Teaching Channel
With Learners Edge

Your Education Ally.

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day
to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	**Summer Term**	**Fall Term**
Registrations Accepted	Registrations Accepted	Registrations Accepted
July 16-March 15	December 16-July 15	March 16-October 22
Coursework Due*	Coursework Due*	Coursework Due*
April 15	August 15	November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Intention
Establish learning goals & explore motivations

Awareness
Analyze prior knowledge & experience related to the topic

Investigation
Examine relevant, research-based resources to build personal & professional connections to the topic

Application
Apply new learning through practical design, implementation, & collaboration

Reflection
Consider the impact of new learning to influence and transform future professional practice.

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Teaching Media Literacy in a Fake News World
Course Number	OL 5122
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Filled with resources, videos, strategies, and more, Teaching Media Literacy in a Fake News World, will have you digging deep into this timely topic. Investigate media literacy, fake news basics, and effective and engaging teaching strategies. Discover the five components of media literacy education, and uncover reliable methods for educating students about fake news. Reflect on current practices and develop opportunities to apply new learning to your classroom or school for a real, relevant impact on 21st Century students.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:
1. Use provided prompts specific to media literacy education, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Explain, in writing, the foundations, purpose, and methods of media literacy education.
3. Summarize, in writing, ideas for implementation of course concepts with students and/or colleagues.
4. Describe, in writing, strategies for teaching about fake news.
5. Develop lesson plans or a professional learning activity on the topic of media literacy.

Required Text/Reading:

All readings and resources are linked within their respective assignments.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Caulfield, M. (2017). Web literacy for student fact-checkers. Minneapolis, MN: Open Textbook Library.

CML Media Lit Kit. (n.d.). Retrieved August 03, 2020, from http://www.medialit.org/cml-medialit-kit

Common sense. (n.d.). Retrieved August 03, 2020, from https://www.commonsense.org/

Hertz B. (2019). Digital and media literacy in the age of the INTERNET: Practical classroom applications. Lanham: Rowman & Littlefield.

All coursework is to be completed in the Teaching Channel online environment.

Hobbs, Deslauriers, L., & Steager, P. (2019). The library screen scene: Film and media literacy in schools, colleges, and communities. New York, NY: Oxford University Press.

ISTE standards for students. (n.d.). Retrieved August 03, 2020, from https://www.iste.org/standards/for-students

LaGarde, J., & Darren, H. (2018). Fact vs. Fiction: Teaching Critical Thinking in the Age of Fake News. ISTE INTL SOC FOR TECH IN.

MediaSmarts. (n.d.). Retrieved August 03, 2020, from https://mediasmarts.ca/

National Association for Media Literacy Education. (n.d.). Retrieved August 03, 2020, from https://namle.net/

Project look sharp. (n.d.). Retrieved August 03, 2020, from https://www.projectlooksharp.org/

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!
Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness
At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

- Share your motivation for learning about media literacy.
- Summarize your previous knowledge or experience with media literacy.
- List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Application: Review and Respond
Media literacy is considered to be an essential tool for students, not only as part of digital citizenship, but as responsible and knowledgeable members of society. Let's begin by understanding the basics and key components of media literacy.

Please review the following resources about definitions and primary components of media literacy:

- "What is Media Literacy? NAMLE's Short Answer and Longer Thought," by National Association for Media Literacy in Education (NAMLE)

  All coursework is to be completed in the Teaching Channel online environment.

Now, watch this PBS Teachers video about the Competencies of Media Literacy, which boils down the rhetoric into 5 key components:
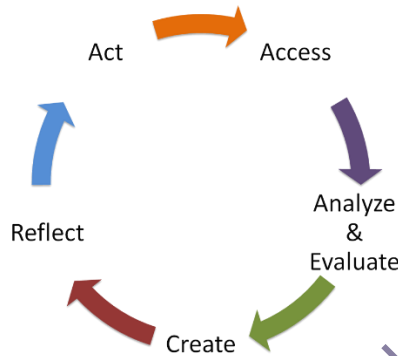
Here they are- the 5 Core Components!

Image from A-Team Media: "Cycle of Media Literacy." Diagram. n.d.
The Heritage or Digital and Media Literacy. Knightcomm.org.

After reviewing the above resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

A. Think about how you would describe media literacy prior to this course. Share how your definition was affirmed or evolved through the resources you just reviewed.
B. Explain which of the key components (pictured above) you currently use with students, and provide an example from your classroom.
C. Explain what specific skills your students will need to be media literate in each of the key components of literacy, in a *total* of 1 paragraph or more,

Next, let's look to the reasons why and methods for how we teach media literacy! Please review the following resources:

- "What is Media Literacy and Why Is It Important?" by Common Sense Media
- To discuss the importance of teaching about media literacy, take a look at the International Society for Technology and Education (ISTE)'s Standards for Knowledge Constructors*. Scroll down and click on the + sign by Knowledge Constructor to see standards, and watch each of the videos. (see screen shot below)

All coursework is to be completed in the Teaching Channel online environment.

1.3 Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. See the Knowledge Constructor standards in action. ▶ WATCH PLAYLIST ❯	−
1.3.a	▶	Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
1.3.b	▶	Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
1.3.c	▶	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
1.3.d	▶	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

- o   *Unfamiliar with ISTE and ISTE standards? "The ISTE Standards" article provides a good overview.
- "What Do We Want Students to Know About the Media?" by Frank Baker
- "How Students Become Savvy Media Consumers," by Caitlin McLemore
- "Using Media for Classroom Learning and FUN," by Julie Hildebrand and Clemencia Acevedo provides examples of how to integrate media with subjects kids care about.

Note: Some information above addresses explicitly teaching media literacy skills, and other resources indicate media literacy is best integrated. Media literacy includes essential skills, and there are numerous ways you can teach about it! For instance: A teacher could consider a purposeful and powerful combination of explicit instruction for certain skills and/or some learners (differentiation) and integration of media literacy within existing subject matter.

Think about the myriad of ways you're already teaching media literacy!

Then, respond to the prompts that follow:

Now, in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- D. Common Sense Media's article includes a bulleted list of ways media literacy can help students, beginning with "Learn to Think Critically," and ending with, "Understand the Author's Goal." If you only had time to teach three of them to your students, explain your rationale for the 3 you would pick.
- E. Describe methods you can apply to teaching media literacy skills explicitly, and which skills you will include.
- F. As you look toward integrating media literacy within your existing curriculum, share any lessons or units you could revise to include media literacy concepts.

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G. Articulate 2 simple changes you can do immediately to increase media literacy in your classroom.
H. As if you were talking to a colleague, write an "Elevator Pitch" for teaching media literacy, focusing on why this is an essential skill set for students.

Module 2

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Implement
We've laid the groundwork for the what, why, and how of teaching literacy. Now, we'll delve deeper into each of the five components of Media Literacy introduced in Module 1, beginning with Access:

Image from National Association of Media Literacy, via CMAC Fresno/Clovis

You should have a few seedling ideas of how you'd like to begin teaching media literacy, and it all starts with acknowledging what "access" means. Think about students with different access needs, and the supports that might be necessary to accommodate their learning.

- Read, "Beyond Universal Design for Learning: Guiding Principles to Reduce Barriers to Digital & Media Literacy Competence" from *The Journal for Media Literacy Education*, and review this comprehensive diagram detailing UDL strategies. This research-based model offers learning strategies for all students, and can make sure learners aren't facing assignments or assessments that may be prohibitive.
- Another method for student access is through the use of assistive technology. "What is Assistive Technology?" by Andrew M.I. Lee by the Understood Team gives a great overview, and, "Assistive Technology 101," by Kat McLaurin provides information about types of assistive technologies. As you read, consider students you have that may need these types of adaptations and what those adaptations might look like.

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- Finally, access could mean "access to technology, or digital access." Explore, "Digital Equity," from Digital Promise, and consider what this might mean for your students. This older-but-still-relevant video tells the story:

Determine what access your students have, and what they will need to increase access to technology and learning materials? After reading and reviewing the resources above, please complete the following steps to complete this Application.

1. Consider the students you have in class and the different supports they might need to ensure equity in learning.

2. Replicate the following chart showing the type of access issue the students have, a description of the issue, and possible solution(s) you would suggest to improve student access.

Student "Name"	Type and of Description of Access Issues	Possible Solutions
Lucy	Lucy has cognitive challenges that make it difficult to communicate verbally.	We will apply UDL strategies of alternatives for auditory and/or visual information, and optimize assistive technology.
Darren	Darren is currently living in foster care, and has to share a laptop for learning with his 3 foster siblings.	Our media center has laptops to loan to students. I could work with the director to make sure Darren has a laptop for most evenings and weekends so he doesn't need to go to an alternative location to access the internet.

3. Please provide information in the table for 3 or more students (no real names please), and follow the examples in the table to determine length of the responses. Submit the table in your Module coursework submission.

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3. Application: Innovate

Image from National Association of Media Literacy, via CMAC Fresno/Clovis

For an overview, read through this Media Literacy Week's explanation of the Analyze component (there are great questions there for the first strategy!). Media analysis has a wide variety of methods, but we'll focus on 3: Asking Questions, Close Analysis, and Lateral Reading.

- Asking Questions

In addition to the questions from the Media Literacy Week article, watch this video:

- Close Analysis

Review: "Conducting a Close Analysis," by the Center for Media Literacy and the corresponding handout. Want to try it out? Do a close analysis of this classic commercial. (Note: this is optional, and just for your learning, not for submission!)

- Lateral Reading

Explore the following resources:

"What Reading Laterally Means," by Michael A. Caulfield*

For more helpful information that applies to our course content, dig deeper into Caulfield's text using the Contents Menu on the left of his website.

This fantastic resource from the Elk Grove, CA school district, and watch the video that follows.

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The ART of Reading Laterally

To check on the truth and accuracy of a source, before reading vertically, fact-checkers open tabs and practice the ART of reading laterally:

A — AUTHOR
Who is the site/article author - and is there a motive behind the message?

What can you learn about the author?

What biases might the author have?

R — RELIABILITY
How recent is the site/article - when was it published or last updated?

What do other fact-checking sites say about the author and his/her claim?

T — TARGET
Who is the intended audience and why is the author targeting them?

What does the author want his/her target to believe, take a stand against, support and/or purchase?

MEDIA LITERACY

DIGITAL CITIZENSHIP

"Lateral readers don't spend time on the page or site until they've first gotten their bearings by looking at what other sites and resources say about the source at which they are looking." - Web Literacy for Student Fact-Checkers - Mike Caulfield

"Rather than trust the 'about' section, leave the website and research the organization or author" - Common Sense

For more information about media literacy, go to blogs.egusd.net/digitalcitizenship. © 2018 ELK GROVE UNIFIED SCHOOL DISTRICT

Now, consider what we've learned about access by creating an analysis tip sheet, so students can apply any of the three strategies for analysis: asking questions, close analysis, or lateral reading. Please include the following in your activity, for each strategy:

- When to use each strategy, ie, "close analysis is best with a shorter selection"
- Step by step procedure
- Example web-based resource(s) students can use to apply the strategy

Feel free to use Canva, Geniallly, or another design tool to make sure the tip sheet is visually appealing.

4. Application: Collaborate

With so much obfuscation of factual information, students must learn to decipher the credibility of a resource. Read through Media Literacy Week's explanation of Evaluate.

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Image from National Association of Media Literacy, via CMAC Fresno/Clovis

For this assignment, you will be designing a collaborative lesson to help students use flex their Evaluate skills. Check out two or more of the following resources to get ideas for this application assignment. These lesson plans and consider how you might use, modify, or learn from them as you develop your own to teach evaluation of media. Please watch the video, and review two or more of the following resources.

Helpful Resources:

- "Media Literacy: Flex Your Fact-Checking Muscles - Read Laterally," by Gail Desler and Kathleen Watt
- "Analyzing Primary Source Media," from Public Broadcasting Service (PBS) for grades 6-12.*Once you are on this website, click "launch", and "continue as a guest."
- MLA Checklist for Evaluating Sources
- Lesson Plan: Decoding Media Bias, from PBS (grades 7-12)
- Great lesson plans are available at NewseumEd! (grade levels are listed on each individual lesson plan)
- To assist educators with introducing key concepts to young students, MediaSmarts created videos called Media Minutes. Below each video is a lesson plan. (grades 4-8 approximately)
- "Media: Between the Lines," with resources within a lesson plan for grades 4-8.
- "Becoming an Online Sleuth!: An online safety and security curriculum for upper elementary to middle school students.

Now, please complete the following steps, using the information from the resources above, and any ideas you may have located on your own:

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1. Develop a lesson where students work together to verify credibility in research sources.

2. Please include the following in your submission:

    o   Context and rationale for the lesson
    o   The collaborative element in which students will work together (to design a checklist, a resource, etc).
    o   How you will group students
    o   Objective
    o   Materials needed
    o   A step-by-step plan for how the lesson will be implemented

    This lesson should contain enough detail for a colleague to teach it in your absence.

5. Investigation: Resource Review
To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

-   Share information about how the resource information could impact your professional practice
-   Explain how each resource supports or challenges your professional assumptions
-   Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

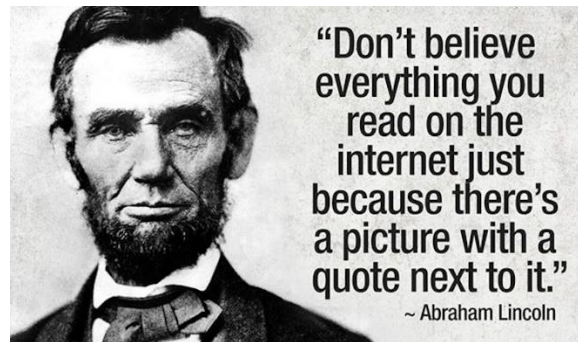All coursework is to be completed in the Teaching Channel online environment.

Module 3

1. Tell us about yourself!
Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Fake News
Although the term, "fake news" has been politicized, it has indicated a renewed and necessary look at the sources we use, and their credibility or lack thereof, because:

"Don't believe everything you read on the internet just because there's a picture with a quote next to it."
~ Abraham Lincoln

We can do better, now that we know more about media analysis and evaluation. Let's begin with the basics!

- The term, "fake news," is nothing new, and Common Sense Media's got the graphic to "prove" it.

- Helen Lee Bouygues' article, "The Misinformation Effect and the Psychology Behind Fake News," discusses the way false or misleading information can distort peoples' understanding even after they've received correct information, creating false memories in people.

- "Teenagers and Misinformation: Some Starting Points for Teaching Media Literacy," by Katherine Schulten, New York Times Learning Network

- The following video, "How Does 'Fake' News Become News?" shows the process of how mainstream news is susceptible to, "fake news"

- Finally, watch as a few students give their perspectives on the topic. We must provide the skills to students so they can discern accurate news!

Time for you to give it a try! Please test drive one or more of the following:

A. Play the Fake News game— from BBC- move through a series of "interactions" with BBC's social media staff to determine accurate and timely headlines. It's fun, moves quickly, and does a good job of testing your judgement when verifying sources to post "live"! Evidence: screenshot your final score!

   All coursework is to be completed in the Teaching Channel online environment.

B. Make your own Fake News–with the Chrome Inspect tool (video below). This idea allows you to change a website; ask students if they can tell it's now fake. Evidence: screenshot the before and after!
C. Create a social media post for your students to analyze! Read Matt Miller's blog post, "14 Social Media-Inspired Google Slides and Templates," for tools to make social media "posts," without accessing an actual social media platform. He has additional templates on a separate post at Ditch That Textbook. Evidence: upload what you will present to students.

After completing one or more of the above activities, summarize your experience in 2 paragraphs or more. Include how you could use the strategy your test-drove to help students test their "fake-news-spotting" skills!

Please submit your 2-paragraph or more summary, along with the type of evidence assigned to the activity you did.

3. Application: Create
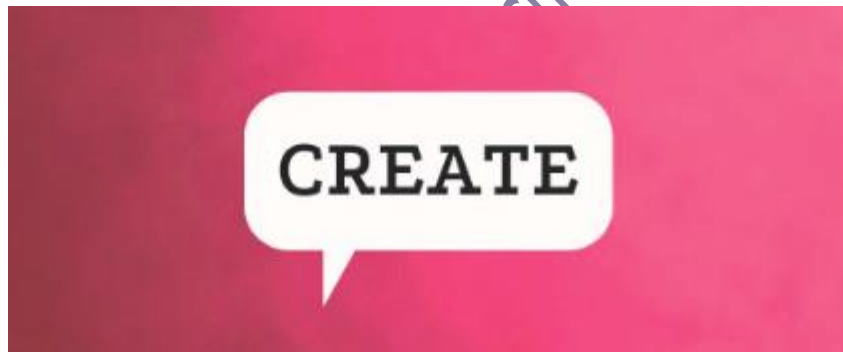
While analysis and evaluation are imperative to media literacy, the creation of media is just as important. Media Literacy Week shares their interpretation of Create, which focuses on the wide variety of student expression!

To gain background knowledge, please review the following resources:

- Read Nearpod's "5 Ways to Empower Students as Content Creators," by Dr. Dan Kreiness, to learn more about helping students go from passive consumers of technology to active creators and collaborators.
- To get ideas for content creation tools, check out the resources below:
    - "38 Ways Students Can Create Digital Content," by Thoughtful Learning
    - If you didn't explore in the above application, read Matt Miller's blog post, "14 Social Media-Inspired Google Slides and Templates," for tools to make social

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media "posts," without accessing an actual social media platform. He has additional templates on a separate post at Ditch That Textbook.

- "Public Service Announcement: A How-To Guide for Students," by Whitney Ebert (including a free download
- "Best Tech-Creation Tools (55 Tools!)" and "Websites and Apps for Making Videos and Animation (32 Tools)," both by Common Sense Media.
- Flip (formerly Flipgrid)
- Buncee (30-day free trial)
    - "Bringing Stories to Life with Flipgrid and Buncee," by Chris Gerrard
- Book Creator: "What is Book Creator and How Can Educators Use It?" by Eric Offgang
- Make Beliefs Comix: "Five Ways to Use Comics in Your Classroom This Fall," by Richard Byrne

In order to help students see the vast opportunities for delivering their own content, create a project plan where students will be tasked with creating 3 pieces of content using 3 different tools. Please complete the Content Creation Plan template, using the examples in the top row as guidelines for assignment length. Add more rows to include more tools- you can make this a reference for yourself! This will be your commitment to helping students grow as media-literate content creators!

4. Application: Challenge the Status Quo
The "Act" component is a perfect fit for challenging the status quo.

According to the Act theme of Media Literacy Week:

Act(ion) is the culmination of accessing, analyzing, and evaluating media messages.

- *We act by engaging civically as the result of thoughtful access, analysis, and evaluation of media messages we receive.*

All coursework is to be completed in the Teaching Channel online environment.

- *We act as a way to do something that challenges the status quo (often in opposition to mainstream media).*
- *We act in response to breaking down thoughts, feelings, and ideas related to media.*

Your students are ready. Let's help them use their voices

To complete this application, you'll develop a comprehensive lesson plan to to help students act in a way that represents one of the 3 bullet points, above. Here are some resources to review for a deeper dive into student activism:

- Steven Zemelman's article, "Ideas for Student Activism at a Time of Social Uncertainty," provides suggestions and a comprehensive framework to develop a plan with students.
- "5 Ways to Use EdTech for Social Good," by Jennifer Williams
- We highly recommend the Digital Civics Toolkit-Voice by the MacArthur Research Network on Youth and Participatory Politics, which shares a process (with resource videos and tips) to reflect on the best way for students to share their civic voices online.

Now, please create a comprehensive lesson for students to act in one or more of the following ways:

- *We act by engaging civically as the result of thoughtful access, analysis, and evaluation of media messages we receive.*
- *We act as a way to do something that challenges the status quo (often in opposition to mainstream media).*
- *We act in response to breaking down thoughts, feelings, and ideas related to media.*

Your lesson should include enough detail that a colleague could teach it in your place, along with the following:

- Topic, or identification of the type of action in the lesson (from the bullet points)
- Context and rationale for the topic/type of action
- Objective
- Materials needed
- Step by step procedure
- A process for students to determine their action (consider modifying the Key Questions here)
- Use of skills in both analysis and evaluation (refer to these applications for help!)
- Digital tools used in the lesson (refer back to Application 3's resources, and the template you completed)
- What student success looks like

All coursework is to be completed in the Teaching Channel online environment.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.