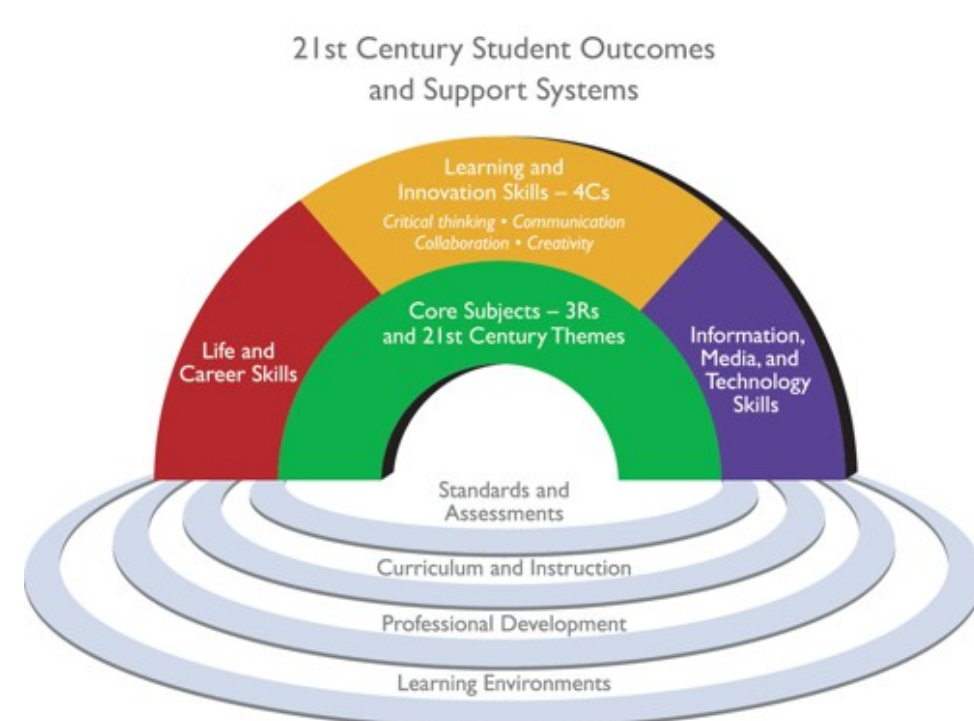


Source Scare: Curriculum Tactics in the Education of Information Literacy and Media Creation

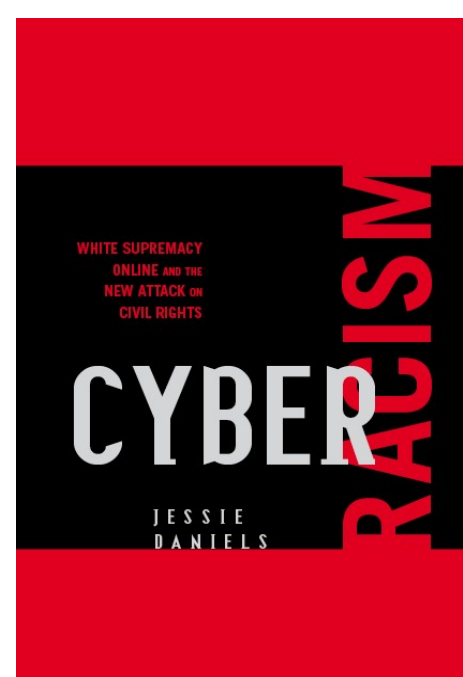
Abstract

With an ever-evolving technological landscape, our educational framework must adapt to constant change to compete—let alone participate—in our contemporary, more globalized society. The Partnership for 21st Century Skills is a model that suggest tools students can use to sift through and re-appropriate information in both critical and creative ways and communicate and collaborate with diverse populations. The integration of the Partnership for 21st Century Skills into a more traditional framework creates a more holistic approach to education. Based on information collected from an extensive literature review, we have created a sample curriculum of best practices.

Partnership for 21st Century Skills: A Holistic Framework



Cyber Racism Continued



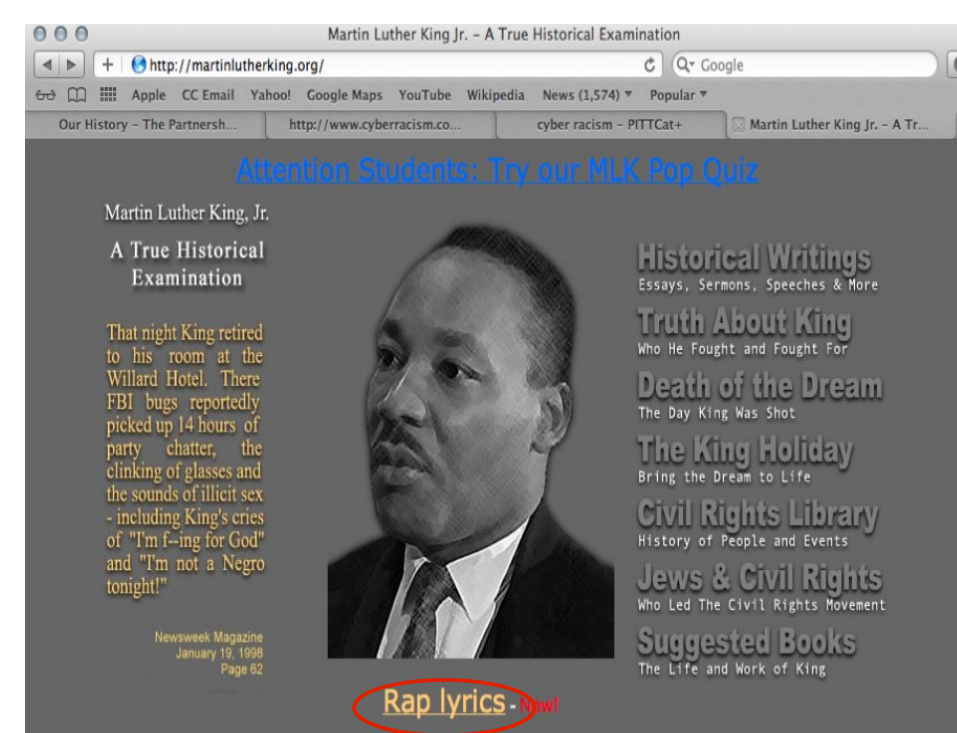
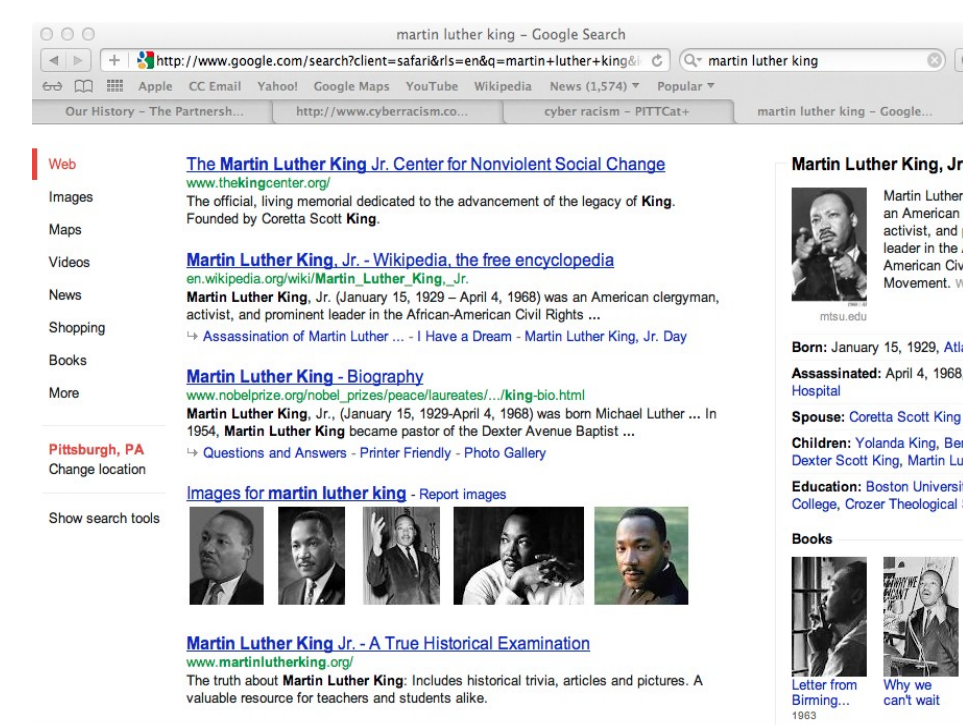
Cyber Racism presents a very nuanced examination of racism in the 21st century. By examining Daniels' findings, it is very clear that educating students around the topics of information/media literacy is increasingly necessary. Below are some examples of how white supremacist groups used “cloaked” information that students may be drawn to.

Image Courtesy: w.cyber racism.com

A Closer Look at Cloaked Websites

Search Engines:

Cloaked Websites appear alongside any other websites. Not only is the cloaked site found in the top 5 results, but it uses a '.org' domain name-- which may mislead students.



Actual Sites:

Cloaked Websites legitimize themselves through the use of things such as pop-quizzes, comprehensive data, quotations, and images. Further, things like 'rap lyrics' help draw in a different (usually younger) crowd of users.

Education around Information and Media literacy aims to produce students who have an understanding of information sources and the media that includes a knowledge of their strengths and weaknesses, biases and priorities, role and impact, and artistry and artifice. With increased information and media literacy, students can identify cloaked and biased webpages. In order to responsibly produce and share information and media, students must first be critical consumers.

Sample Curriculum

With the presence of cloaked websites online, the P21 standards for Working from the P21 standards for *Information, Media, and Technology Skills* alongside research from with the Pew Research Center were combined to develop a sample curriculum.

1. How to Evaluate Sources

Publisher:

Who published the information?

Authorship:

Are the authors experts, journalists, freelancers?

Length/Content:

Is the content comprehensive? Is it formally written?



Funding:

Can you identify where funding for the site comes from?

Structure:

Are there specific sections?

Audience:

Is the site intended for researcher or the general public?

Sources Cited:

Are outside sources cited?

2. How to Select Important Information

AVOID Information Overloads:

·Consider a specific time period, geographic region, particular aspect of interest to you?

AVOID Information Deserts:

·Consider expanding the time period, changing location, looking a bigger concepts of your subject.

3. What to do with the information? Become a Producer



Podcast



Wiki Page



Blog



Video

Conclusion

A multi-discipline approach is needed to build a comprehensive understanding of how information and media literacy can be integrated into curriculum. A new model for teaching information and media literacy can be developed through the combination of educational data, sociological research, and pre-existing educational frameworks. Further research that integrates a variety of research from different disciplines is needed to create a nuanced understanding of information, media, and technology in the classroom.

Citations

Why Emphasize Information and Media?

Students today are living in an information-saturated society. In order to process the plethora of information, students must have an understanding of how to interpret different types of information from a variety of sources. In addition to being conscious consumers of media, it is equally as important for students to understand the process of creating their own media.

An Important Example: Cyber Racism

In her book *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights*, sociologist Jessie Daniels investigates how the white supremacy movement has translated into the digital age. Specifically, Daniels explores how 'cloaked' white supremacist websites work to propagate information under the guise of civil rights websites.