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Media Literacy for Adults: Meeting Patrons Where They Are

January 12, 2021
About the Classroom

Microphones
Only our presenters have microphone access.

Questions?
Type them in the Q&A box! There will be time at the end for questions.

Tech Issues?
Send a message through Q&A.
Media Literacy Education in Libraries for Adult Audiences is made possible in part by the Institute of Museum and Library Services grant LG-13-19-0089-19.
About the Project

MEDIA LITERACY EDUCATION IN LIBRARIES FOR ADULT AUDIENCES
A project of the American Library Association
Download the Practitioners’ Guide at:
programminglibrarian.org/medialiteracy
Register for the Webinar Series

- **January 12**: Meeting Patrons Where They Are
- **February 10**: Misinformation and Disinformation
- **February 24**: Architecture of the Internet
- **March 10**: Civics
- **April 7**: Media Landscape and Economics
- **April 14**: Media Engagement and Creation

Free registration at [programminglibrarian.org/medialiteracy](http://programminglibrarian.org/medialiteracy)
Today’s Presenters

Amber Conger
Deputy Director of Operations
Lexington, South Carolina

Kristen Calvert
Library Manager; Literature, Language, and Religion
Dallas, Texas
Today’s Agenda: Meeting Patrons Where They Are

- Importance of Media Literacy and Need for Evaluation
- Integrating Media Literacy Practices at the Reference Desk, Into Existing Programs, and Into Work With Community Partners
- Q&A
What Is Media Literacy?

The National Association for Media Literacy Education defines media literacy as:

The ability to access, analyze, evaluate, create, and act using all forms of communication.
Why Is Media Literacy Important?

- Media literacy skills are essential to becoming a successful student, responsible citizen, productive worker, and/or competent and conscientious consumer.
- Smart decisions, mental health, good relationships: we need to develop expertise with the increasingly sophisticated information and entertainment media that address us on a multisensory level, affecting the way we think, feel, and behave.

Source: National Association for Media Literacy Education
Where do the majority of U.S. adults get their political news?

- Cable TV
- Local TV
- Network TV
- News website or app
- Print
- Radio
- Social media
U.S. Adults Receive Their Political News Primarily From:

• News website or app: 25%
• Social media: 18%
• Cable TV: 16%
• Local TV: 16%
• Network TV: 13%
• Radio: 8%
• Print: 3%
• N/A: 1%

Source: Pew Research Center, survey conducted 10/29/19 - 11/11/19
Question 1

Which news formats do you think are most frequently used among these age groups: 18-29, 30-49, 50-64, 65+?

- Cable TV
- Local TV
- Network TV
- News website or app
- Print
- Radio
- Social media
Those who get most political news from social media most likely to be under 30

Among U.S. adults who say each pathway is the most common way they get political and election news, % who are ...

<table>
<thead>
<tr>
<th>Ages 18-29</th>
<th>Social media</th>
<th>News website or app</th>
<th>Cable TV</th>
<th>Local TV</th>
<th>Network TV</th>
<th>Radio</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>21%</td>
<td>7%</td>
<td>10%</td>
<td>5%</td>
<td>12%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>30-49</td>
<td>40%</td>
<td>44%</td>
<td>23%</td>
<td>31%</td>
<td>23%</td>
<td>42%</td>
<td>17%</td>
</tr>
<tr>
<td>50-64</td>
<td>9%</td>
<td>23%</td>
<td>31%</td>
<td>39%</td>
<td>34%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>65+</td>
<td>3%</td>
<td>12%</td>
<td>39%</td>
<td>20%</td>
<td>38%</td>
<td>18%</td>
<td>47%</td>
</tr>
</tbody>
</table>

“Americans Who Mainly Get Their News on Social Media Are Less Engaged, Less Knowledgeable”

PEW RESEARCH CENTER
Question 2

Which format’s users demonstrate the most and least extensive political knowledge?

- Cable TV
- Local TV
- Network TV
- News website or app
- Print
- Radio
- Social media
Among those who say ___ is the most common way they get political and election news

<table>
<thead>
<tr>
<th>Media Type</th>
<th>High political knowledge</th>
<th>Middle political knowledge</th>
<th>Low political knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>News website or app</td>
<td>45%</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>Radio</td>
<td>42</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>Print</td>
<td>41</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Cable TV</td>
<td>35</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>Network TV</td>
<td>29</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>Social media</td>
<td>17</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Local TV</td>
<td>10</td>
<td>21</td>
<td>69</td>
</tr>
</tbody>
</table>

Note: Knowledge index created from nine political knowledge questions. High political knowledge includes those who answered eight or nine questions correctly, middle knowledge includes those who answered six or seven questions correctly, and low knowledge includes those who answered five or fewer questions correctly. Answers correct as of November 2019.

Source: Pew Research Center
How Can Libraries Help?
INTEGRATING MEDIA LITERACY PRACTICES INTO LIBRARY PROGRAMS AND SERVICES
Meeting Customers Where They Are

- Reference Desk Interactions
- Programs
- Displays
- Training staff and partners
At the Reference Desk

- The desk can be an informal teaching setting.
- Media lit offers an opportunity to deflect from sharing your own opinion.
- Be ready to address why the patron thinks their information source is reliable and how that’s determined.
- Have resources ready!
How could anyone possibly vote for President Camacho?

- I’ve been hearing a lot about this. Would you like me to help you find some information on this subject?
- I can tell you feel strongly about this! Have you found specific outlets to help you shape your opinions?
- That’s a good question! Have you seen this resource on the topic?
Do you have any books on spiders? I’m concerned about ones that may hide in my toilet seat and bites when you sit down. Look at this Facebook post!

“Let’s take a look at that and try to find the source. Knowing the source might help us determine if it’s bias or even false!”
"My child is spending a lot of time online and I’m concerned what they’re looking at isn’t representative of the values I want them to grow up with."

"With anyone in the world able to easily create and upload content to the internet, it’s important for you and your child to understand where the content they are watching is coming from. Let’s look at how you can learn and teach your child how to evaluate what they are looking at online."
In Your Ongoing Programs

- In-person and virtual
- Book clubs
- Screenings & discussions
- Tech classes
- Makerspace programs
- Community celebrations

TO KILL A MOCKINGBIRD HAS BEEN MOVED TO FAKE NEWS
Book Clubs, Screenings, Discussions

• Relate themes to current events.

• Discuss how media portrays those events and why.

• Ask about related media lit principles.
Community Celebrations & Other Events

• Partner with local journalists or other media representatives.

• Host a panel discussion.

• Give customers the opportunity to learn informally from media experts.
Displays & Passive Programs

- Use displays as a teaching tool.
- Supplement with resources that explain media literacy.
- Use QR codes!
- Virtual options
For Staff and Community Partners

• Know what media lit is *and* why it’s important.
• Have resources available.
• Relate to partner’s area of expertise.
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