

Ditch Summit 2023 Day 6

Media Literacy in an Ever-Changing AI Landscape: Julie Smith

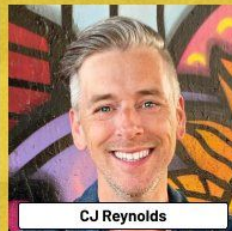
"The LIE will make it all the way around the world before the TRUTH gets its pants on."

Attributed to Mark Twain retold by Julie Smith

Copied from: Media Literacy in an Ever-Changing AI Landscape



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**A LITTLE
ABOUT...**

I've been passionate about media literacy since 1997 and have taught at the college level for eighteen years. I teach at Webster University in St Louis and travel to countries/conferences/church basements/anyone who will listen - to talk about media literacy, social media and educational technology.

Headshot of Julie Smith





- The rate and speed of change in communication is off the charts
- Are we moving too fast? or too slow?
- K-12 teachers is being affected in the classroom directly and indirectly

- Media Literacy is asking 5 questions:
 - Who's the sender? (A lot harder to answer now)
 - What's their motives?
 - How's the message designed to get my attention?
 - What information is left out?
 - Who benefits or profits from this?
- Section 230 of the Communications Act of 1996 states that there is a difference between publishers and platforms



- Teachers have an extra burden of determining what's real.
 - Students what context to current events.
 - We live in a visual society now.

- Media Literacy is like being a food critic. (Presentation, color, texture, etc)
 - Talk about the messages and why they exist.
- Average American: up to 12 hours a day consuming electronic media
 - Most people are double to triple screeners (IE. computer & streaming music; Double screener)
- With AI, it complicates all 5 Media Literacy questions
- We are less likely to check messages that validate our way of thinking.



#1. Media Literacy: Who is the sender?

- Someone can send it even though they were not the creator of the content.

#2 Media Literacy: What's their motive or intent?

- Usually trying to sell us something or an idea



#3. Media Literacy: How is the message designed to get my attention?

- Use of color, songs, fonts, etc.

#4 Medial Literacy: What information is left out?

- Most cases there is A LOT of information that has been left out



#5 Media Literacy: Who profits/benefits from this message?

- **We need to get into the habit about being critical thinkers when addressing messages and content**



Words from Julie Smith:

1. Give yourself a break when it comes to keeping student attention
2. Most of student messages are short-form video
 - a. Help students understand context
 - b. "I want my teachers to stop worrying about content and talk about the process."
 - c. Work on the application of knowledge and the application of skills
 - d. Social Media can divide the world into the oppressed and oppressors



Words from Julie Smith:

3. Encourage students to ask questions about the content they are consuming

- a. Math example: How are charts & graphs created to be misleading?
- b. Science example: Why are some scientific discoveries in the news and others aren't?
- c. English example: How are photo captions & headlines examples of bias (different framing of events)?
- d. Health example: How does advertising make liquor and tobacco look appealing?
- e. History example: Are movies actually portraying historical facts?

4. There's a lot to being an active media consumer.



Digital Citizenship

- Needs a MAJOR overhaul
- We need to teach coping skills instead.
- Who are the 5 companies that control public discourse in the USA?
- What does it mean to use the "cleanse" on Instagram?
- Why is TikTok built one way in China and different in other countries?
- All Junior and Seniors should have a LinkedIn Account
- 52% of accounts are bots as per the Atlantic. This Person Does Not Exist
- Students should know how to spot a bot.
- Kids want help with the everyday stuff



SMISHING= text message phishing

- **Text fishing. It is a missed connection. The bot farms know that the number is associated with a human.**

TIKTOK= is different in China than in the rest of the world

- **In China it is called Deun and turns itself off after 40 minutes in China. It shows videos on physical fitness, visits to museums, etc. Uses it as a teaching tool.**
- **The rest of the world gets the junk.**
- **The concern is that kids will not consume information unless it is displayed in videos.**
- **Students need to come up with a pass sentence instead of a word and spaces count.**



What's a shallowfake and a deepfake?

- **Shallowfake-** someone takes a video of you that already existed and just tweaked it (add facial features or change the audio)
- **Deepfake-** it has never happened but AI can create a moving face of someone and have them say something they never said.
- **As technology advances it is getting harder and harder to tell.**
 - **Lateral Reading:** Check other sources to verify
 - **Stuff on the extremes is what gets the "clicks"**
 - **A lot of the info we consume now isn't produced by journalists**
- **Students prefer to get news from faces and not words.**
 - **Many students are diagnosing themselves from TikTok videos**
- **Students need to be in control of their media. They need to be more active media consumers.**



IN CONCLUSION

- **Being afraid of new tech is very normal.**
- **Use AI tools to help students to save time.**
 - **Think of AI tools as 100 little interns.**
- **Save yourself some time**
- **AI detection tools don't work that well. Use it to your benefit.**

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Resources



**EXTRA EXTRA
EXTRA EXTRA
EXTRA EXTRA
EXTRA EXTRA**

Writing school AI policies? Use these 10+ resources
10 AI discussions schools should have now
AI in the classroom: What's cheating? What's OK?

Media Literacy Education - Julie Smith

AI Tools from Julie Smith

What the Media?!? Podcast

Commonsense.org

News Literacy Project

National Association for Media Literacy Education

Take It Down

#medialiteracy on Twitter (X)