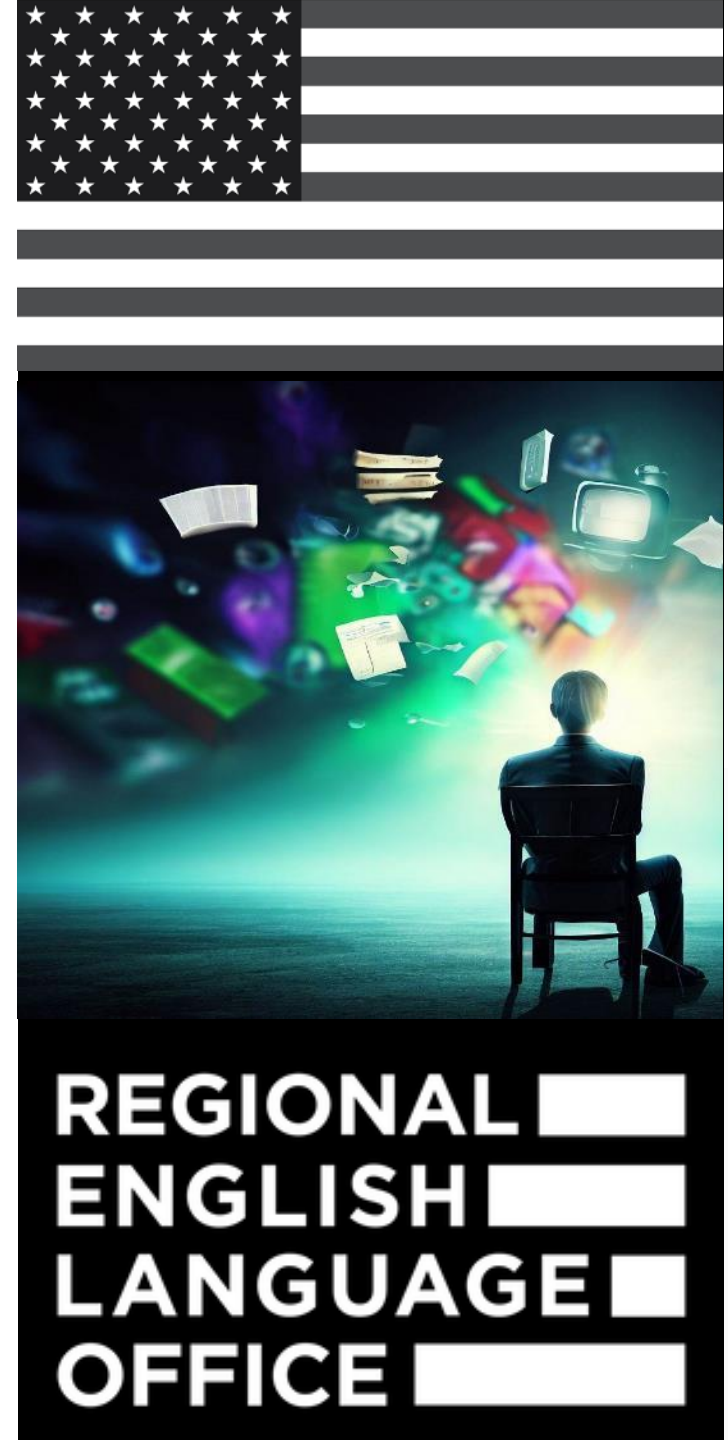


MEDIA LITERACY IN ELT

from deep fake
to deep learning



Powered by DALL-E

Made by Bing Image Creator

Why are we here?

Media Literacy in English Language Teaching

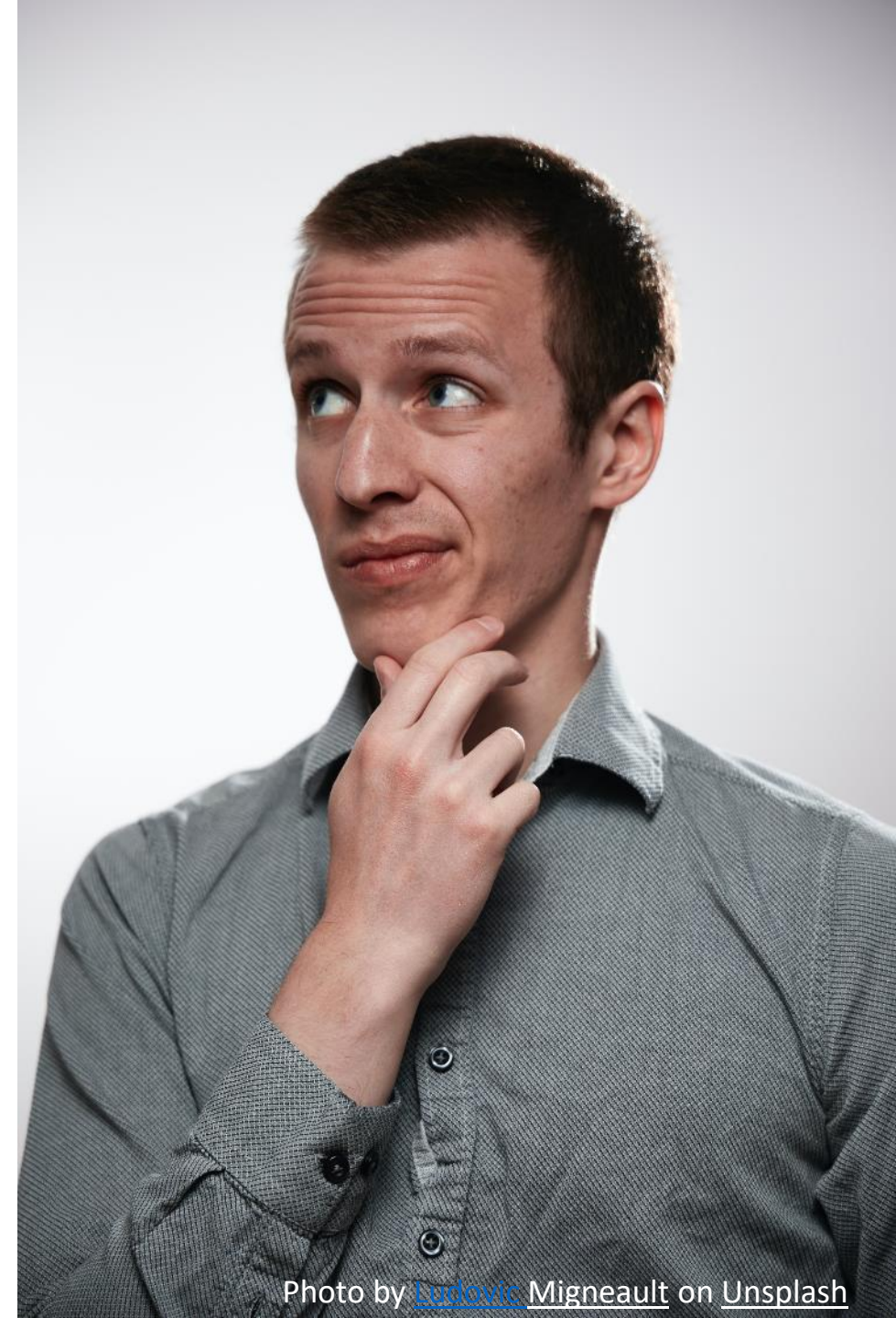


Photo by [Ludovic Migneault](#) on [Unsplash](#)

The Most Important Statistics

80% of middle school students cannot distinguish between sponsored content and real news articles.

This statistic is a stark reminder of the importance of media literacy. It highlights the need for education and awareness of the difference between sponsored content and real news articles, especially among middle school students. Without this knowledge, students are at risk of being misled by false information and biased opinions.

52% of teachers say their students are not skilled at evaluating online information.

This statistic is a stark reminder of the importance of media literacy education. It highlights the need for students to be taught how to evaluate online information, as more than half of teachers feel their students are not adequately equipped to do so. This is a concerning statistic, as it suggests that students may be exposed to unreliable or inaccurate information without the necessary skills to identify it.

What is going on?

Media Literacy in English Language Teaching

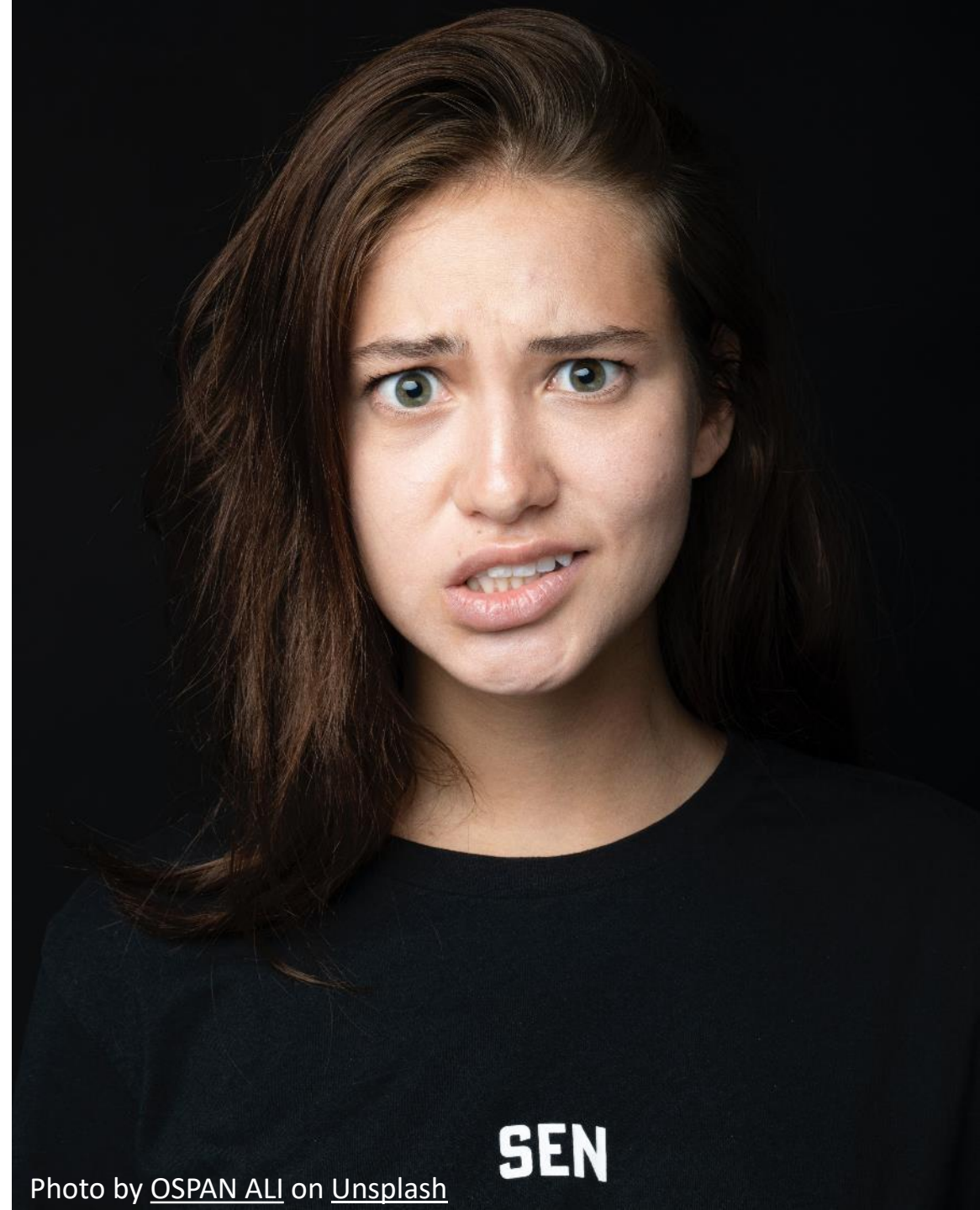
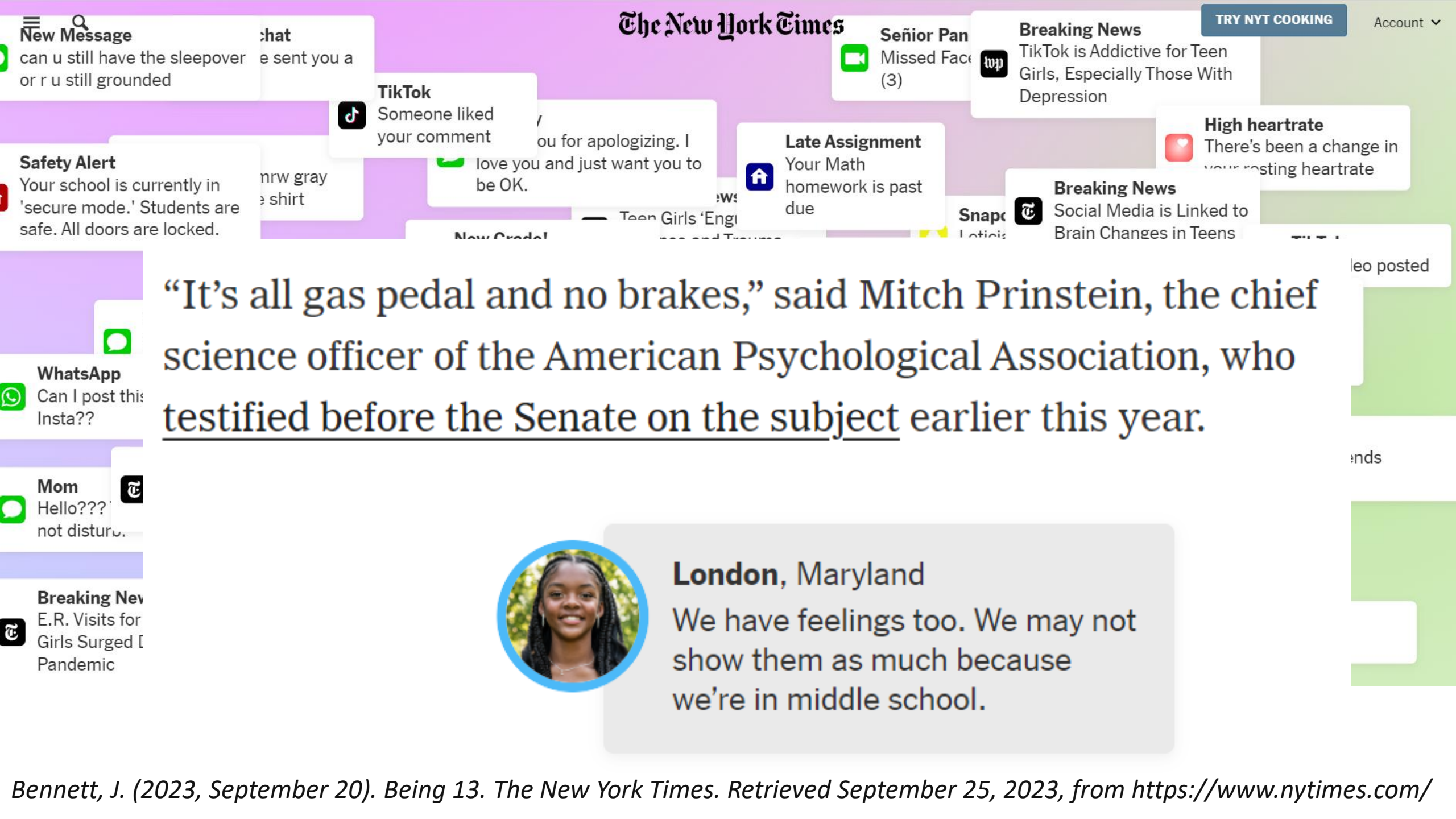


Photo by [OSPAN ALI](#) on [Unsplash](#)

SEN



“It’s all gas pedal and no brakes,” said Mitch Prinstein, the chief science officer of the American Psychological Association, who testified before the Senate on the subject earlier this year.



London, Maryland

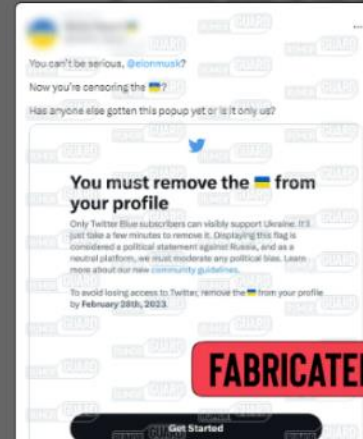
We have feelings too. We may not show them as much because we’re in middle school.



07.26.2023

AI-images of LeBron, Biden fuel bubbling 'Barbie' culture war

Realistic images showing NBA superstar LeBron James, President Joe Biden and former President Barack Obama wearing pink outfits to celebrate the summer blockbuster movie Barbie have been viewed more than 10 million times on social media. But the images are AI-generated fabrications. Let's look at the facts.



03.01.2023

Twitter isn't removing Ukrainian flags from user profiles

A widespread rumor on Twitter claims the platform is forcing users to remove the Ukrainian flag from their profiles, presumably at the behest of owner Elon Musk. But the viral screenshot of this alleged notification is fabricated. Let's look at the facts.



08.17.2023

Climate change denialists push doctored video of TV weather map

An alarming TV news broadcast featuring a weather map that appears to be on fire gained traction online in early August from climate change denialists who used it as "evidence" that meteorologists are exaggerating their forecasts to stir up anxiety about global warming. But the flames weren't part of the original broadcast — they were added with video editing tools. Let's look at the facts.

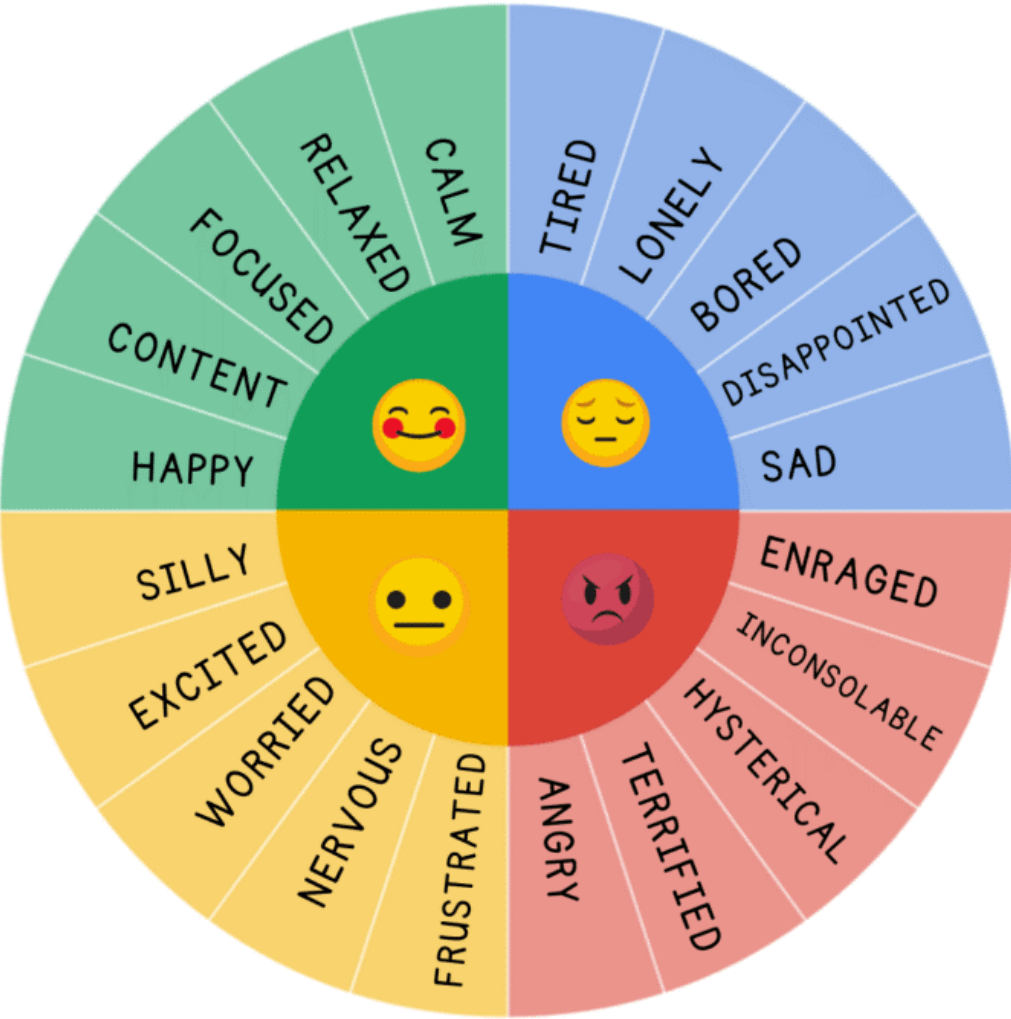
#ClimateChange #ManipulatedContent #WeatherMap

How do we feel?

Media Literacy in English Language Teaching



Photo by [Dev Asangbam](#) on [Unsplash](#)

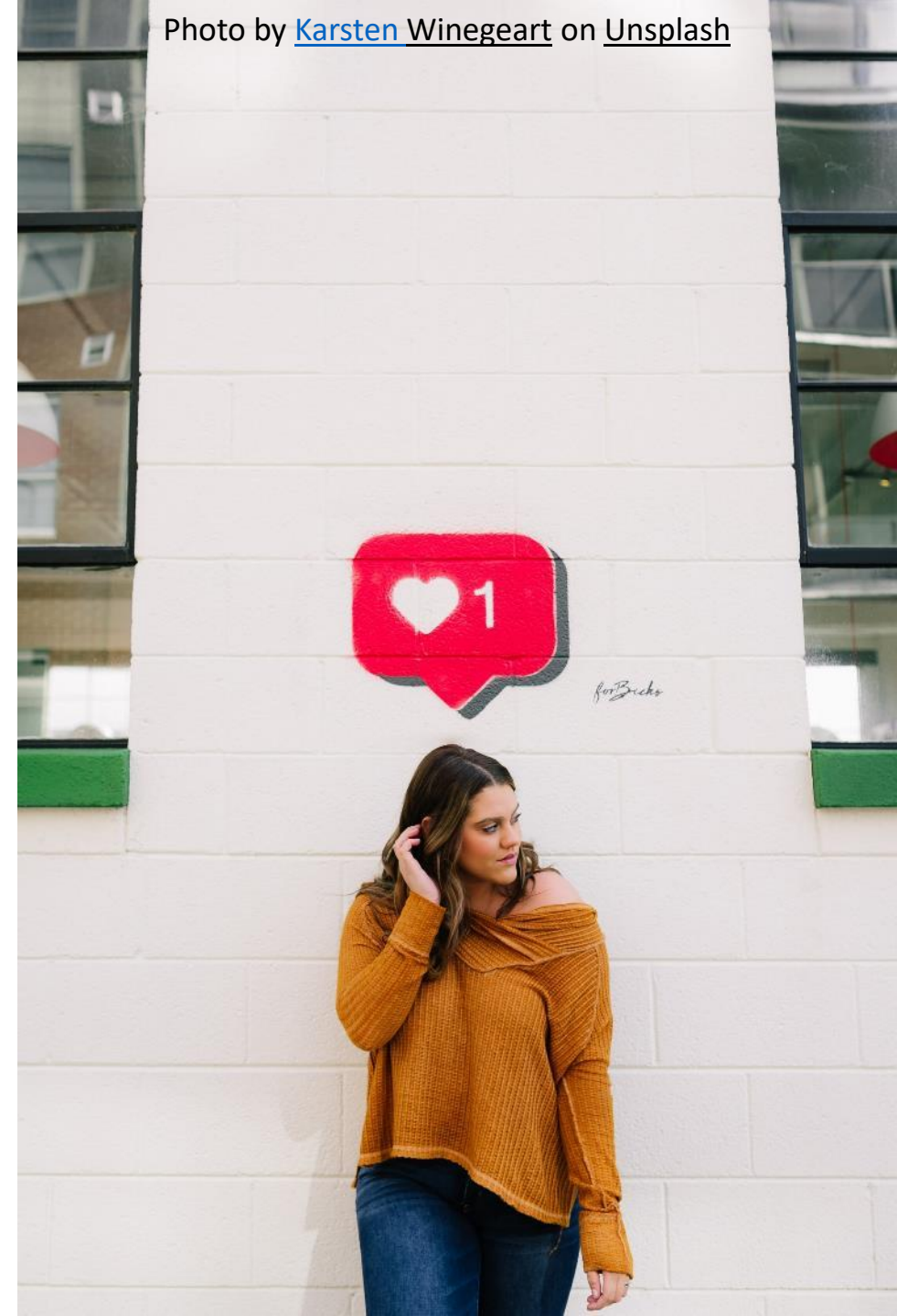


<https://hes-extraordinary.com/emotion-wheel-for-kids>

Photo by Mick Haupt on Unsplash

What are we doing?

Media Literacy in English Language Teaching





How long does Gen Z spend watching TV each day?

- a) Less than 1 hour
- b) 1-2 hours
- c) More than 2 hours
- d) They don't watch TV

How long does Gen Z spend watching TV?

TV: Average Time Spent in the US, by Age, 2020-2024

hrs:mins per day among population

	2020	2021	2022	2023	2024
0-11	1:42	1:34	1:28	1:23	1:18
12-17	1:19	1:14	1:09	1:05	1:02
18-24	1:08	1:01	0:58	0:54	0:51
25-34	1:34	1:24	1:19	1:13	1:09
35-44	2:45	2:28	2:16	2:06	1:59
45-54	3:41	3:25	3:13	3:01	2:50
55-64	4:52	4:30	4:18	4:07	3:55
65+	6:01	5:32	5:18	4:59	4:47
Total	3:07	2:52	2:43	2:34	2:27

Note: includes all time spent watching TV, regardless of multitasking; includes live TV, DVR, and other prerecorded video such as TV programming downloaded locally from the internet; excludes digital

Source: eMarketer, April 2022

- a) **Less than 1 hour**
- b) 1-2 hours
- c) More than 2 hours
- d) They don't watch TV



How long does Gen Z spend on social media each day?

- a) Less than 1 hour
- b) 1-3 hours
- c) 3-5 hours
- d) More than 5 hours

How long does Gen Z spend on social media?

Average Time Spent per Day on Social Media According to Gen Z Adults, May 2022

% of respondents



- a) Less than 1 hour
- b) **1-3 hours**
- c) 3-5 hours
- d) More than 5 hours

Note: ages 18-26; numbers do not add up to 100% due to rounding
Source: Creatopy, "What Clicks with Gen Z," July 7, 2022

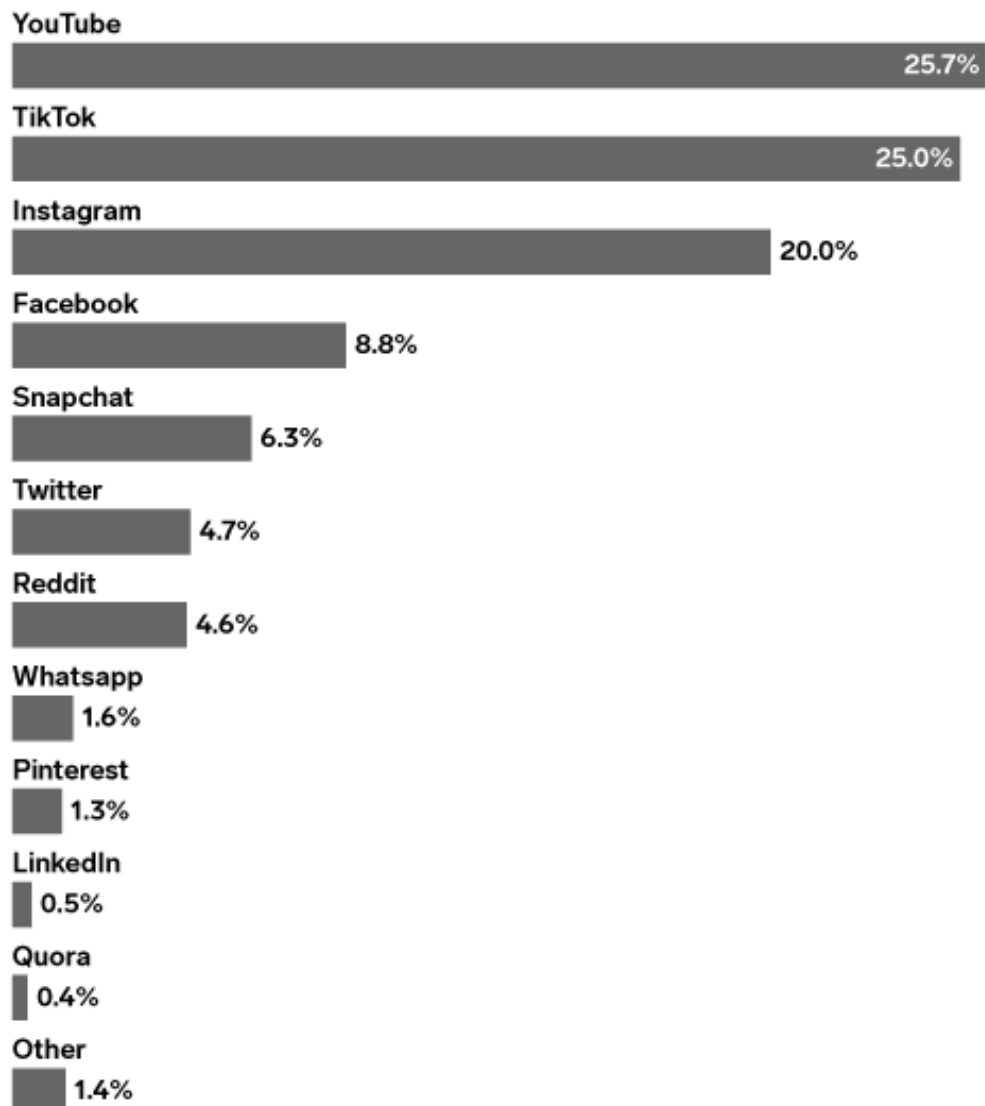


Which platform do they use most?

- a) Facebook
- b) TikTok
- c) Twitter/X
- d) YouTube
- e) Instagram
- f) Snapchat

Which Social Media Platform Do US Gen Z Adults Use the Most?

% of respondents, May 2022

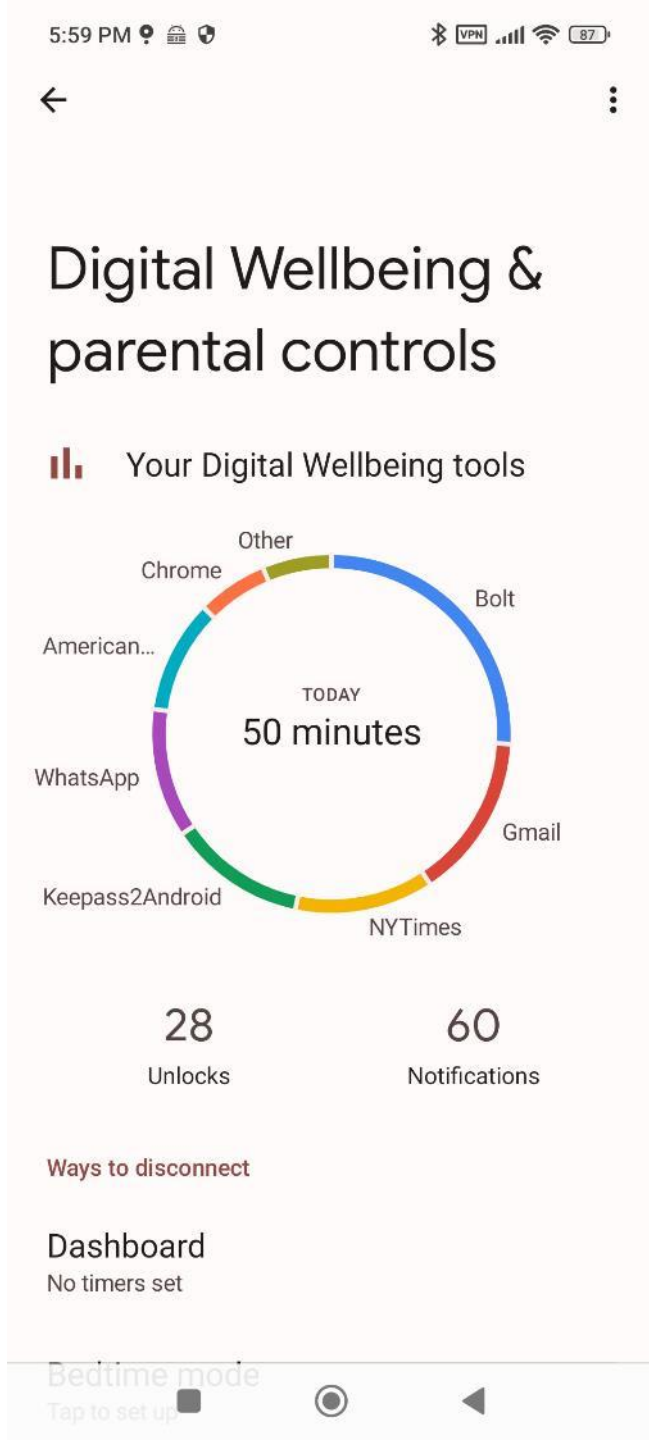


Note: ages 18-26; numbers do not add up to 100% due to rounding

Source: Creatopy, "What Clicks with Gen Z," July 7, 2022

Which platform do they use most?

- a) Facebook
- b) TikTok
- c) Twitter/X
- d) **YouTube**
- e) Instagram
- f) Snapchat



What about you?

- How much do you use your phone each day?!?
- How many times do you check your phone?!?
- How many taps/clicks/swipes?!?

On average...

- 5 hours 24 minutes/day
- 96 times per day – once every 10 minutes
- 2,617 taps/clicks/swipes per day

68.6% of those surveyed believe that screen time affects mental health negatively



Can we start small?

Media Literacy in English Language Teaching



ACTIVITY #1

Raising awareness about media use



Photo by [Andrew Neel](#) on Unsplash



Directions

Without looking inside your bag or backpack ...

Make a list of everything in there. Take 60 seconds to make the most complete list you can.



Inventory



A complete list of items or actions



ACTIVITY: THINK-PAIR-SHARE

How is an inventory of *activities* different from an inventory of *objects*?

Directions:

1. Take a moment to think silently about this question.
2. Then, take turns sharing your response with your partner.

What makes a healthy media plan for me?

What?

What are the media you're consuming (or creating)?

For example, are you watching a movie? Searching for videos on YouTube?

Playing online games?

What device(s) are you using to consume (or create) the media?

When?

When are you consuming (or creating) the media?

What day of the week?

What time of day?

What else is happening at this time (e.g., during dinnertime, right after waking up in the morning, etc.)?

How much?

How much are you consuming?

How long did you spend consuming (or creating) the media?

How often do you consume the media?



ACTIVITY: WRITE-PAIR-SHARE

What are some of the effects—positive and negative—of media use?

Directions:

1. Take a moment to write a response to this question.
2. Then, take turns sharing your response with your partner.

My Media Choices Inventory

NAME

DATE

Directions

Part 1: Complete the first three columns to create an inventory of your media use yesterday, from morning to night.

Part 2: Complete the fourth column after your partner discussion.

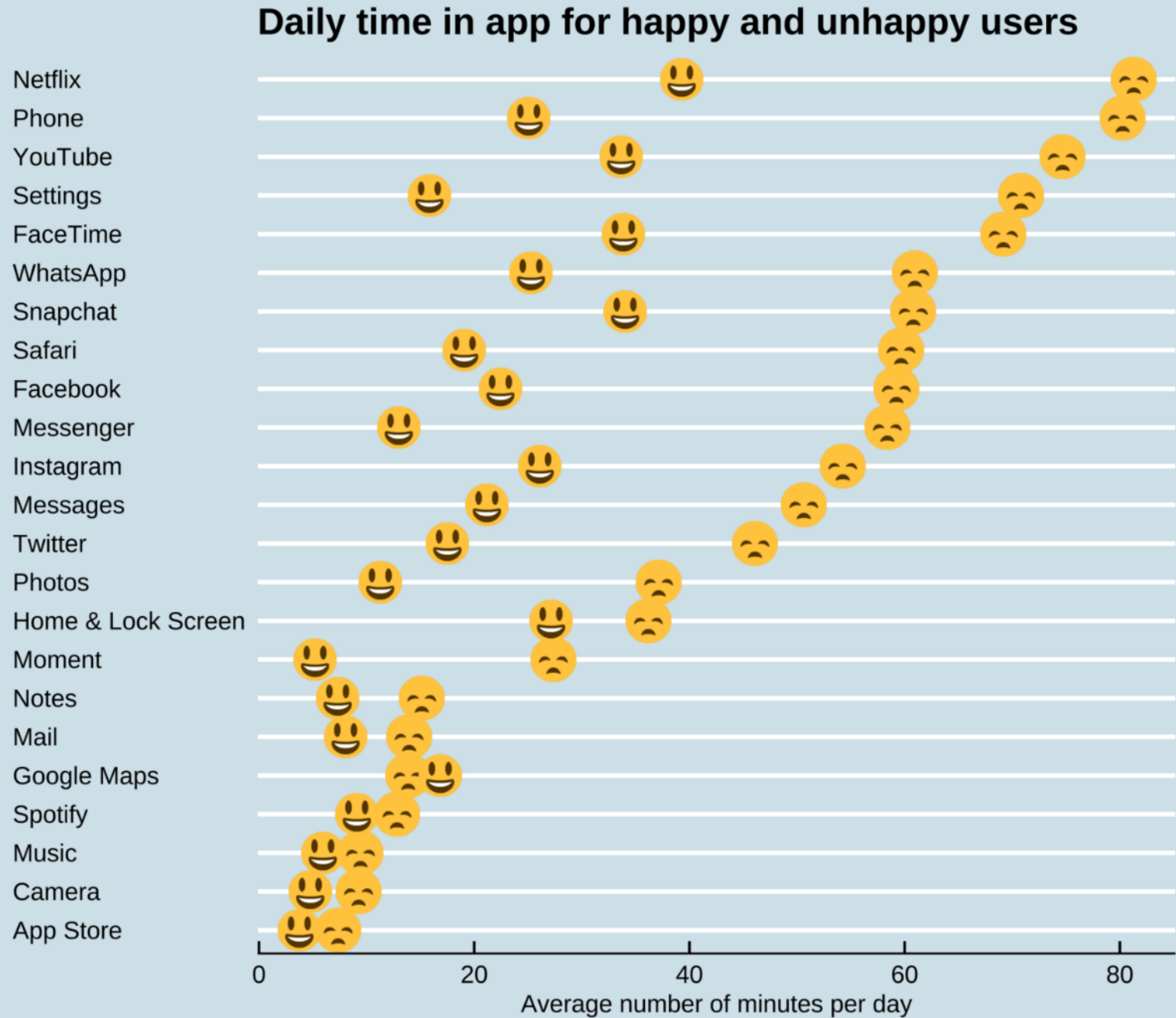
What media did you use?	When did you use it?	How much time did you spend?	How did you feel? (Complete in Part 2.)
Example: A group text with my friends about our fantasy football teams	Morning	10 minutes	



OBSERVE + ANALYZE IMAGE

What do you notice in this graphic?

What stands out to you?





Media balance

Using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)



Guideline

A set of criteria or piece of advice for how to do something

Guidelines for Media Balance

1. [Capture student responses here.]

My Media-Balance Strategy

DATE _____

Directions

Answer the three questions on the handout to map out your personalized media-balance strategy. Then, complete the personal challenge that follows.

1. Which media choices give you the most benefits? What are those benefits?

2. What signs might show that your media choices are out of balance? What can you do to change the situation?

Personal challenge: What is one step you can take right now to be more media balanced? Write a concrete and actionable step you will take. In your response, include any challenges you might face and how you will address them.

We find balance
in our digital lives.

ACTIVITY #1 *Reflection*

Learning English

- Vocabulary
- Grammar
- Four skills

Integrating Media Literacy

-
-
-
-

ACTIVITY #1 Reflection

Learning English

- Vocabulary: Items in bag, days of week, times of day
- Vocabulary: inventory, guideline, balance
- Speaking practice (Think-Pair-Share)
- Writing practice (My Media log)
- Grammar: Modals “I could charge my phone in another room.” “I can turn off notifications.”
- Grammar: Adverbs of frequency

Integrating Media Literacy

- Awareness of media consumption
- Analysis of how media affects self
- Discussion of tactics/controls
- Creation of personal plan

ACTIVITY #2

Visual Thinking Strategies



Photo by [jose aljovin](#) on [Unsplash](#)

Visual

Thinking

Routines

1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?



1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

Pi Day: How One Irrational Number Made Us Modern

The famous mathematical ratio, estimated to more than 22 trillion digits (and counting), is the perfect symbol for our species' long effort to tame infinity.



Devotees of the circle during a Pi Day celebration in Houston. Michael Paulsen/Houston Chronicle, via Associated Press

By Steven Strogatz

March 14, 2019

Adapted from *"Infinite Powers: How Calculus Reveals the Secrets of the Universe,"* which will be published on April 2 by Houghton Mifflin Harcourt.

When my children were young, they liked to stare at a pie plate hanging in our kitchen, with the digits of pi running around the rim and spiraling in toward the center, shrinking in size as the numbers swirled into the abyss.

Pi, as we all learned in school (and are reminded every March 14, on Pi Day), is defined as the ratio of a circle's circumference to its diameter. Denoted by the Greek letter π , this curious little number is approximately 3.14, although computers have calculated it out past 22 trillion digits and counting:

3.141592653589793238462643383279502..., a sequence never repeating, never betraying any pattern, going on forever, infinity on a platter.

For some people, Pi Day is an occasion to marvel at circles, long revered as symbols of perfection, reincarnation and the cycles of nature. But it is the domestication of infinity that we really should be celebrating. Mathematically, pi is less a child of geometry than an early ancestor of calculus, the branch of mathematics, devised in the 17th century, that deals with anything that curves, moves or changes continuously.

As a ratio, pi has been around since Babylonian times, but it was the Greek geometer Archimedes, some 2,300 years ago, who first showed how to rigorously estimate the value of pi. Among



1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

The New York Times

AUDIENCE REPORT

Paranormal Festivity: A Small Town Celebrates U.F.O. Lore

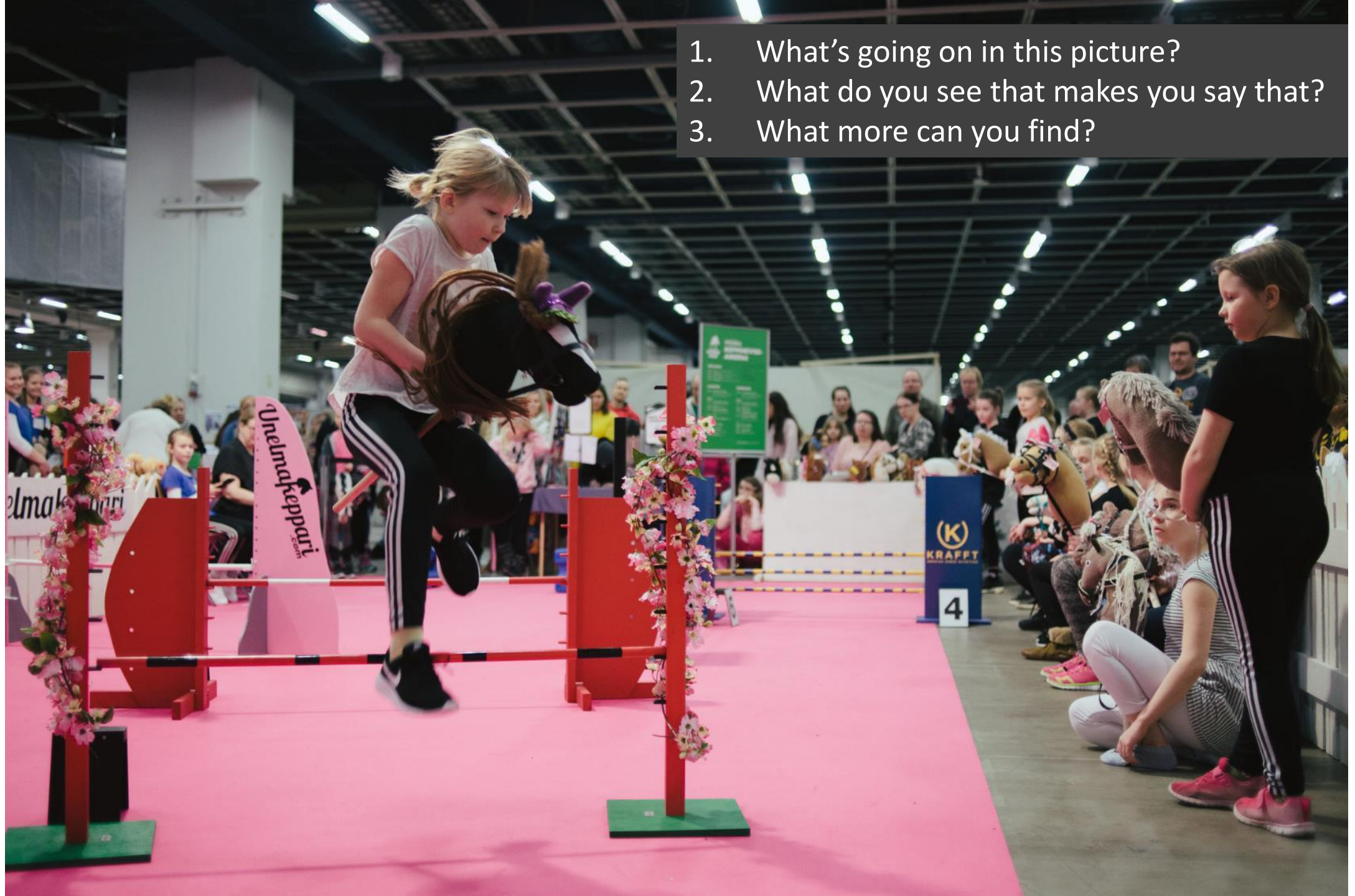
Photographs by Erinn Springer

Text by Chris Kornelis

Sept. 1, 2023

U.F.O. Days takes over the small Wisconsin town of Elmwood one weekend every July. For some, it's a place where they can share stories about the extraterrestrial experiences that have become part of the town's lore. For most, it's an excuse to get together with friends and family for three days of fried cheese curds, U.F.O. Burgers, alien costumes and U.F.O. floats in the annual parade — and angle for frisbees thrown from the roof of a local bar.

Local legend has it that Elmwood is a favorite visiting place of extraterrestrials and U.F.O.s, a reputation that inspired the name of the annual festival. The stories go back many decades. One of Elmwood's most infamous stories is the one about the police officer George Wheeler, whose squad car is said to have been hit with some kind of blue light from a U.F.O. one night in 1976. Six months later, Wheeler was dead, as reported in [Howard Blum's 1990 book](#), "Out There: The Government's Secret Quest for Extraterrestrials."




1. What's going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

HELSINKI DISPATCH

Finland's Hobbyhorse Girls, Once a Secret Society, Now Prance in Public

For years, a subculture of teenage hobbyhorse enthusiasts flourished under the radar. Now the craze is a national export, and a celebration of girlhood.

 Share full article



By [Ellen Barry](#) Photographs and Video by [Dmitry Kostyukov](#)

April 21, 2019

HELSINKI, Finland — A dozen girls waited in line in a Helsinki arena for the dressage competition, ready to show off their riding skills, their faces masks of concentration.

The judge put them through their paces — walk, trot, canter — and then asked them for a three-step rein-back, that classic test of a dressage horse's training and obedience. The judge looked on gravely, occasionally taking notes.

If anyone thought it strange that the girls were riding sticks, no one let on. The make-believe world of the hobbyhorse girls extended as far as the eye could see.

A veterinarian lectured girls on hobbyhorse vaccination schedules, saying “check that the eyes are clear and there is no nasal discharge.” The girls discussed hobbyhorse bloodlines and hobbyhorse temperaments, hobbyhorse training routines and hobbyhorse diets. There were rhinestone-studded bridles for sale.

Among those listening was Fanny Oikarinen, 11, who lives in a village north of Helsinki, Finland's capital. Fanny is serious, with long red hair and a tiny silver stud in her nose. Fifth grade has brought the dizzying social stratification of adolescent girls, the sudden and vital importance of being cute and popular. Fanny said she does not see much point in this.

“The normal things, that normal girls like, they don't feel like my things,” she said.

But she is at home in the world of hobbyhorses, where boys and grown-ups have no place.



SAUMYA KHANDELWAL FOR THE NEW YORK TIMES

What's Going On in This Picture? | Oct. 16, 2023

Look closely at this image, stripped of its caption, and join the moderated conversation about what you and other students see.

October 8, 2023 · By THE LEARNING NETWORK

40 More Intriguing Photos to Make Students Think



A new slide show of some of our favorite “What’s Going On in This Picture?” posts, culled from the last four years of images.

October 1, 2020 · By THE LEARNING NETWORK

How to Teach With ‘What’s Going On in This Picture?’



Want to use intriguing photographs to help students practice visual thinking and close reading skills? This guide can help you get started.

September 27, 2022 · By THE LEARNING NETWORK

Introduction to ‘What’s Going On in This Picture?’



Want to learn more about this popular student activity? Watch this short introduction video and start using this multimedia feature in your classroom.

July 28, 2021 · By THE LEARNING NETWORK

Key Questions to Ask When Analyzing Media Experiences



Media literacy requires us to actively consider all our media experiences, from scrolling social media to watching news at the dentist's office. The term media experiences accounts for both the media text (what many think of as "the message") and the environment—both physical and technological—in which we encounter the text.

The key questions below can help us to think critically about the messages we encounter, the platforms and technologies that help shape those messages, and our own personal contexts that we bring to each media experience. Not all questions may apply to every media experience, and there may be others you find yourself asking in addition to these. Some questions will have more than one answer, but for all questions, we should also be sure to probe for evidence, asking ourselves, How do I know that? What makes me say that?

Authors and Audiences

Authorship	Who made this? Who was and was not involved in the creation of this? When was this made?
Purposes	Why was this made? What does this want me to do? Who is the target audience?
Economics	Who paid for this? Who makes money from this?

Messages and Meanings

Content	What does this want me to think (or think about)? What could someone learn from this? What meanings, values and perspectives are obvious, and what are implied? What is left out that might be important to know?
Techniques and Format	How does the format or method of communication impact my experience with the media? Where or how was it shared with the public? What techniques are used to communicate meaning, and why? How do those techniques communicate this message?

Reflections and Evaluations

Interpretation	What is my interpretation? What can I learn about myself by reflecting on my interpretation? How might different people understand this message differently?
Responses	How does this make me feel? How do my emotions influence my interpretation of this? If I feel the need to respond, what actions could I take that would feel productive?
Credibility	Is this fact, opinion, or something else? What are the sources of the information, ideas, or assertions? How credible is this (and how do you know)? How do I know I can trust this source to give me credible information about this topic?

ACTIVITY #2 *Reflection*

Learning English

- Grammar
- Vocabulary
- Four skills

Integrating Media Literacy

-
-
-
-

ACTIVITY #2 Reflection

Learning English

- Grammar: formation of questions
- Functional grammar: suggestions/guessing
- Vocabulary in context
- Speaking-Listening practice

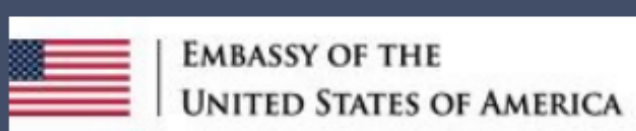
Integrating Media Literacy

- Encouraging a habit of asking questions
- Fact checking of assumptions
- Fostering critical thinking
- Visual literacy

Where can we learn?

Professional Development for Teachers





English for Media Literacy MOOC Alumni Leadership Summit: Final Report

Prepared: July 2023

Empowering teachers to become instructional coaches

46 teachers from Estonia, Latvia, Lithuania, and Poland were brought together in Warsaw for five days of workshopping and collaboration with the goal of making a professional development program.

"The most wonderful course and summit I've ever attended. I am very grateful for this opportunity!"

-PARTICIPANT

Success in Numbers:

46

Teachers participating in the program

10 Estonian, 5 Latvian, 3 Lithuanian, and 28 Polish participants

11 Collaborative project groups

95 + workshops created and shared among the whole group

100+

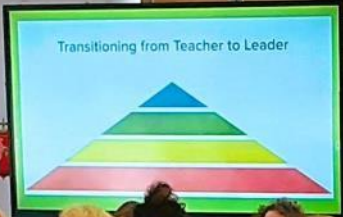
Participants who completed the MOOC camp

100 % program satisfaction and relevance

100% self-assessed increase in confidence

50% or higher satisfied with additional sessions





WCIES
Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkolnych
ul. Skłosa 4, 00-833 Warszawa
tel.: 22 628 67 64, 22 628 01 79

WCIES
Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkolnych

Feedback Highlights:

- *I feel confident that I can pass on knowledge. Prior to the start of the course, upon realizing the expectations placed on me following its completion, I felt a bit intimidated. However, now I'm certain about what needs to be done, but now I know exactly what to do.*
- *I feel like I'm ready to share these ideas with my colleagues.*
- *I gained confidence in my competence and abilities and I am inspired to conduct workshops and classes next school year!*
- *Secondly, taking this topic to other teachers back home feels like an exciting new challenge after this week in Warsaw. I feel confident in what I can deliver to them, and am already looking for opportunities to share.*

English for Media Literacy for Educators

a facilitated Massive Open Online Course for ELT instructors

Course Dates: September 11 - December 4, 2023

Participants will explore the theory and practice of media literacy instruction in the EFL classroom as well as ideas for teaching students how to analyze, critique, and communicate their thoughts in English.



Learn more & enroll: <https://www.openenglishprograms.org/MOOC>



Module 1: Introduction to English for Media Literacy for Educators

Module 2: Approaches and Strategies for Media Literacy Education

Module 3: Managing Student Media Consumption and Production

Module 4: Language for Teaching English for Media Literacy

Module 5: English for Media Literacy Unit Planning



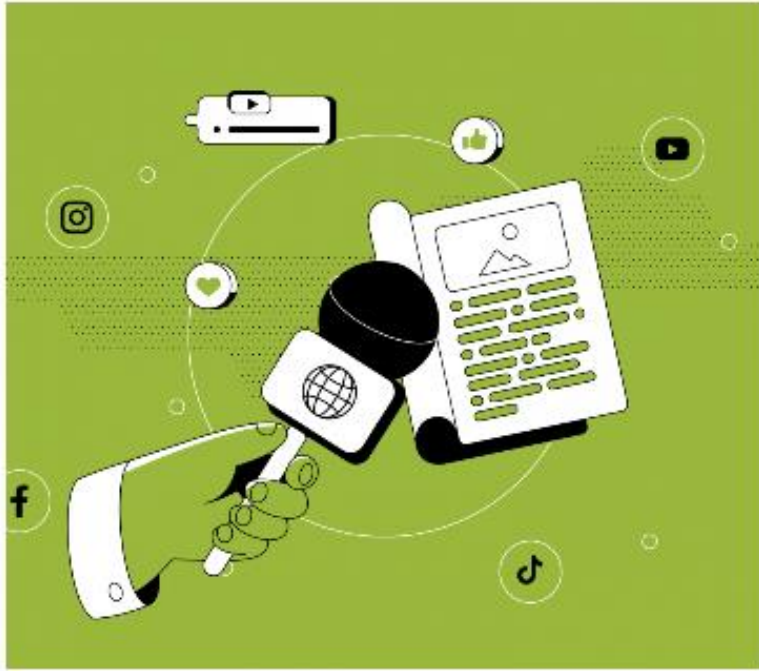
<https://www.openenglishprograms.org/UpcomingMOOCs>

VERY VERIFIED

Online course
on media literacy

<https://veryverified.eu/>





Unit 1. Media landscape

What do we mean by “modern media landscape”? What is it and what does it mean for you? Together, we will learn to recognize our media consumption habits and try to identify the main types of information we engage with.



Unit 2. Types of media

What are editorial policies, journalistic standards, and editorial firewalls? Learn about who decides what information reaches you.



Unit 3. Social media

Can social media be a reliable news source? Learn how social media algorithms work and how they can create an information bubble isolating us from everything that might contradict our worldview.

<https://veryverified.eu/>



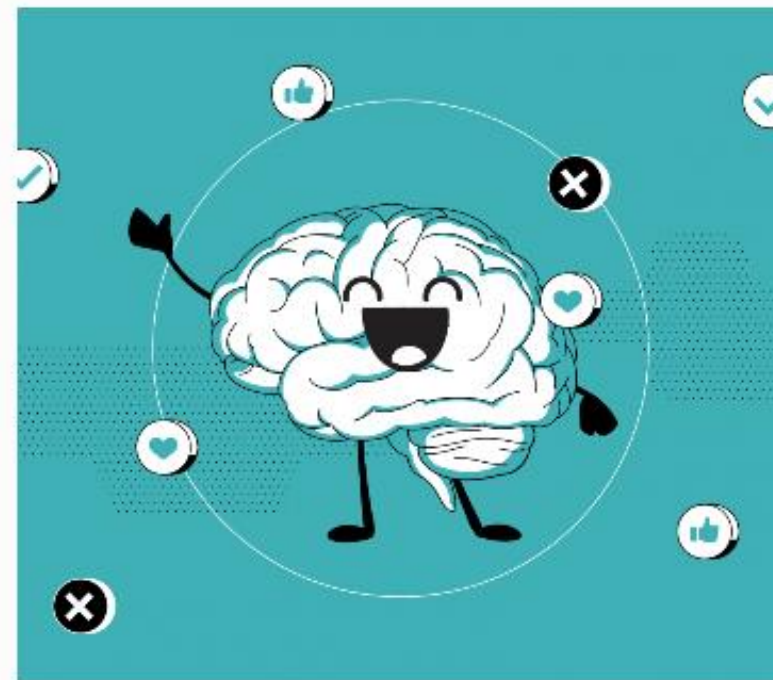
Unit 4. Disinformation and manipulation

Can you recognize different types of manipulation in traditional and social media?
What about identifying fake news, disinformation, bots, and trolls?



Unit 5. Wrapping up

Adopt the Rule of Five Checks and other tips that will help you avoid being manipulated.



Final test

Find out how much you've learned since you started the course. Take the test and get your certificate!

<https://veryverified.eu/>

with
Jeff Share



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opportunity &
transform your
classroom!

ONLINE COURSE

- Climate Change
- Environmental Education
- Media Literacy

Apply now!

- Weekly synchronous meetings and online tasks
- October 29-December 16
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Deadline: October 15, 2023



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Online Professional English Network (OPEN) Scholarships

English Language Fellow & Specialists Fulbright English Teaching Assistants

<https://ee.usembassy.gov/>

Relax!

You can do this!

Professional Development for Teachers



Resources

<http://bit.ly/eltmedialit>

- Courses
- Websites
- Fact Checkers
- Games





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