

# Media Literacy for the 21st Century: We Are All Journalists Now

## What is iQ: smartparent?

*iQ: smartparent* is an Emmy-winning multimedia television and web series designed for parents that will empower them with new knowledge, tools, and abilities to successfully guide their children through the changing landscape of digital media and technology. It's a growing community of caregivers, national experts, educators, and parent bloggers who want to understand the opportunities and challenges of media as it relates to the development of their children. *iQ: smartparent* was created by WQED Multimedia in 2012.

## About this Episode

Click, Like, Share. . . Record, Write, Post. What is the future and fate of journalism – *and* our democracy – now that technology gives every citizen the chance to be his or her own broadcast tower? In this chaotic and saturated 21<sup>st</sup> century media landscape, every citizen needs the skills of a well-trained journalist in order to be both a better consumer of media *and* a responsible creator of media.

This special one-hour webcast of *iQ: smartparent* features experts will provide crucial information to help young people and adults develop critical thinking skills; learn how to authenticate information; improve accuracy and clarity in writing; and distinguish the different types of information they encounter on the internet and in the news media. The panel of experts and educators will also discuss and debate challenges facing the media industry in the current politically charged and partisan atmosphere in our country. They will discuss ways to counter “journalism of affirmation,” a political media strategy that attracts viewers by cherry-picking information and propaganda that affirms the biases and pre-conceived notions of its audiences.

Watch the webcast here: [www.iqsmartparent.org/webcasts](http://www.iqsmartparent.org/webcasts)

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## Discussion Questions

1. How do we get the public to push for truly trustworthy and reliable media information from the news and from around the world?
2. Why should we question media messages instead of simply accepting them as truths? How often do you ask questions about the media you see and read?
3. How can we identify biases in news stories? Why is it important to identify these biases? What impact does biases have in the news?
4. What are some techniques which are used to get you to share a news feed? Think headlines and pictures. Why should you always think about the impact of sharing a news report prior to sharing it?
5. Why is it important to look at the sources of news in the media?
6. What are the most reliable sources of news? Why did you select these sources? What makes them reliable?
7. Why do some news stories go viral? Do you think most viral stories are true or not true? Why?
8. How do you define fake news? How can you spot fake news? How can you take action with news stories that are exaggerated, misleading, false and/or biased?
9. Explain the following: The media constructs the message, the reader constructs the meaning.
10. Are policies needed to combat fake news? Why or why not?
11. Advertisements sometimes look like news, (sometimes referred to as sponsored stories) how can you distinguish the difference? What is the negative impact of this type of news?

## About the Guests



**Barbara McCormack** is vice president of education at the Newseum. McCormack leads the team responsible for creating NewseumED: quality, educational resources and programs on First Amendment freedoms and media literacy. Through on-site and virtual classes and its website, NewseumED reaches 10 million students. McCormack works to promote access to literacy resources as a member of the steering committee for the North American subchapter of GAPMIL, UNESCO's effort to promote media and information literacy worldwide. She also serves on the board of the SYTA Youth Foundation, which helps at-risk students participate in educational travel programs. McCormack, a former middle and high school teacher, and her team has been recognized by the Journalism Education Association, the National Council for the Social Studies, and the Education Commission for the States for their contributions to the teaching of history and news and media literacy. [www.newseuminstitute.org/experts/?bio=45](http://www.newseuminstitute.org/experts/?bio=45)



**Tony Norman** of the Post-Gazette started his career into journalism as a clerk, but after a little over a year he identified niches he could make his own and perhaps make a name for himself. After finishing his regular shift as a clerk, he'd cover pop music for the features desk. His industry and familiarity with genres like gangsta rap and alternative music made him an invaluable part of the Post-Gazette's coverage of popular music and culture in the early '90s. He's been a much sought after commentator on cultural issues and a frequent guest on local talk shows and television programs. In 1996, he began feeling self-conscious knowing so much about Madonna and so little about the Federal Reserve Board. He asked for and was given responsibility for a general interest column in July, 1996. It rejuvenated his interest in the kind of journalism that makes a difference. Since then, Norman's column has garnered many national, state and local awards. In 1999, Norman's column won first place in the National Society of Newspaper Columnists for newspapers with a circulation of 100,000 and up. He also won first place in the Keystone, Golden Quill and Pittsburgh Black Media Federation competitions. In July, 1999, Norman joined the Post-Gazette's editorial board. Now Norman wrestles with the implication of WTO policy on shepherders in New Zealand. Thoughts of Snoop Doggy Dogg and Madonna are fond memories now. [http://old.post-gazette.com/columnists/bio\\_norman.asp](http://old.post-gazette.com/columnists/bio_norman.asp)



**Jennifer Snyder-Duch** is Associate Professor and Chair of the Communication Department at Carlow University. As a media scholar, her teaching, research, and community engagement focus on diversity and advocacy in traditional and digital media. She co-founded and directs the Youth Media Advocacy Project (YMAP), which empowers and prepares teens to advocate for change in their schools and Pittsburgh Youth Media (PYM), an educational model and platform for professional youth reporting. Recently, she was invited to develop and teach an undergraduate Women's Studies course in partnership with Strong Women, Strong Girls in Pittsburgh, a mentoring program that connects college women and pre-adolescent girls. She is published in various research journals and has presented at national and regional

conferences for disciplines including Communication, Popular Culture, Social Work, Women's Studies, and Education. Dr. Snyder-Duch has received the Max & Esther Sestili Award for Excellence in Teaching at Carlow University and the Harvey Kelly Excellence in Teaching Award from the Pennsylvania Communication Association. She graduated from The Pennsylvania State University with a BA in Mass Communication and earned a master's and PhD in Mass Media & Communication from Temple University. To learn more about Dr. Snyder-Duch's classes and research interests visit: [www.carlow.edu/12458.aspx](http://www.carlow.edu/12458.aspx)



**Larry Berger** is the founder and executive director of Saturday Light Brigade. He manages day-to-day operations and serves as host of The Saturday Light Brigade. Larry has been involved in public broadcasting since 1975 and holds degrees in engineering and public policy from Carnegie Mellon University and has 20 years of experience as a project engineer and manager for local industry. He currently serves as the President of the Board of Trustees at Manchester Academic Charter School, on the Board of Directors of Manchester Youth Development Corporation, and on the Advisory Board at Pittsburgh International Children's Theater. He also has served on the board of three other nonprofit organizations. <http://slbradio.org/staff>



**Dr. Temple Lovelace** is an Associate Professor of Special Education at Duquesne University in Pittsburgh, PA. Her research interests include social justice and equity through a disability inquiry lens, as well as innovative classroom based instructional and intervention strategies in the areas of academic and behavior supports. With 15 years of experience as an educator, she has remained committed to serving young children and supporting quality and innovative education initiatives that provide the opportunity and access all children deserve. Dr. Lovelace spearheaded the revitalization of the widely successful Fusion program, which is a partnership between Duquesne University and Center of Life, a Hazelwood-based community empowerment organization. As a graduate of The Ohio State University and a doctoral-level board certified behavior analyst, Dr. Lovelace's research has been focused on the principles of behavior analysis and education in urban contexts. Currently, Dr. Lovelace is focused on achieving equity for persons of color with disabilities and their families. In a partnership with The Color of Autism Foundation, Dr. Lovelace hopes to continue her community-based work using Pittsburgh and Detroit as models for how families, communities, schools and universities can work together in support of groundbreaking instruction and intervention supports for the Autism community. To learn more about Dr. Lovelace's research interests visit: [www.duq.edu/academics/faculty/temple-lovelace](http://www.duq.edu/academics/faculty/temple-lovelace)

## Online Resources

What is media literacy, and why is it important?

[www.common sensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important](http://www.common sensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important)

Media Literacy Educator Toolkit

[www.common sense.org/education/toolkit/news-and-media-literacy](http://www.common sense.org/education/toolkit/news-and-media-literacy)

Media Literacy Now <https://medialiteracynow.org/>

Center on Media and Child Health Tip Sheets <http://cmch.tv/tip-sheets/>

Social Media Literacy: The 5 Key Concepts

[www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman](http://www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman)

Media Literacy Lesson Plans and Activities

<https://newseumed.org/stack/media-literacy-resources/>

10 resources to boost student media literacy

[www.iste.org/explore/articleDetail?articleid=942&category=ISTE-blog&article=](http://www.iste.org/explore/articleDetail?articleid=942&category=ISTE-blog&article=)

9 lessons to boost media literacy [www.iste.org/explore/articleDetail?articleid=844](http://www.iste.org/explore/articleDetail?articleid=844)

PBS News Hour Extra News for Students and Teacher Resources 7–12 Grade Level

[www.pbs.org/newshour/extra/tag/media-literacy/](http://www.pbs.org/newshour/extra/tag/media-literacy/)

The Journalism Education Association <http://jea.org/blog/category/resources-for-educators/>

National Association for Media Literacy Education

<https://name.net/a-parents-guide/>      <https://name.net/category/resources/>

KQED Education - Media Literacy Resources

<https://ww2.kqed.org/education/media-literacy/>

15 Interesting Ways Technology Has Changed Journalism

[www.topjournalismschools.org/15-interesting-ways-technology-has-changed-journalism/](http://www.topjournalismschools.org/15-interesting-ways-technology-has-changed-journalism/)

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