



Northwest (HHS Region 10)

PTTC

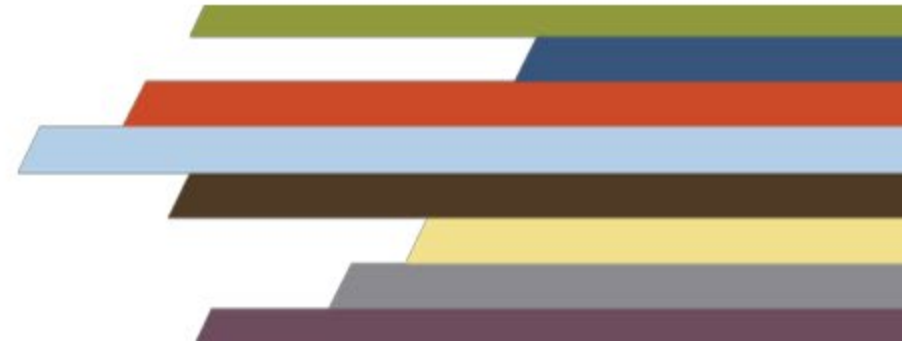
Prevention Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration



# Media in Prevention Webinar 2: Media Literacy as a Practical and Transferable Skill

April 11, 2023

*Shawn Domgaard*





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**PTTC**

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration



The Northwest PTTC is a partnership led by the Social Development Research Group (SDRG) at University of Washington (UW) School of Social Work in collaboration with the Prevention Science Graduate Program at Washington State University (WSU), and the Center for the Application of Substance Abuse Technologies (CASAT) at the University of Nevada, Reno (UNR).

Northwest partnering institutes share a vision to expand the impact of community-activated prevention by equipping the prevention workforce with the power of prevention science.



SCHOOL OF SOCIAL WORK  
UNIVERSITY *of* WASHINGTON



Prevention Science  
Graduate Program

WASHINGTON STATE UNIVERSITY



# Disclaimer

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# Housekeeping

- Q&A Pod
- For technical support email Karen at [ktotten@casat.org](mailto:ktotten@casat.org)
- Webinar recording and presentation slides
- Certificates of attendance





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By the end of this session you will be able to:

- 01. Describe what Media Literacy is**
- 02. Understand how Emotion and Cognition affect Information Consumption**
- 03. Explain how Media Literacy affects Decision-Making**
- 04. Use Media Literacy Skills to Verify Information**





# Media Literacy

**Where does information come from?**

**How is it communicated?**



# **Media Literacy**

**Epistemology**

**Institutions of Knowledge**

**Academia**

**Journalism**

**Government**



The top of the slide features a horizontal bar composed of several colored segments: green, blue, orange, light blue, brown, yellow, grey, and purple. On the right side of this bar, there is a graphic of several concentric, semi-transparent circles that appear to be part of a larger design.

# Media Literacy

**Why does media even matter?**

**What does media even do?**

The top of the slide features a horizontal bar composed of several colored segments: green, blue, orange, light blue, brown, yellow, grey, and purple. On the right side of this bar, there is a decorative graphic consisting of several concentric, semi-circular lines in a light grey color, resembling a stylized sun or a ripple effect.

# Media Literacy

**Are media bad or good?**

**Media are tools.**

# Media Literacy

**Learn how to access, analyze, evaluate, create, and act using all forms of communication.**

# Media Literacy Education Core Principles

- Active inquiry and critical thinking about the messages we receive and create
- Expands the concept of literacy to include all forms of media
- Builds skills for all ages, through integrated and repeated practice
- Develops informed, reflective, and engaged civic participants
- Recognizes that media are part of culture and function as agents of socialization
- Affirms that people use their individual skills, beliefs, and experiences to construct their own meanings from media messages

# NAMLE

## Key Questions to Ask When Analyzing Media Messages

**USING THIS GRID** – Media literate people routinely ASK QUESTIONS IN EVERY CATEGORY (the middle column) as they navigate the media world. Occasionally a category will not apply to a particular message, but in general, sophisticated “close reading” requires exploring the full range of issues covered by the ten categories. The specific questions listed here are suggestions; you should adapt them or add your own to meet your students’ developmental level and learning goals.

Encourage students to recognize that many questions will have more than one answer (which is why the categories are in plural form). To help students develop the habit of giving evidence-based answers, nearly every question should be followed with a probe for evidence: HOW DO YOU KNOW? WHAT MAKES YOU SAY THAT? Remember that the ultimate goal is for students to learn to ask these questions for themselves.

		SAMPLE QUESTIONS
AUTHORS & AUDIENCES	Authorship	Who made this?
	Purposes	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	Economics	Who paid for this?
	Responses	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
MESSAGES & MEANINGS	Content	What does this want me to think (or think about)? What would someone learn from this? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	Techniques	What techniques are used and why? How do the techniques communicate this message?
	Interpretations	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	Context	When was this made? Where or how was it shared with the public?
	Credibility	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this topic?

# Key Questions Exercise

**Everyone should have downloaded a copy of the Key Questions document. Now type your response to the following in the chat:**

**What was something you found helpful about these key questions?**

**And what did you learn about media during this exercise?**



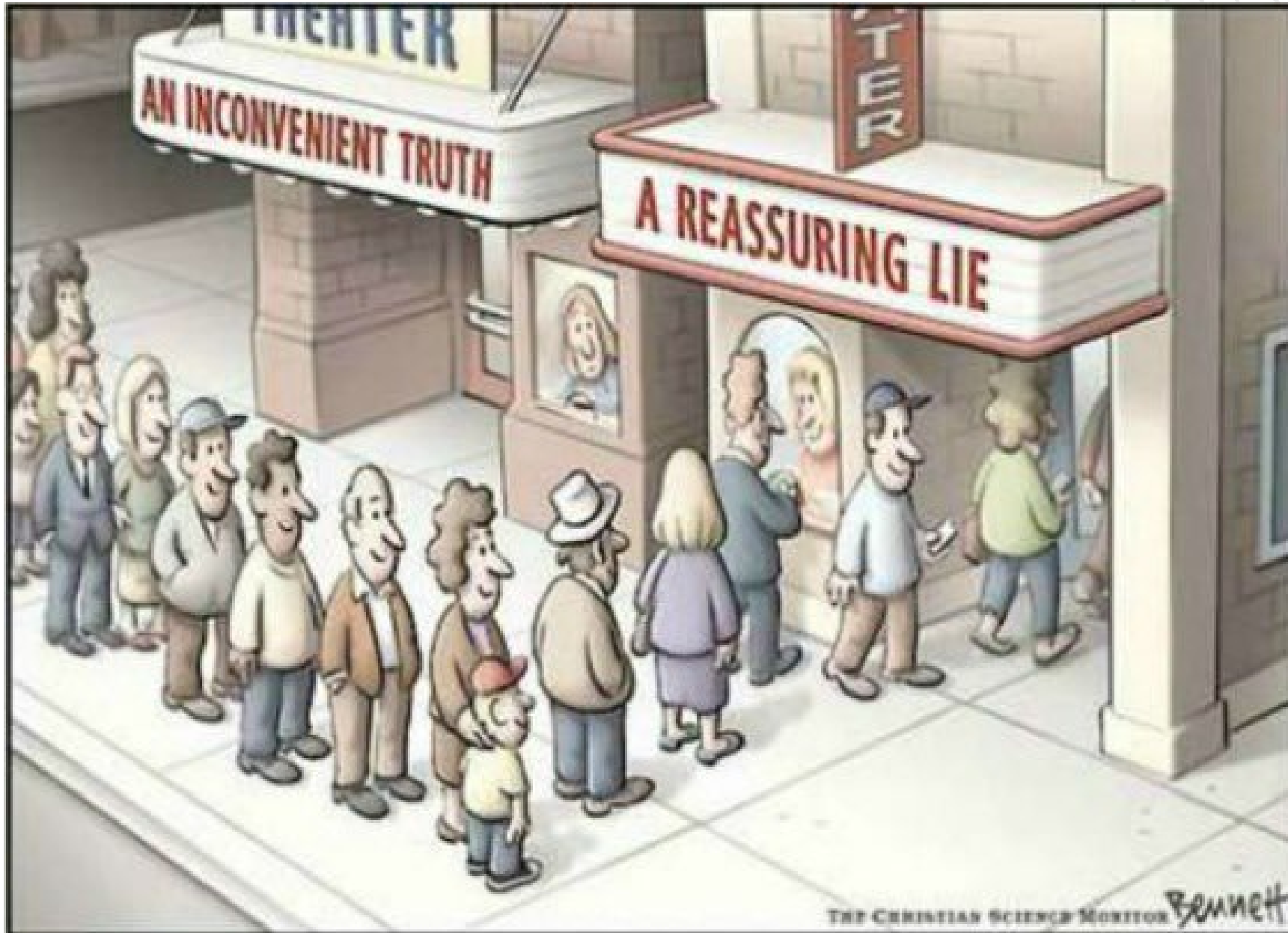
# Motivated Reasoning

**Accuracy Oriented (non-directional)**

**Directional Oriented**

**Confirmation Bias**

**Disconfirmation Bias**



THE CHRISTIAN SCIENCE MONITOR BENNETT

**Social Identity**

**Cultural Background**

**Beliefs**

**Values**

**Social Norms**

# Cognitive Load

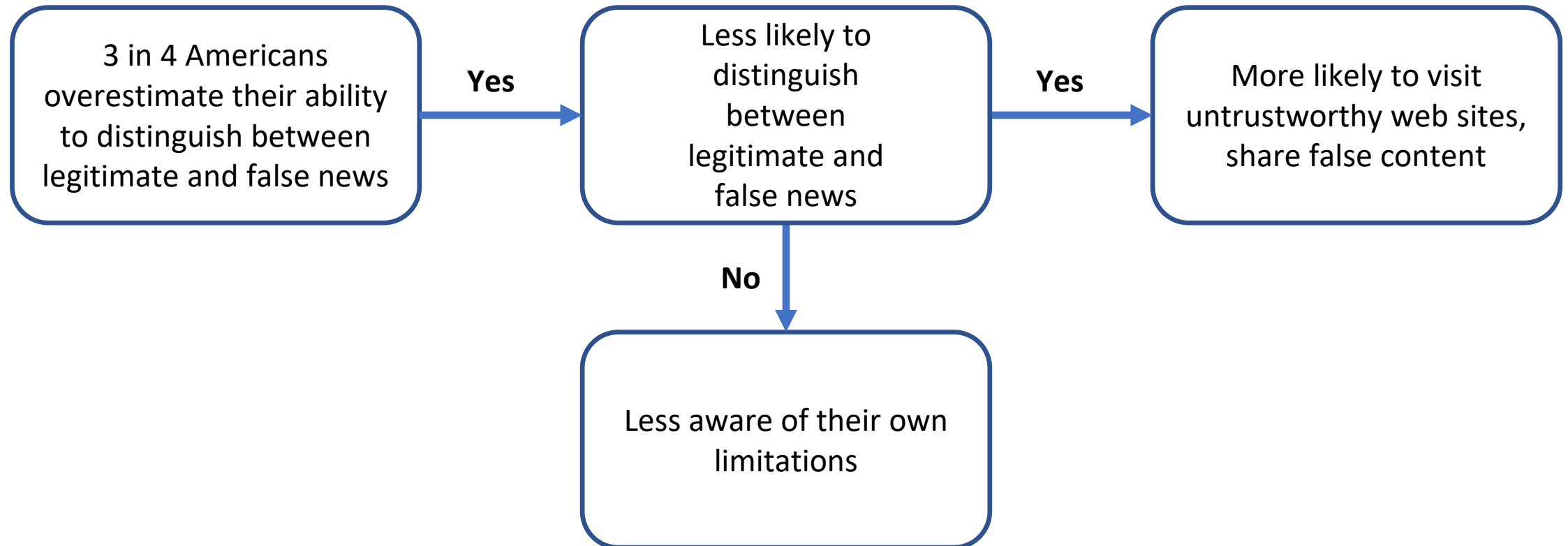


The resources we use for evaluation and critical thinking are finite.

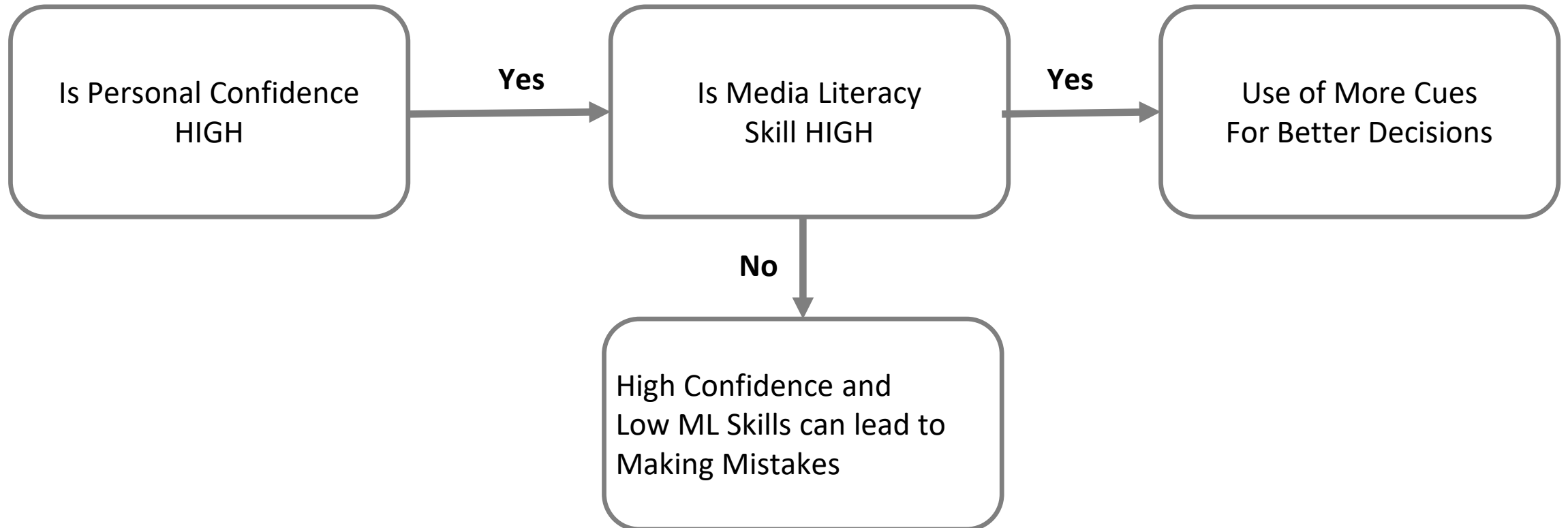
We cannot spend all of our resources for all information, so we must prioritize.

What do you prioritize?

# Overconfidence in news judgments leads to susceptibility to false news



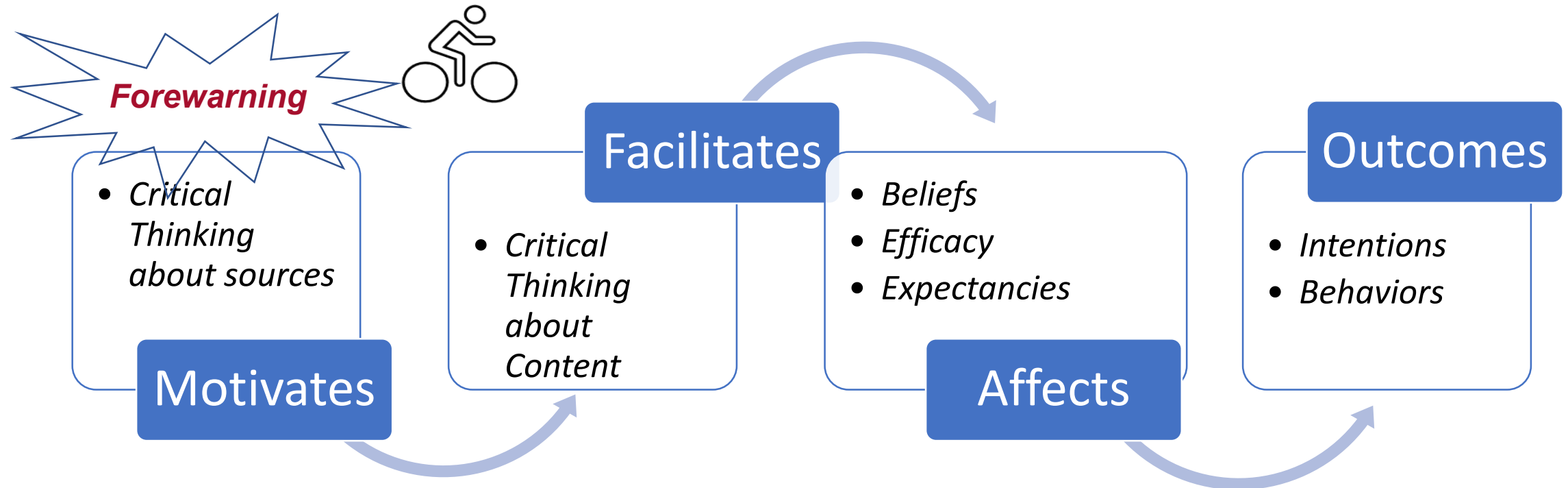
# Confidence without skills to navigate the information environment can cause costly mistakes





# Media Literacy Theory of Change

Decision-making is partly logical  
and partly emotional



We need our emotions to work  
*for* us instead of *against* us

# Lateral Reading



Practice lateral reading by looking up these two organizations:

GAVI-The Vaccine Alliance

Children's Health Defense

# Media Literacy Infographic Exercise

## HOW TO RECOGNIZE MISINFORMATION

### STEP 1. CONSIDER THE SOURCE



Take time to look up a source on your phone or a new window.  
Double check the expertise or credentials of people on social media.  
Do other reputable organizations say this source is credible?

### STEP 2. EXAMINE THE CONTENT



Evaluate the claims made by social media posts.  
Does the author cite their sources? Is the information out of date?  
Check across multiple sources for consistency.

### STEP 3. CHECK YOUR EMOTIONS



Emotional language is meant to persuade you, not always inform.  
Misinformation often uses angry and fearful messages.  
Are your emotions hurting your ability to critically think?

### STEP 4. ASK TRUSTED EXPERTS



Work with and ask experts when you are not sure about something.  
Health decisions are based on health, not politics.  
Ask your local doctor about vaccines and other health decisions.



### Stop Mandatory Vaccination Sponsored

"We followed the ambulance to the hospital. They tried, they really did. A nurse tried to take our son to a separate room with coloring books and treats that he was completely unfamiliar with. They hugged us in a smothering- not comforting- way, and tried to tell us that it would be ok. I heard them call for a second Epi-Pen. I knew it was hopeless. My husband and son stood in shock. I hugged my childhood friend, the firefighter, who had come to the hospital. He said, "I'm so sorry," and walked away." Want



6 Month Old Gets 7 Vaccines And Dies Two Weeks Later From "SIDS"

"My breasts were full of milk and my baby was dead."

[Learn More](#)

STOPMANDATORYVACCINATION.COM

### Ad Performance

Inactive

Started running on Oct 5, 2018

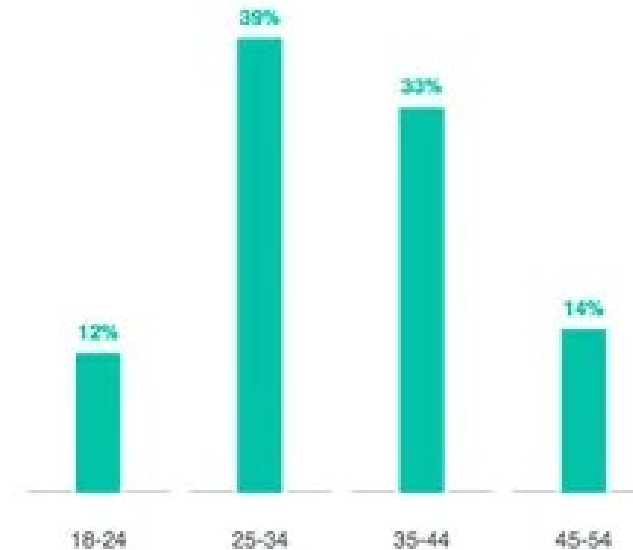
1K - 5K  
Impressions

<\$100  
Money spent (USD)

### Audience Breakdown

Age and Gender

Men Women Unknown



📷 A Facebook ad promoting anti-vaccine propaganda. Photograph: Facebook

**Everyone should have downloaded a copy of the Media Literacy Infographic. Now type your response to the following in the chat:**

**What skills did you find helped you the most in verifying misinformation?**

# Summary



- Media Literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication.
- Emotion and Cognition play a vital role in navigating media environments.
- Media Literacy helps you make evidence-based decisions.
- Media Literacy skills are necessary to verify misinformation and find credible information.



# Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!  
Thank you!



# Mark Your Calendars!

## Media in Prevention Series

- Webinar 3: Using Media in Substance Misuse Prevention
  - May 2 @ 11:30 am PDT

[Visit the PTTC Website to Learn More & Register](#)

# Connect with us!

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Thank you!

