Professional learning activity: Exploring media literacy

**Activity suggested duration:** 50 minutes

**Activity description:** This activity asks participants to explore a variety of resources on media literacy, create a shortlist of actions and select one to trial. Participants will either use butcher’s paper or a digital equivalent (recommended) to create a collaborative document summarising the key features of some high quality media literacy resources.

**Required resources:** sticky notes, whiteboard or butcher’s paper and markers or a digital alternative

**Learning leader preparation:**

* Read 6.1.
* Read 6.2.

**Participant preparation:**

* Read 6.1.
* Read 6.2.

Activity steps

1. In pairs or small groups, participants work together to fill in the collaborative document about what media literacy is or isn’t. Some sample icebreakers are provided below to prompt discussion. (5 minutes)
2. Whole group discussion (brainstorm): (10 minutes)

* How are we approaching developing media literacy in our Civics and Citizenship classes right now?
* What skills are our students bringing with them from other subjects and their wider experience?
* How do we distinguish between misinformation and disinformation?
* How can we measure students’ media literacy?

1. Participants explore the media literacy resources suggested below with the goal to record anything that would be good to think about for our Civics and Citizenship classes in the collaborative document. (25 minutes)
2. Whole group discussion: Which of these ideas or strategies would be the right place for us to start? Select one or two strategies or resources to explore as a next step. (10 minutes)

Note**:** The outcome of step 4 may be a strategy to use in class, a resource for further professional learning or some other focus.

Resource: Icebreaker – what is media literacy?

Media literacy is:

* questioning media sources
* fact-checking
* being able to spot potentially misleading information
* analysing the intention behind media messages
* distinguishing between information, misinformation and disinformation
* developing background knowledge
* understanding the processes and institutions that create media
* being able to critically analyse media texts.

Media literacy is not:

* ‘simply’ using a search engine
* sharing articles without reading or understanding them
* having totally disconnected social media and real-life identities (for example, sharing and commenting online in ways that you never would in real life)
* being able to create cool things on social media
* taking photos.

Resources

* This video introduces the key concepts of media representation (directed towards middle years to upper secondary students):
* Lamb B (2013) ['Media Representation: Media in minutes'](https://www.youtube.com/watch?v=fOecpti7Qf8&t=20s), Lessonbucket, YouTube.
* Part of the Department of Education and Training’s Literacy Teaching Toolkit, this resource is extensive and detailed. In particular, the representations information sheet is very helpful for vocabulary:
* Department of Education and Training (2021) [Critical media literacy](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/developing-critical-media-literacy.aspx), Literacy Teaching Toolkit.
* The Museum of Australian Democracy has a hub for media literacy activities and they are linked to the ACARA national curriculum:
* Museum of Australian Democracy, [Media literacy,](https://www.moadoph.gov.au/learning/classroom-resources/media-literacy/) Museum of Australian Democracy.
* ABC Education has created a suite of media literacy resources for all ages:
* Australian Broadcasting Corporation, [ABC Education Media Literacy](https://www.abc.net.au/education/media-literacy/), ABC Education website.