency operations on May 26. Health Minister Adrian Dix said Thursday, as he explained how his government intends to use the coronavirus crisis as an opportunity to overhaul the province's strained surgical system, including by scheduling procedures on the weekend.

The Ontario government also released a "framework" for restarting elective surgery on Thursday, but it did not set a date, saying instead that hospitals with the most surgery beds and fewest COVID-19 patients in their communities would likely go first.

Cancelling non-emergency operations "has weighed heavily on all of us," Ontario Premier Doug Ford said.

"I want more than anything to get these surgeries and procedures back on track as soon as possible."

→ SURGERY, A7

Alarming coronavirus outbreak hits northern Saskatchewan

KRISTY KIRKUP OTTAWA
MARSHA MCLEOD TORONTO

VE DAY

People in downtown Toronto erupt in spontaneous celebration after Nazi Germany's surrender on May 7, 1945. Official celebrations were held the next day and May 8 is now recognized as Victory in Europe Day. THE GLOBE AND MAIL

Europe marks victory 75 years later

Celebrations, such as one in London recognizing Ukrainian-Canadian's role in Second World War, moved online, postponed due to pandemic

PAUL WALDIE
EUROPE CORRESPONDENT
LONDON

Marika Panchuk has spent much of her life listening to wartime stories about her father, Bohdan Panchuk, and meeting people across Canada who owe their lives to him.

"Through the years, people have certainly come up to me and said, 'I wouldn't be here if it hadn't been for your father,'" Ms. Panchuk, 69, recalled from her home in Winnipeg. "There certainly was a bond between everyone who was there – but there wasn't a lot of talk about details."

Indeed, the story of Mr. Panchuk and the Ukrainian Canadian Servicemen's Association – the group he co-founded during the Second World War – has been largely forgotten. And yet the former schoolteacher from Saskatchewan, who enlisted with the Royal Canadian Air Force in 1939 and landed on the beaches of Normandy on D-Day in 1944, became a key figure in helping more than 30,000 Ukrainian refugees come to Canada after the war.

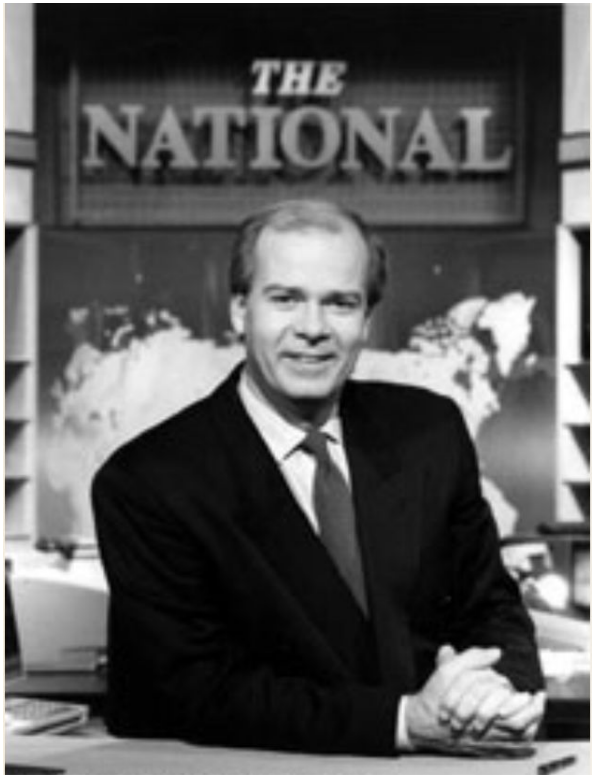
The exploits of Mr. Panchuk and the UCSA were set to be recognized on Friday as part of Britain's 75th-anniversary celebration of the victory in Europe, or VE Day. A service was planned at St. James's Church in London to unveil a stained glass window in honour of the association, which operated out of the church's vicarage.

The ceremony is now postponed until November because of the COVID-19 pandemic but St. James's still plans to livestream a series of prayers on Friday to remember the sacrifices of Ukrainian Canadian soldiers. Around 2,500 veterans and their families still receive postcards depicting the window to mark the occasion.

→ VETERAN, A12

Editorial p. 1095, The road to victory went through Berlin. In 2020, the road to victory goes through a virus. → A10

- Highly structured.
- Opinion vs reporting clearly delineated.
- Some effort towards editorial oversight and fact checking.
- Striving to be trustworthy and factual.



Marshall McLuhan



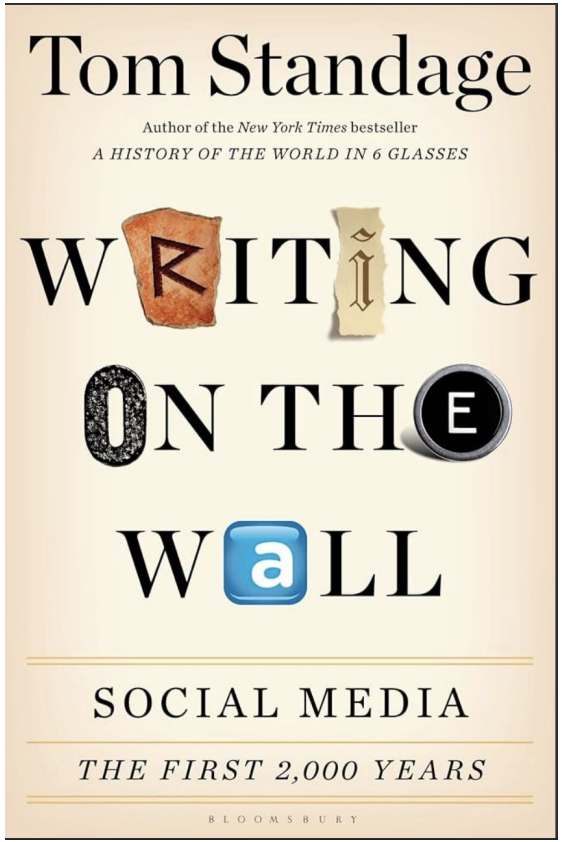
The time my dad grew up in seems normal to me now, but at the time it inspired a lot of curiosity about that moment.

McLuhan in interview with Robert Fulford on CBC, 1966.

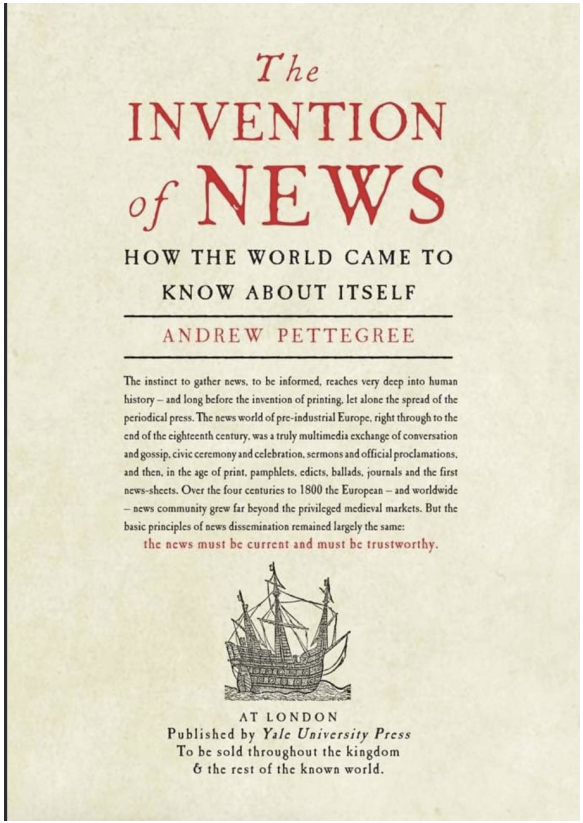
"We shape our tools and thereafter our tools shape us." John Culkin.

Was Cicero the original influencer?

- Write a letter
- Keep a copy refer to, but also to copy and pass on (retweet).
- Copy letters other sent and pass them on.
- Urge others to pass on his letters.



Is social media just information?



First, there was a longing for information. Centuries later, there was a postal service. Then there were newspapers.

First, there was a longing for information. Centuries later, there was the internet. Then there was social media. And that generated a bunch of text that was fed into some programs that we now call AI.

The Media Audit

Potter argues that media can affect us in a variety of ways. The first step is to consider in what ways that happens. W. James Potter suggests that media can:

- Cognitive/ informational
- Entertainment
- Attitudinal/ Opinions, beliefs, and values
- Physiological
- Behavioral

Suggested Media Choices.

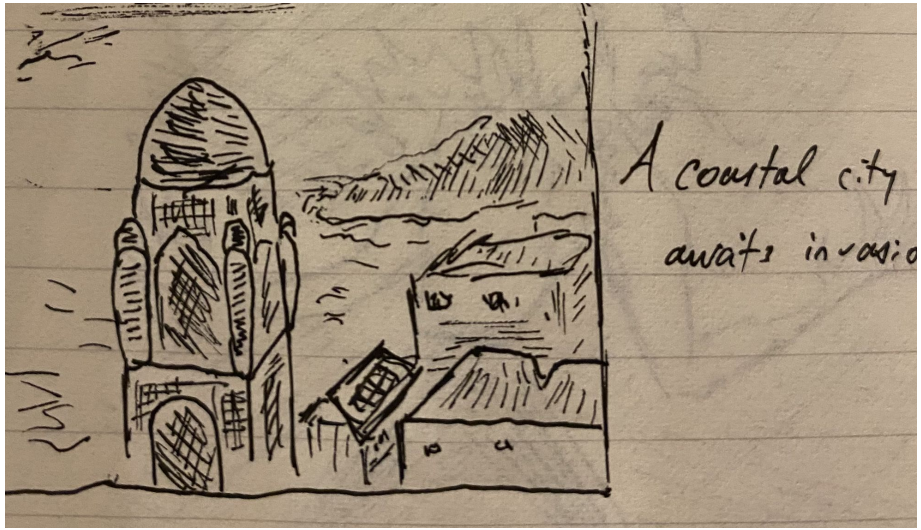
Books. Newspapers. Magazines. **Social Media** (might be more than one here). Paintings. Movies. Television. Short form video. Music. Podcasts. Video games. Newsletter. Involuntary media (e.g. **advertising**).

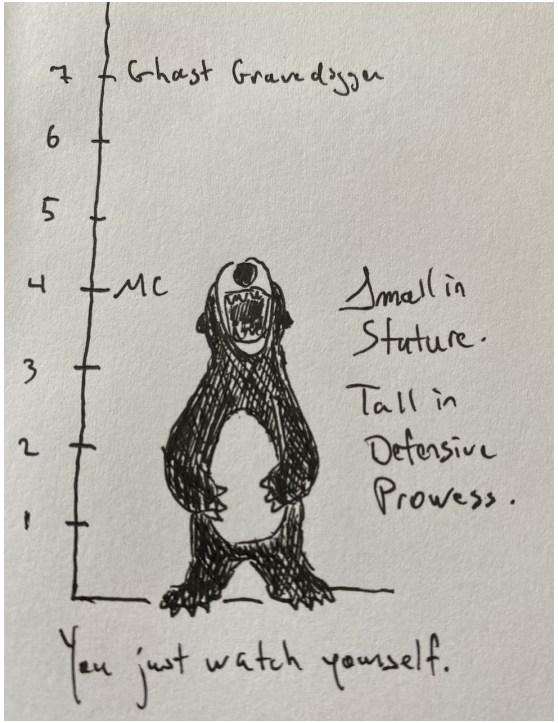
Media Audit Observations



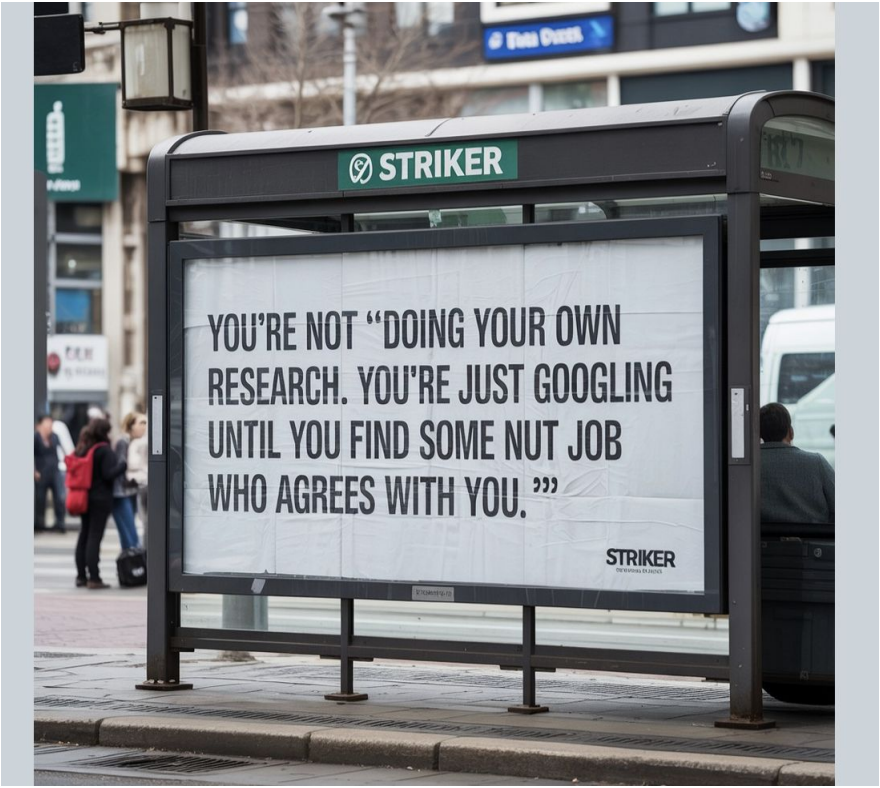
- "When I use my phone, I don't think about anything."
- A's fashion influencer story
- A surprising number of students intuit that social media and AI are bad for them.
- Very few are going to change tomorrow based on that realization.

DND Step 2 - Immerse





Inquiry Step 2 - Investigate



- Give students some big ideas to work with.
- Show them how to do research, including advanced search and AI as a search tool.
- Give many potential topics and questions that could work.

Journalism as a Public Service



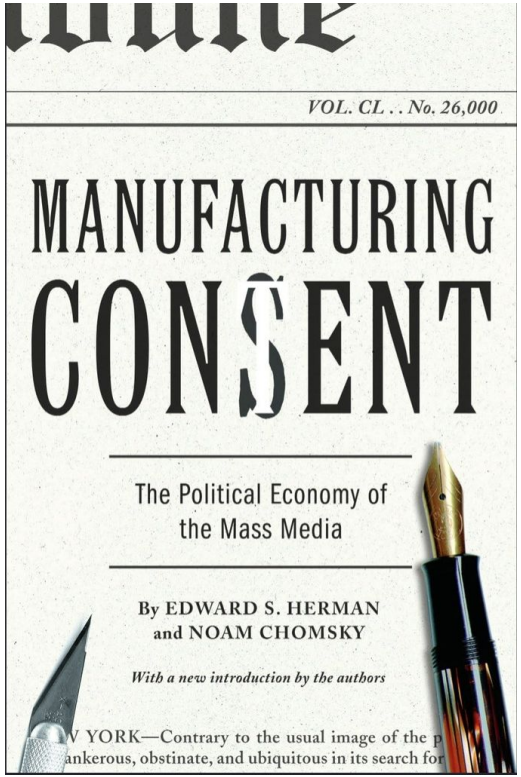
Burke

Lippman

Dewey

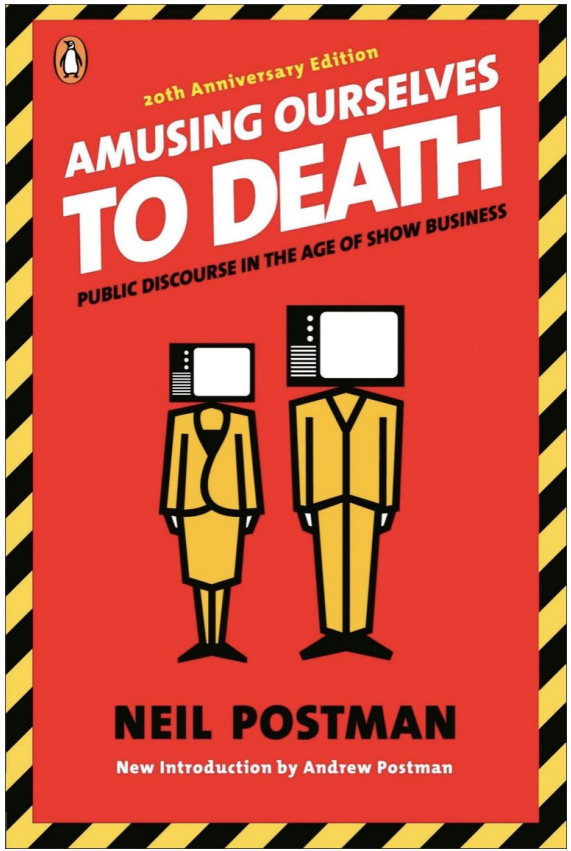
Habermas argues that journalism contributes to a public discourse essential to democracy.

Herman and Chomsky



"The mass media serve as a system for communicating messages and symbols to the general populace. It is their function to amuse, entertain, and inform, and to inculcate individuals with the values, beliefs, and codes of behavior that will integrate them into the institutional structures of the larger society."

Media as Entertainment



Media critic Neil Postman argued in the 1980s that TV was too easy and kept us from thinking deeply.

Social Media as endless distraction



"While the duck appears to be calmly working from home, under the surface it is frantically checking social media."

Cal Newport, a professor of computer science, argues in books like *Deep Work* that our computer screens distract us and reduce the complexity of our thinking.

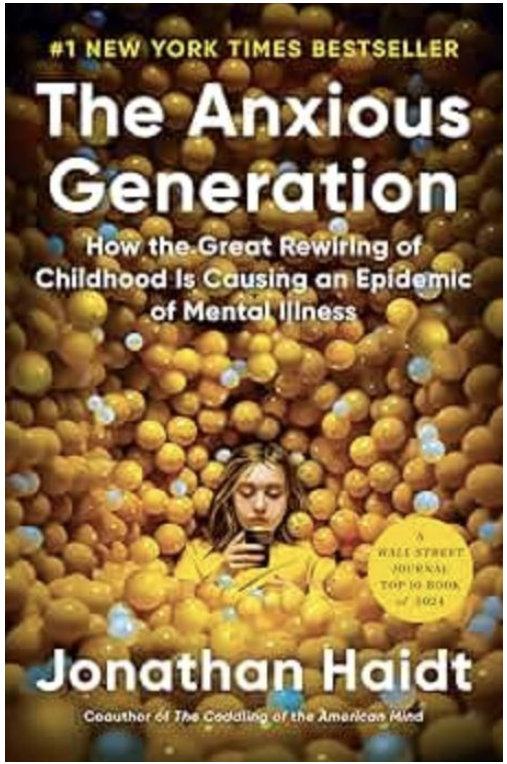
Behavioral



"5 stars, please."

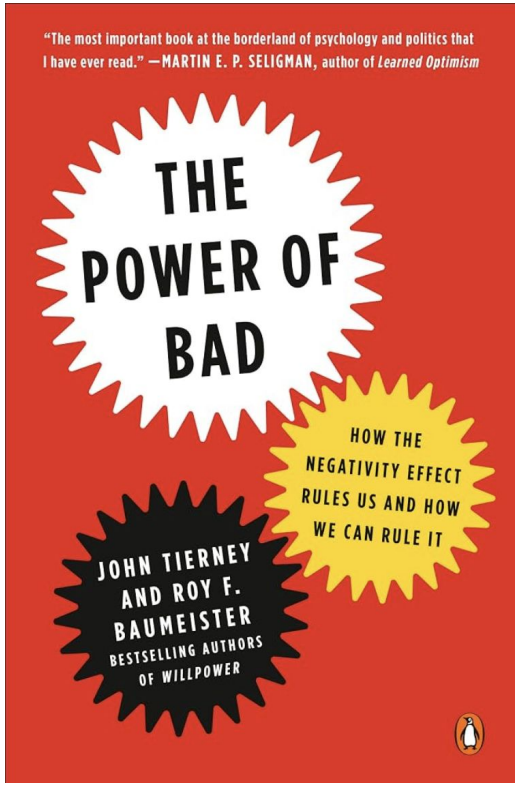
Students especially seem interested in how social media is used to drive consumption and spending.

Social media makes us more anxious.



Psychologists Jonathan Haidt and Jean Twenge have argued that using social media is making us measurably more anxious.

Negativity Bias



Baumeister, a psychologist who investigated negativity at Case Western Reserve University, argues that people have a negativity bias.

This might be one reason why a journalist like Matthew Yglesias would write that the news responds to the audience's preference for negative stories.

Algorithmic Filter Effects



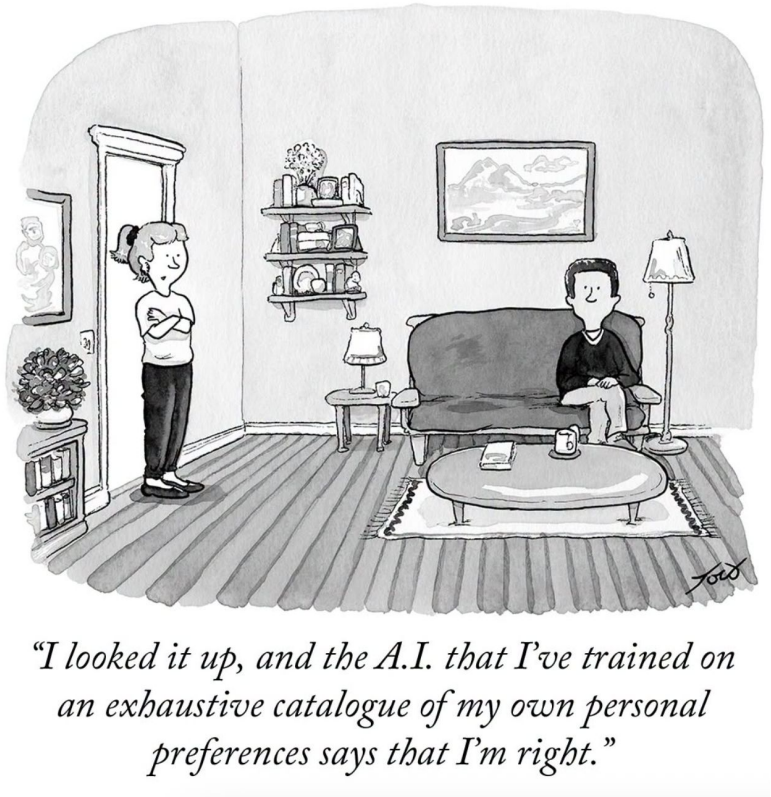
"Don't you see? This proves it! nothing is ever my fault!"

In his book *The Filter Bubble*, Eli Parishar warned that personalization and algorithmic search would trap us inside epistemic bubbles we're hardly aware of.

There's a neat interactive game about this here:

https://poki.com/en/g/we-become-what-we-behold

Motivated Reasoning

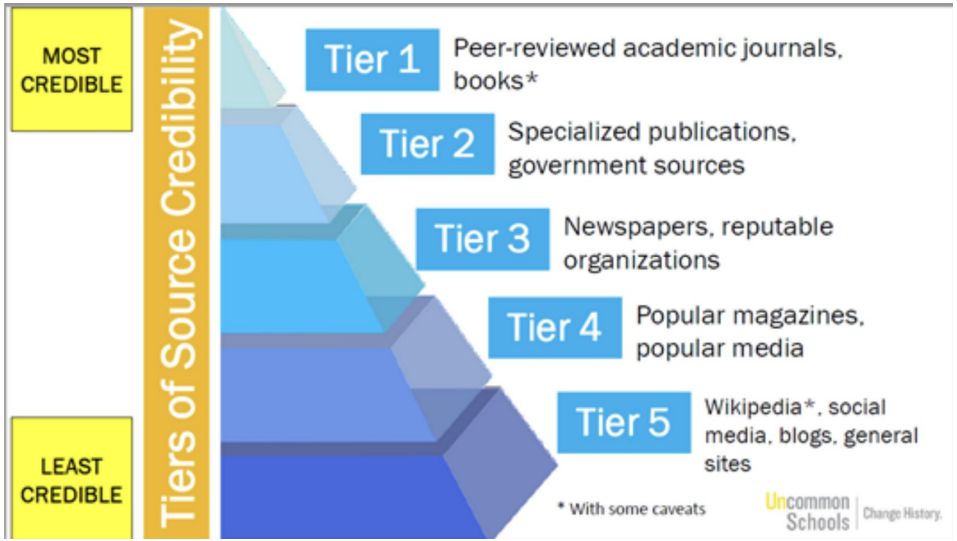


"I looked it up, and the A.I. that I've trained on an exhaustive catalogue of my own personal preferences says that I'm right."

Dan Kahan, a Yale psychologist, is the expert on motivated reasoning. He argues that people generally start from a position and then seek out ideas that confirm their preferences.

I found Haidt's overview of his work in *Righteous Mind* useful.

Investigating the Context of the Source



In AP Seminar, my co-teacher and I often use this chart from Uncommon School to explain credibility tiers.

The tiers are primarily determined by the standard of editorial oversight they are subjected to before publication.

How does AI differ from social media?



"And to think we started as a company that makes printers."

AI can sometimes counter these biases, but it often depends on the prompts. Its first preference is typically to flatter the user. The dangers of the filter bubble, confirmation bias, and intensification remain.

Prompting AIs

Introduce the context of you.

State your overall purpose.

State the specific task.

Provide perameters.

Say thank you.

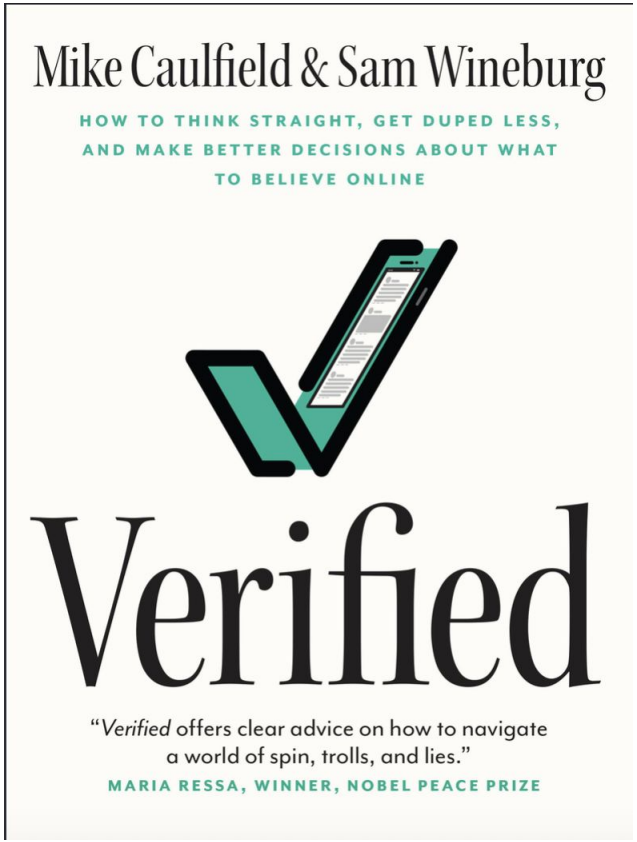
I'm a student in English 11 and I'm preparing a multimedia presentation on the way radio was used as a propaganda tool in Nazi Germany. I am looking for a variety of sources about the history of radio, propaganda, how to tell when radio is bad (propaganda) and how it is or was good. Ideally, I'd also like to know who are the credible experts in this field. If you could provide not just an overview but also links to books, articles, or videos, please do. Take your time, thank you.

Three Contexts

The Context of the Source: What's the reputation of the source of the information you arrive at?

The Context of the Claim: What have other said about the claim? If it's a story, what's the larger story? If a statistic, what's the larger context?

The Context of You: What is your level of expertise in the area? What is your interest in the claim? What makes such a claim compelling to you, and what could change that?



Suggesting Topics - Not a Comprehensive List

- Is "if it bleeds it leads" a bias of journalism or of the audience?
- A ____-gate. Watergate, Deflategate, Spygate, **Lance Armstrong**...
- To what extent can video games offer meaningful aesthetic experiences?
- Is music on vinyl vs digital a meaningfully different experience?
- What are the tradeoffs of photojournalism?
- On net, is a 24 hour news cycle good?
- **What are the tradeoffs of algorithmically curated content?**
- Career Study - Ezra Klein, Nate Silver, Barbara Walters, Studs Terkel
- To what extent does data journalism counter negativity bias?
- Under what circumstances is censorship effective and/ or admirable?
- To what extent does advertising work?
- In what ways does oral storytelling communicate cultural and traditional knowledge?
- To what extent does social media amplify discontent, anxiety, or OTHER in its audience?

Some Topics My Students Chose



How does the ubiquity of online shopping / marketing shape our behavior?

To what extent does online Pokemon card collecting negatively affect the hobby?

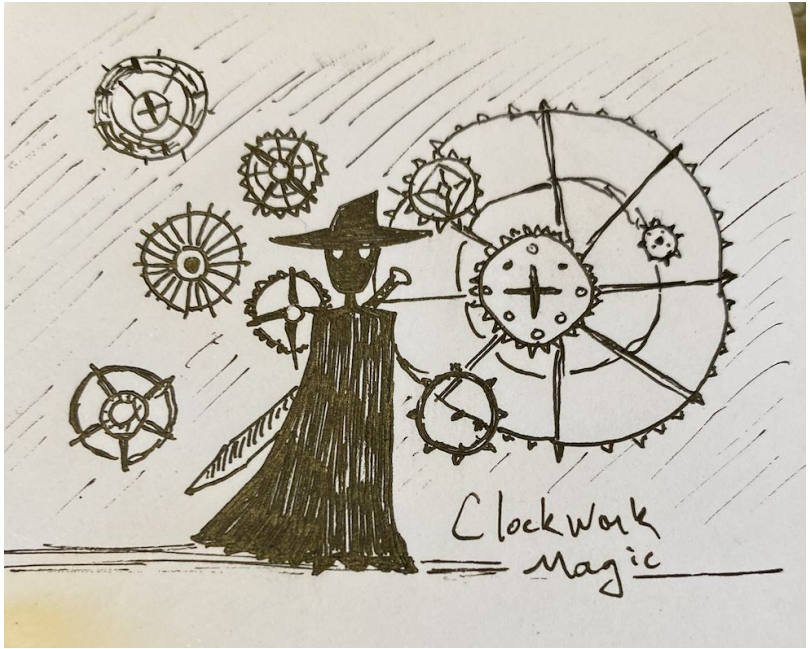
What happened when I stopped using my cell phone?

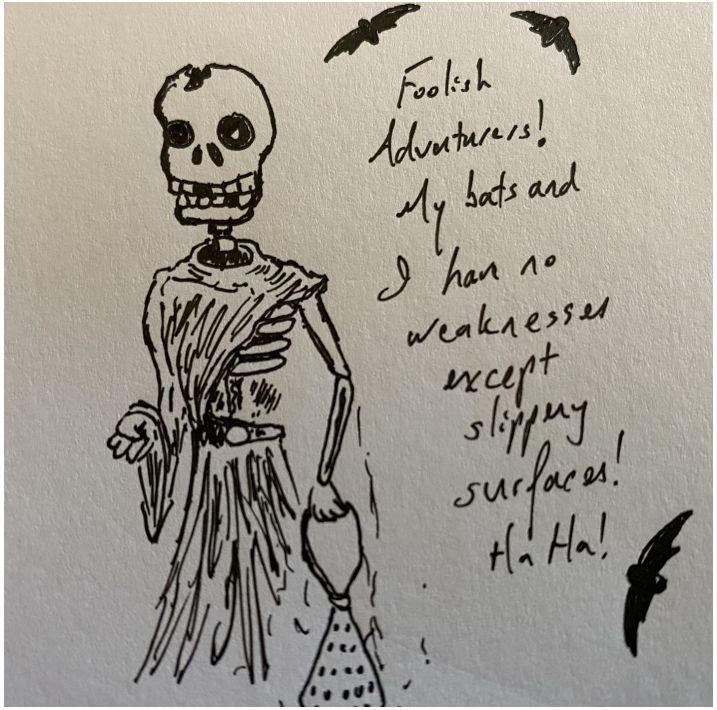
To what extent does the coverage of human rights abuses in the 2022 World Cup reveal a weakness in the way journalism works?

Are cell phones more like the dystopia of *1984* or the dystopia of *Brave New World*? (It's both! It distracts us and it surveils us.)

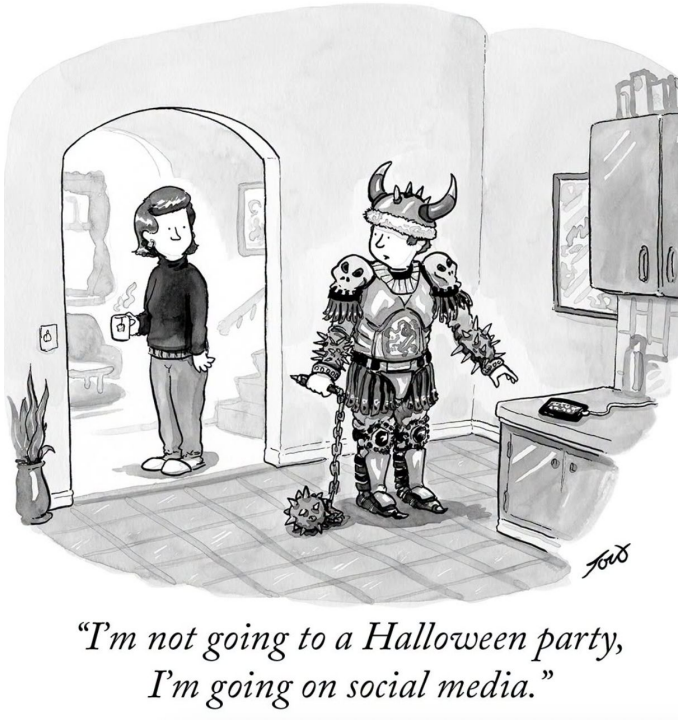
How should we think about the rise of gambling content in sports broadcasting and reporting?

DND Step 3 - Synthesizing





Inquiry Step 3 - Synthesizing



"I'm not going to a Halloween party, I'm going on social media."

Skill Building

- Oral citations and attribution phrases
- Putting sources into conversation with each other
- Contextualizing a source
- Leading a discussion that invites the class to interrogate their own response.
- Reaching conclusions
- Public speaking skills
- Inserting content, up to and including video.

Multimedia Presentation Builder

Like a graphic organizer but on slides.

Essential Question

This is a guiding question for your presentation. It can be tricky to get this question right, but it's also valuable to learn how to ask such questions. They can be revised up to the point of presentation. Here are some starters…

Ex:

- Is music on vinyl vs digital a meaningfully different experience?
- Is "if it bleeds it leads" a bias of journalism or of the audience?

These questions can be tricky to get right, but what I'd draw to your attention here are the "to what extent," "tradeoffs," and "ways" questions.

Inserting a video

To insert a video, go to:

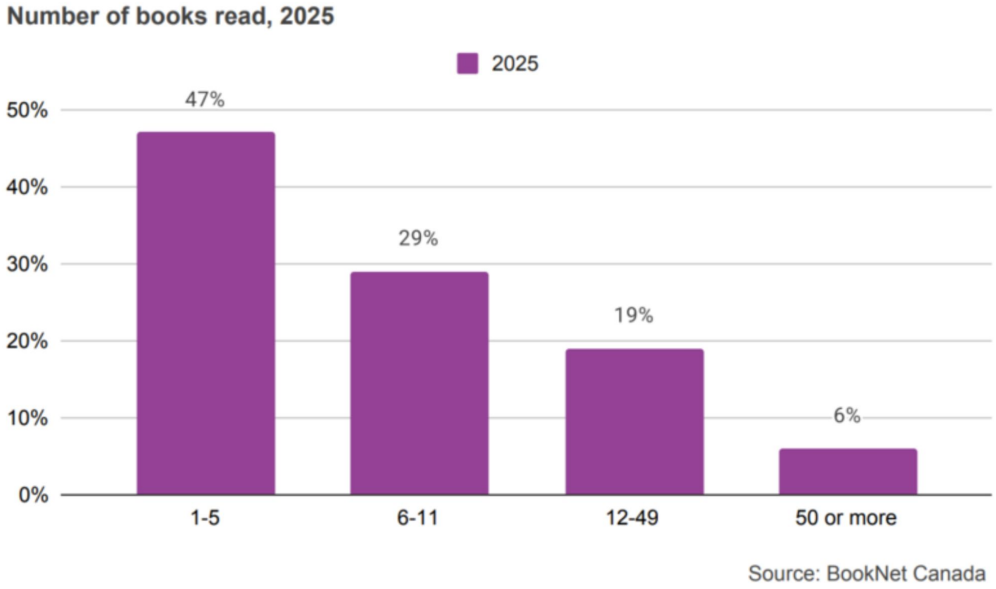
INSERT and then VIDEO.

You can also show the entire video or you can start somewhere in the middle. In this case, the video is 10 minutes long, which may be more time than you want to devote to a video.

This sort of video can be a useful way to provide general understanding or background knowledge that goes beyond our individual intuitions.



Using pictures, charts, and graphs



It can be useful to put a chart in one of these boxes and some bullets in the other one.

Make sure you introduce and explain the chart and graph for the class using spoken words.

B/c this graph includes its creator, an additional citation is less of a priority, but you should still introduce what we are seeing and where it comes from.

Art or Poetry or Film or Music

Art can be a powerful way of getting your audience to think about the subject. Here's a song from Canadian rock band Barenaked Ladies. In it, we see a satire of consumerism.

This sort of text can also be useful in helping the audience to map out their intuitions, but it can also provide a context for discussion or a message that you want to underline.

A poem should be recited. A song should be played. Both should be contextualized.

Shopping
By Barenaked Ladies

Well you know that it's going to be alright
I think it's gonna be alright (alright)
Everything will always be alright
When we go shopping

It's always la-la-la-la-la, la-la-la-la-la
The shopping never ends
It's always la-la-la-la-la, la-la-la-la-la
Shopping with our friends
Shopping once again

It's never enough
Until you've got all the stuff
When the going gets rough
Just shop with somebody tough

Well you know that it's going to be alright
I think it's gonna be alright (alright)
Everything will always be alright
When we go shopping

More on Art



- *View of the World From 9th Avenue*
- by Saul Steinberg (Romanian-American)
- 29 March 1976

Contextualize the work, as above.

Explain what you see in the painting. In *Nighthawks*, I see loneliness, isolation, sadness.

But! Paintings can be open to interpretation. So it can be useful to invite responses.

Testimonial & Purposeful Use



To find answers to our guiding question question, we may want to get some testimonial or behavioral evidence and ask TWE it explains what's happening.

Be careful in picking what you choose as representative.

This video does not establish any critical commentary, but we could use it to explore what people do online.

Audience Participation

Multimedia presentations increasingly call on the audience to participate and engage with the content, in part, perhaps, because we have less patience for presenters in the past. Regardless, people often like sharing their thoughts.

To do this with teenagers in a classroom, I strongly recommend this model:

- Show the text.
- Invite the audience to journal to gather their thoughts.
- Invite the audience to share their thoughts with a neighbor, which is useful for shy people especially.
- Invite the audience to share their ideas with the audience.

Ex. →

Journal

In the video, "Loneliness," what would it mean that sometimes people exacerbate their feelings of loneliness when they create a story that they don't feel lonely?

- This prompt has a pretty straightforward answer, but you have to think about it to get to it. Basically, people who claim they don't get lonely come up with a story that allows them to avoid their feeling of isolation. But that story also prevents them from mitigating their isolation. In other words, it makes them more isolated and it become a self-fulfilling prophecy—and a downward spiral.

Order

There isn't a universally right order, but this will often work:

- Question
- Hook and/ or mapping intuitions
  - Engage with it.
- Background information or general background.
  - Here, we want to define terms and explain contemporary understandings.
- Data
  - Engage with it.
  - There may be more than one set of data.
  - This tends to show us a big picture frame.
- Testimonial and/ or art
  - Engage with it.
  - There may be multiple perspectives that need to be included.
- Reaching conclusions
  - Let the audience begin to reach their conclusions in answer to the question. Share your own. There may be conclusions we reach about society as well as conclusions we reach about our own lives. Ex/ It seems like urban density is efficient for society and it can also be a good way to meet people. But, speaking personally, my long term goal would be to move out the city.
- Citations.

Our conclusions

Mr S's Conclusions

- It seems like many useful lessons are learned in presenting.

Mr L's Conclusions

- It seems like many useful questions are explored in research.

This is very important. It's your chance to communicate what conclusions you've reached.

These conclusions should be individual. There may be overlap, but very few questions have "right" answers that are true for everyone.

Works Cited

My advice is to use the Google Docs citation generator to generate citations.

To find it go to TOOLS-CITATIONS. For whatever reason, this function is not on Google Slides. So make it in Google Docs and copy it into your slides.

Declaring that you're done.

A cat tax is sadly not appropriate for every topic, but if you can include it please do. A thematically appropriate cat tax is even better.

Do say "Thank you for listening" so that people know you're done.

In this class, let's raise the roof rather than clapping hands.



Some public speaking tips

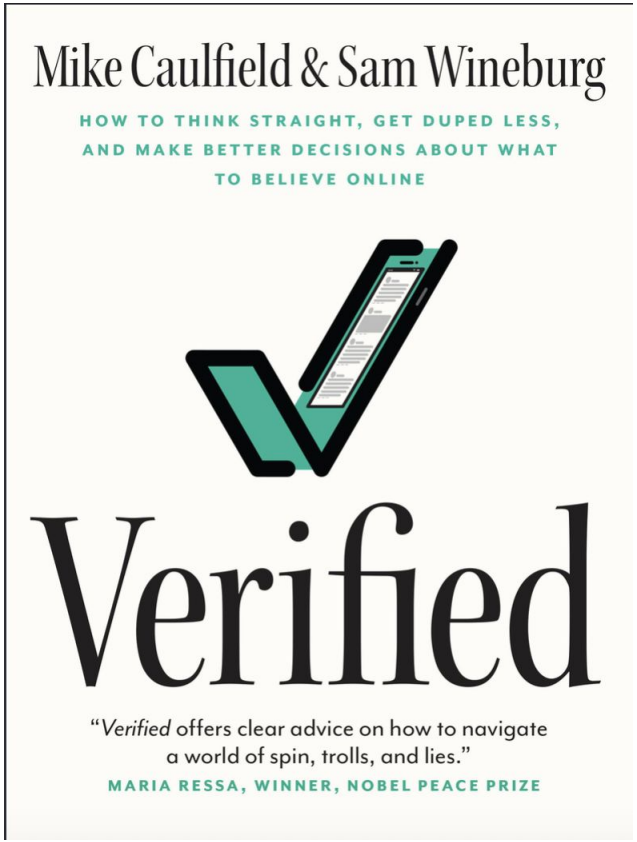
- Don't stand in front of the screen.
- Project and stand up straight.
- If you need notes, index cards and clipboard notes tend to signal more authority than holding a laptop in front of you.
    - (In theory an iPad can work.)
- Know what you're talking about and convey that you know what you're talking about.
- If you feel people aren't paying attention, you can say "screens down please."
- Do rehearse.
- When you invite people to talk to their partner, do circle around and listen to what they say.
- This is not a public speaking tip, but students do tend to ace this assignment if they come to see me once or twice before it's due.

Three Contexts

The Context of the Source: What's the reputation of the source of the information you arrive at?

The Context of the Claim: What have other said about the claim? If it's a story, what's the larger story? If a statistic, what's the larger context?

The Context of You: What is your level of expertise in the area? What is your interest in the claim? What makes such a claim compelling to you, and what could change that?



A weekly structure

Immersion	Form Questions	Model your inquiry
Research	Research	Synthesize
Draft & Meet w/ students	Draft & Meet w/ students	Draft & Rough draft hand in.
Presentation	Flex Time	Presentation
Continue til done.		Final reflections and 1:1s

Also. Assigned Reading

The final task I ask the class to complete is to create an assigned reading syllabus. This can be reading the newspaper every day during the presentation cycle, asking AI to summarize reading on a topic of their choosing, or creating a mixed media reading list. News.Google.Ca can also be useful to return to regularly.

This is a task that students can do in the open time of the lesson. Because I meet my classes three times, I typically try to have one open class period, too.

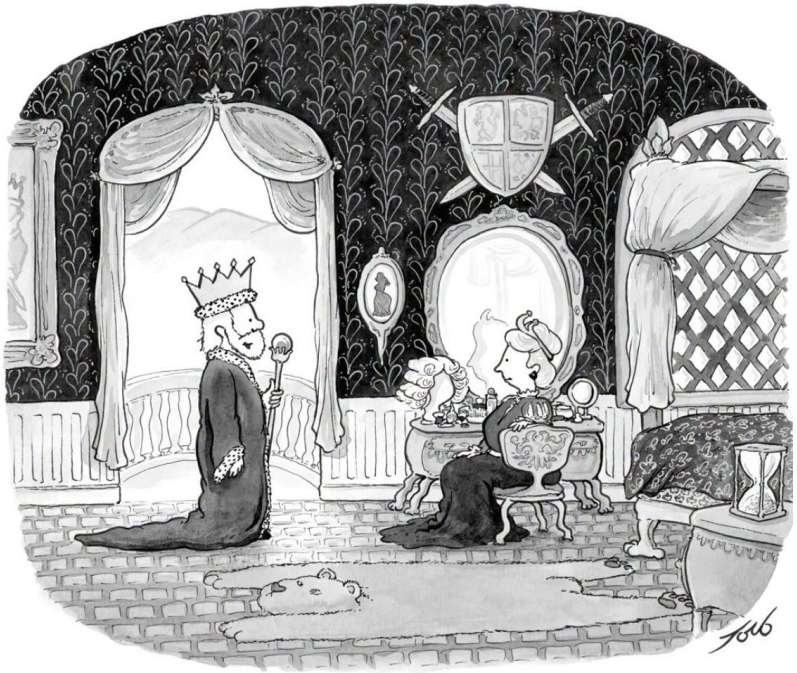
DND Step 4: Go Public



The final boss...

- For much of the campaign we've had to save the city from a dragon wyrmling named Pyron. Now his mom has come. We actually defeated her but some ritual spellcasters reanimated her, so now we have to defeat her again.
- KB and Mecha Cub have another ally named Mecha Bird, who is a Homunculus Servant construct.

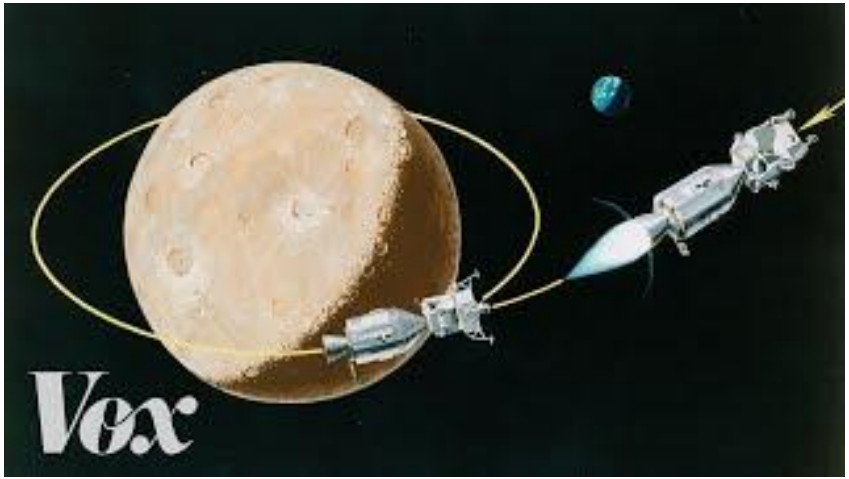
Inquiry Step 4 - Go public.



"Based on the feedback from advisors whom I haven't beheaded, all of my ideas are great."

Here I'll give a couple examples of what students did and how they receive feedback. Then I'll invite you to come up with your own topics.

Investigating the Context of the Claim



In this presentation on what, if anything, explains moon landing conspiracy theories, the students first took the time to go over what made the moon landing so impressive in the first place.

(In addition to this video from Vox, the students provided additional content from other sources.)

Investigating the Context of You (the audience)



When we watch this video, to what extent are we watching journalism vs entertainment?

- Why were people impressed by Lance Armstrong
- Interviews with journalists who exposed his scandals
- Outlined how Armstrong attacked those who came forward about him.

Peer Feedback

My Favourite Thing:

- There were a lot of videos that explained a topic I was not previously too knowledgeable on, which was quite helpful for me to understand more about the topic.
- Using a clear reference from a long time ago, such as the newspaper from the Apollo project, makes the presentation persuasive.
- This is one of the most interesting presentations so far its so crazy that humans were able to do this.
- The video of the people calling their buddy and pranking him into thinking he missed the flight.
- The section on the media that reported on the moon landing was very good, showing how reliable each source was back then
- **One of my favourite things is how many informative videos they have**
- Another thing is how good the slide design is.

<table>
<tr><td>Date</td><td>Presenters</td></tr>
<tr><td colspan="2">Topic & Question</td></tr>
<tr><td colspan="2">Your notes:
•</td></tr>
<tr><td>My favourite thing about this presentation
•
•
•</td><td>My suggestion
•</td></tr>
<tr><td colspan="2">Your Connections, Conclusions, Questions
•
•
•</td></tr>
</table>

Peer Feedback:

Suggestions:

- **Could have introduced the videos a bit more, so we know what we are going to be watching.**
- Could have connected to one of the media theories.
- No eye contact
- Speak more slowly.
- They mostly read of a script but I think it would been more interesting if they talked more naturally
- I would have preferred less videos
- Compared to other presentations, there was more videos and less explanation.

Date	Presenters
Topic & Question	
Your notes: •	
My favourite thing about this presentation • • •	My suggestion •
Your Connections, Conclusions, Questions • • •	

Peer Feedback:

Takeaways:

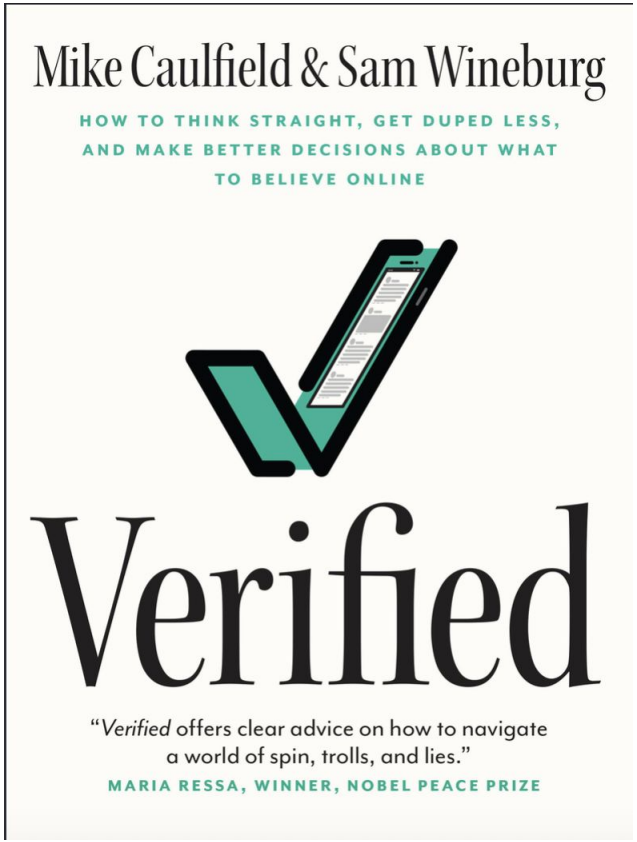
- What is the best way to prove a moon landing non-believer wrong?
- Modern media gives us the option to choose whatever story we want to hear, even if that is not the truth
- **Media filter bubbles are prominent, especially in the case of believing whether or not certain media is real, as the algorithm is constantly showing what you want to see.**
- I don't think you can just easily say that the US won the space race. They landed on the moon first but the soviets won in many other categories
- It's crazy that they went to the moon with so little technology compared to what we have today.
- Social Media cannot be trusted as much as Historical Media
- The connection: we tend to choose to believe– I was believing the moon landing because there was a video, audio. However, if there was no video, I might not believe and think of it as misinformation.

Date	Presenters
Topic & Question	
Your notes: •	
My favourite thing about this presentation • • •	My suggestion •
Your Connections, Conclusions, Questions • • •	

Looking at the Unit as a Whole

The Context of You:

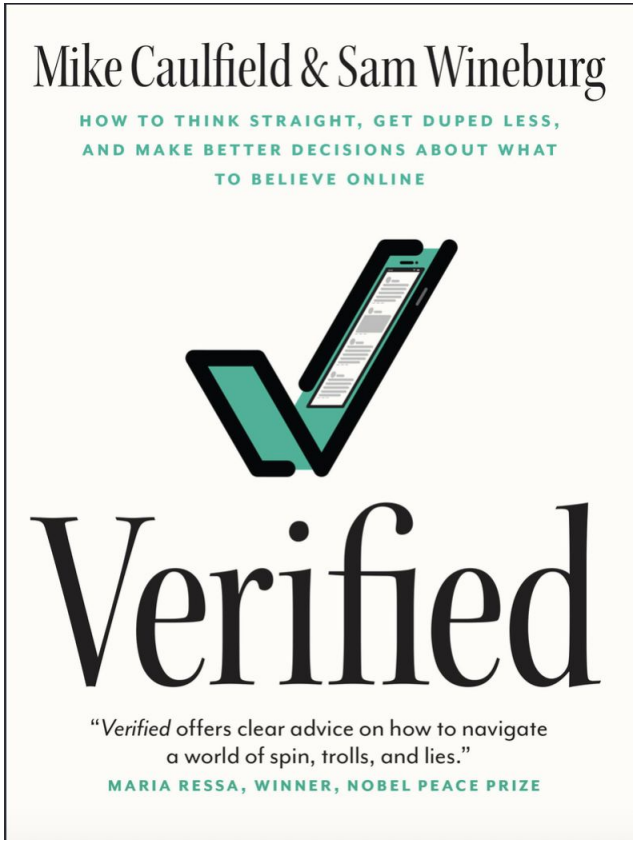
- Positional Value Voting
- Media Audit
- Discussion Questions during the presentations.
- Introducing the why behind their guiding question.



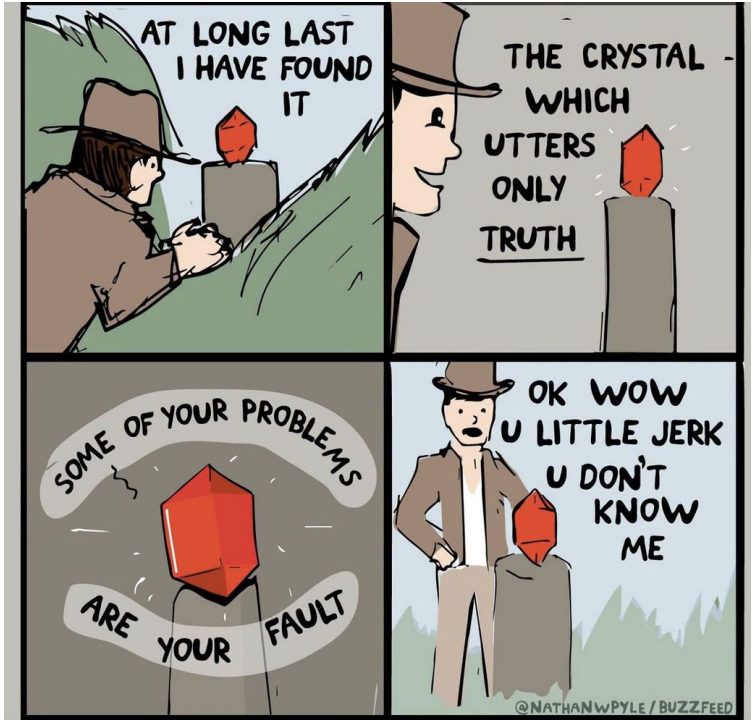
Looking at the Unit as a Whole

The Context of the Content and of the Source:

- Oral citations
- Credibility phrases
- Putting sources into conversation with each other
- Reaching conclusions.
- Contributing peer feedback to the presenters.

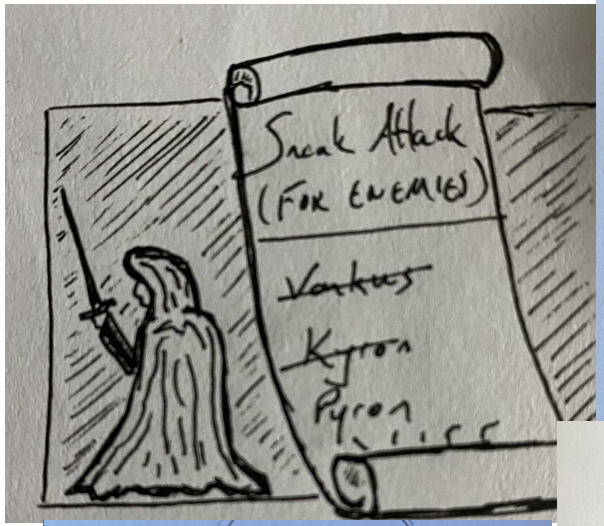


Towards a Conclusion



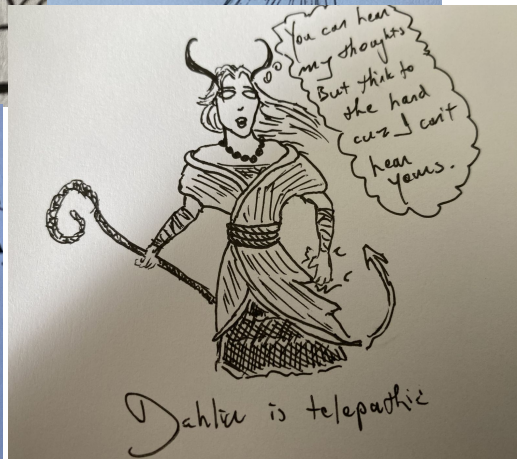
- People are on their own journey.
- The FNESC's First Peoples Principles of Learning remind us that media literacy is not just about us as individuals. Our learning should be good for us, yes, but also for others around us.
- Caulfield and Wineburg's three contexts are useful, direct, and memorable.
- An inquiry model, such as the one offered by Harvey and Daniels, works well for taking what is a topical unit theme and getting students to dig in.
- AP Seminar has a lot of useful stuff.
- DND reminds us that inquiry is a good structure for inquiry.

How a Healthy Life is like a DND Campaign







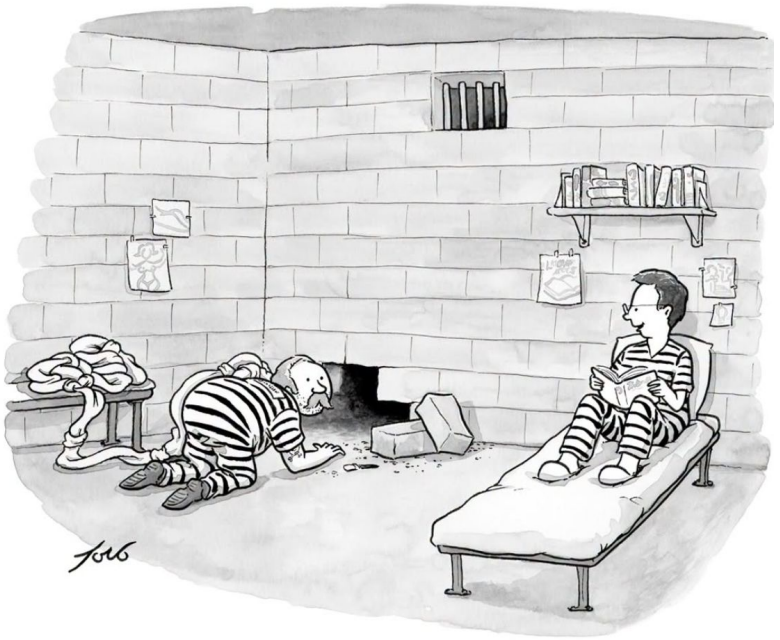


Our best defense against the worst parts of social media and AI may be our IRL connection to others.



Condensed Further Reading

- Baumeister - *The Power of Bad*
- Caulfield and Wineburg - *Verified*
- Daniels and Harvey - *Comprehend and Collaborate*
- Haidt - *Righteous Mind* and *Age of Anxiety*
- McLuhan - *Understanding Me*
- Mollick - *Co-Intelligence*
- Newport - *Digital Minimalism*
- Pettegree - *The Invention of News*
- Postman - *Amusing Ourselves to Death*
- Standage - *The Writing on the Wall*



"No, thanks. Reading is my escape."

Thank you for listening.

This time was set aside to answer questions or to help others adapt the assignment for their own classroom or students.

