

Media Literacy for Older Adults

Kate Gorton, Brittany Hamilton, Kyle Wang, Antong Ye

● Week 1: Introduction to Critical Media Literacy and Why It Matters

WORKSHOP NAME

Introduction to Critical Media Literacy and Why It Matters

SHORT DESCRIPTION

How can the workshop be described in a few sentences?

This is the first part of a 4-week series covering media literacy skills for older adults. This session focuses on establishing learners baseline critical media literacy skills and storytelling and sharing experiences about scams, misinformation, phishing emails, and conspiracy theories.

GOALS & DESIRED OUTCOME

Why are you doing the workshop? What's the end goal? Are you looking for a solution to a specific question/challenge?

Learners will share and discuss their experiences and recognize how they can be easily targeted for scams, misinformation, conspiracy theories, and phishing emails.

Learners will reflect on their past practices of sharing media in order to identify if they previously shared misinformation.

DATE

VERSION

NOTES BY

PARTICIPANTS

Who do you intend to invite to the workshop?

Instructor

Adults aged 60+ who are interested in improving their media literacy skills.

Google Form Survey (Computer with Internet Access)

A short video of older adults sharing their personal stories of experiencing scams, misinformation, and conspiracy theories (loud enough sound, large enough visuals, subtitles, etc.)

Meaningful discussion questions and discussion

PARTICIPANTS' NEEDS

What do the participants need to perform well?

Google Form Survey/Pretest

Introduction to course

Video watching

Small Group Discussion

Large Group Discussion

DELIVERABLES & TANGIBLE OUTCOMES

What are the tangible things that would come out of the workshop?

An idea of their baseline critical media literacy skills

Learners are in denial that scams, misinformation, and conspiracy theories could impact them.

Learners are in denial of their actual ability to identify scams, misinformation, and conspiracy theories.

CHALLENGES

What are the challenges and pitfalls with the workshop?

INFORMATION

What information needs to be communicated to the participants on beforehand.

JOURNEY & PHASES

What is the general design of the workshop? What is the agenda? Are there important phases of the workshop?

1. Google Form Survey that learners will take to assess their baseline critical media literacy skills.

2. Go over course and learning goals for the series

3. Watch short video of older adults sharing their personal stories of experiencing scams, misinformation, and conspiracy theories

4. Small group discussion on videos and personal experiences with scams, misinformation, and conspiracy theories

5. Large group discussion with the entire class with groups sharing their thoughts and experiences.

MATERIALS

What types of material do you need?
Pens, canvases, cards, tape, bluetac, markers, postits, big & small paers?

SOUND & PROJECTOR

Does the venue have what you need when it comes to projectors, adapters, sound system, microphones & wifi & power?

SPACE & SIZE

Tables, chairs, tablest? Is the room big? Do you have enough space to work on?

FOOD

Lunch will be served

VENUE

Library/Senior Day Center/Senior Living Center

DURATION

1-1.5 hour(s)

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[HTTP://METHODKIT.COM/](http://methodkit.com/)

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● Week 2: Building a Community of Learners

WORKSHOP NAME

Media Literacy for Older Adults Week 2

SHORT DESCRIPTION

●●●

HOW CAN THE WORKSHOP BE DESCRIBED IN A FEW SENTENCES?

GOALS & DESIRED OUTCOME

WHY ARE YOU DOING THE WORKSHOP?
WHAT'S THE END GOAL?
ARE YOU LOOKING FOR A SOLUTION TO A SPECIFIC QUESTION/CHALLENGE?

ACTIVITY TYPES

WHICH TYPES OF EXERCISES & TASKS SHOULD BE DONE?

HOW DO YOU GET A GOOD VARIETY OF DIFFERENT ACTIVITIES?

JOURNEY & PHASES

WHAT IS THE GENERAL DESIGN OF THE WORKSHOP?
WHAT IS THE AGENDA?
ARE THERE IMPORTANT PHASES OF THE WORKSHOP?

At the end of the session, learners will be able to create and share content via social media.

At the end of the session, learners will be able to establish consistent contact with loved ones using the digital space.

PowerPoint presentation related to course general information

Create profile on social media

Establish respect guidelines.

Join class group on social media platform.

Practice posting in social media group as necessary.

1. Open by reviewing results from initial survey (see plan from session 1)

2. PowerPoint slides related to scams, misinformation, and conspiracy theories are presented.

3. Help learners to create profile on LinkedIn or Facebook. Provide assistance as needed (e.g., models, peer support, handouts, etc.).

4. Learners join class group on social media platform. Guidelines for posting in the group are established with input from the group.

5. Learners are asked to introduce themselves via a post in the group.

DATE

VERSION

NOTES BY

PARTICIPANTS

WHO DO YOU INTEND TO INVITE TO THE WORKSHOP?

PARTICIPANTS' NEEDS

WHAT DO THE PARTICIPANTS NEED TO PERFORM WELL?

Instructor

Adults aged 60+ who are interested in improving their media literacy skills.

Internet access

Best practice handouts

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DELIVERABLES & TANGIBLE OUTCOMES

WHAT ARE THE TANGIBLE THINGS THAT WOULD COME OUT OF THE WORKSHOP?

CHALLENGES

WHAT ARE THE CHALLENGES AND PITFALLS WITH THE WORKSHOP?

INFORMATION

WHAT INFORMATION NEEDS TO BE COMMUNICATED TO THE PARTICIPANTS ON BEFOREHAND.

DURATION

1-1.5 hours

VENUE

Potentially library, senior living centers/day center

BUDGET

N/A

FOOD

Lunch will be served to learners when the session is complete.

SPACE & SIZE

TABLES, CHAIRS, TABLES? IS THE ROOM BIG? DO YOU HAVE ENOUGH SPACE TO WORK ON?

Participants will need to comfortably sit at a table or desk

SOUND & PROJECTOR

DOES THE VENUE HAVE WHAT YOU NEED WHEN IT COMES TO PROJECTORS, ADAPTERS, SOUND SYSTEM, MICROPHONES & WIFI & POWER?

Computer projector or Smartboard

WiFi connection

MATERIALS

WHAT TYPES OF MATERIAL DO YOU NEED?
PENS, CANVASES, CARDS, TAPE, BLUETAC, MARKERS, POSTITS, BIG & SMALL PAERS?

Pens

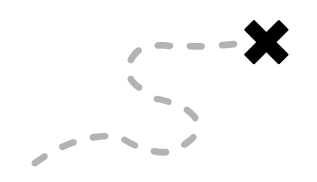
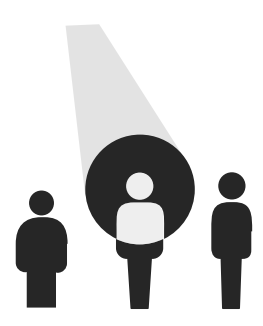
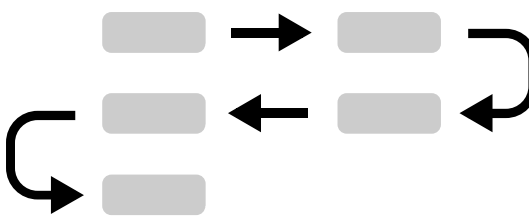
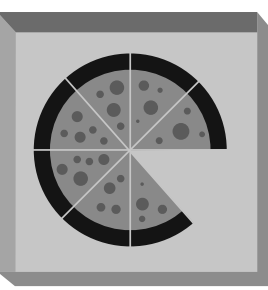
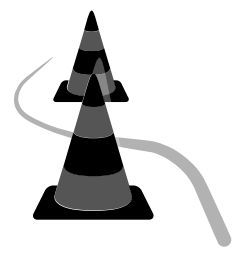
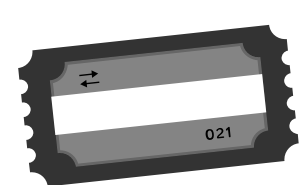
Computers or tablets if possible

Share your feedback

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Week 3: Identifying Misinformation, Scams, Conspiracy Theories, and Phishing Emails

WORKSHOP NAME		DATE	VERSION	NOTES BY
Week 3: Identifying Misinformation, Scams, Conspiracy Theories, and Phishing Emails				
 SHORT DESCRIPTION HOW CAN THE WORKSHOP BE DESCRIBED IN A FEW SENTENCES?	This is the third part of a 4-week series covering media literacy skills for older adults. This session focuses on practicing learners skills identifying misinformation, scams, conspiracy theories, and phishing emails.			
 GOALS & DESIRED OUTCOME WHY ARE YOU DOING THE WORKSHOP? WHAT'S THE END GOAL? ARE YOU LOOKING FOR A SOLUTION TO A SPECIFIC QUESTION/CHALLENGE?	Learners will be able to identify misinformation, scams, conspiracy theories, and phishing emails on a variety of platforms used in daily life.			
	 PARTICIPANTS WHO DO YOU INTEND TO INVITE TO THE WORKSHOP?	Adults aged 60+ who are interested in improving their media literacy skills. Instructor		
	 PARTICIPANTS' NEEDS WHAT DO THE PARTICIPANTS NEED TO PERFORM WELL?	Best practice handouts PP on best practices with examples Examples of non-credible and credible content to practice their skills of identifying problematic media Checklist handout		
		 METHODKIT [™] WORKSHOP PLANNING CANVAS MORE INFO AT: HTTP://METHODKIT.COM/		
 ACTIVITY TYPES WHICH TYPES OF EXERCISES & TASKS SHOULD BE DONE? HOW DO YOU GET A GOOD VARIETY OF DIFFERENT ACTIVITIES?	Go over best practices for identifying problematic media Identify phishing emails and safe emails from a list of examples Identify misinformation, scams and conspiracies from credible information through examples After class, post reflection in shared social media group and examples of credible sources			
	 DELIVERABLES & TANGIBLE OUTCOMES WHAT ARE THE TANGIBLE THINGS THAT WOULD COME OUT OF THE WORKSHOP?	Learners will complete the checklist handout to practice their critical media literacy skills.		
		DURATION 1-1.5 hours		
		VENUE Library/Senior Day Center/Senior Living Center		
		BUDGET N/A		
		FOOD Lunch will be served		
		SPACE & SIZE TABLES, CHAIRS, TABLES? IS THE ROOM BIG? DO YOU HAVE ENOUGH SPACE TO WORK ON? Participants will need to comfortably sit at a table or desk Participants will need to have a computer connected to the Internet and be able to see the instructors projected screen		
	 CHALLENGES WHAT ARE THE CHALLENGES AND PITFALLS WITH THE WORKSHOP?	Depending on skill level, learners could either be bored with the content or struggle with the content. If learners do not have strong computer skills this could make the lesson more complicated.		
		SOUND & PROJECTOR DOES THE VENUE HAVE WHAT YOU NEED WHEN IT COMES TO PROJECTORS, ADAPTERS, SOUND SYSTEM, MICROPHONES & WIFI & POWER? Projector to share the instructors screen Internet, wifi, and possibly a microphone to project sound		
 JOURNEY & PHASES WHAT IS THE GENERAL DESIGN OF THE WORKSHOP? WHAT IS THE AGENDA? ARE THERE IMPORTANT PHASES OF THE WORKSHOP?	1. Recall the last session with learners 2. Go over best practices when identifying credible information and model examples 3. Practice identifying phishing emails and credible emails as a group 4. Practice identifying misinformation, scams, conspiracy theories, and credible media as a small group			
	 INFORMATION WHAT INFORMATION NEEDS TO BE COMMUNICATED TO THE PARTICIPANTS ON BEFOREHAND.	The time and place of the session Possibly bring a laptop if computers are not available at space Passwords for any accounrs needed (social media, gmail, etc.)		
		MATERIALS WHAT TYPES OF MATERIAL DO YOU NEED? PENS, CANVASES, CARDS, TAPE, BLUETAC, MARKERS, POSTITTS, BIG & SMALL PAERS? PowerPoint Handouts Projector Computers with Interney and WIFI		

Share your feedback

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Week 4: Curating Credible Sources for the Future

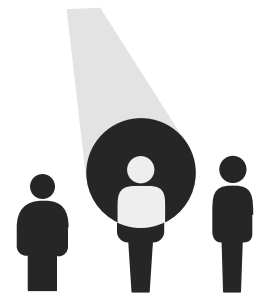
WORKSHOP NAME		DATE	VERSION	NOTES BY
Week 4: Curating Credible Sources for the Future				



SHORT DESCRIPTION

HOW CAN THE WORKSHOP BE DESCRIBED IN A FEW SENTENCES?

Learners will make a list of where they would normally go for virtual information. They will use the best practices checklist from last class to identify if the current sources are credible. They will discuss and share with the group what they learned from the activity and individuals can share both credible and not credible sources they have identified. They will post credible sources in the shared group for others to come back to and utilize. They will retake assessment on critical media literacy skills. There will be a short exit survey/evaluation of course at the end.

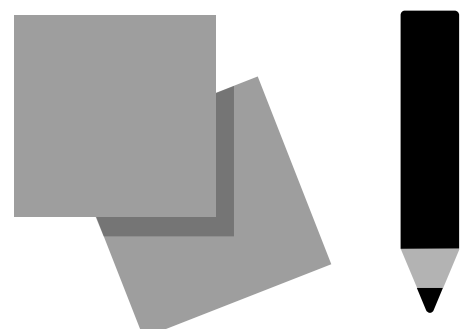


PARTICIPANTS

WHO DO YOU INTEND TO INVITE TO THE WORKSHOP?

Instructor

Older adults



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GOALS & DESIRED OUTCOME

WHY ARE YOU DOING THE WORKSHOP?
WHAT'S THE END GOAL?
ARE YOU LOOKING FOR A SOLUTION TO A SPECIFIC QUESTION/CHALLENGE?

Learners will generate a list of at least five credible news sources that are easily and readily accessible.

Learners will reflect on their past practices of sharing media in order to identify if they previously shared misinformation.

Learners will recognize and apply accessibility features on social media platforms and web browsers.

Learners will be able to use common social media platforms or file sharing resources to share information with others when necessary.



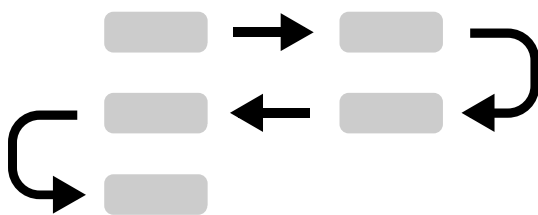
PARTICIPANTS' NEEDS

WHAT DO THE PARTICIPANTS NEED TO PERFORM WELL?

Computers

Handouts

Accessibilities for older adults



ACTIVITY TYPES

WHICH TYPES OF EXERCISES & TASKS SHOULD BE DONE?
HOW DO YOU GET A GOOD VARIETY OF DIFFERENT ACTIVITIES?

List types for virtual information

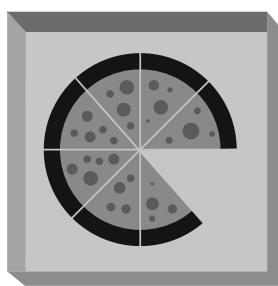
Share with the whole class

Post credible sources in the shared group

Retake the assessment

Whole class discussion, questions, feedback, reflection

Exit survey / evaluation



DELIVERABLES & TANGIBLE OUTCOMES

WHAT ARE THE TANGIBLE THINGS THAT WOULD COME OUT OF THE WORKSHOP?

Posts and resources on shared group

Assessment results

Course feedback and evaluation



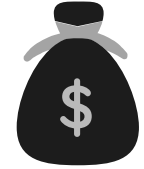
DURATION

60 minuts - 90 minutes



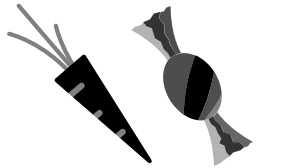
VENUE

NYC public library



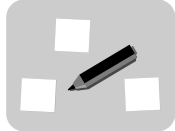
BUDGET

TBD



FOOD

TBD

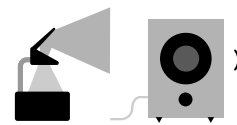


SPACE & SIZE

TABLES, CHAIRS, TABLES? IS THE ROOM BIG? DO YOU HAVE ENOUGH SPACE TO WORK ON?

30 chairs

5 tables



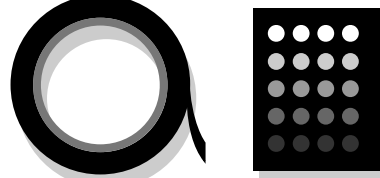
SOUND & PROJECTOR

DOES THE VENUE HAVE WHAT YOU NEED WHEN IT COMES TO PROJECTORS, ADAPTERS, SOUND SYSTEM, MICROPHONES & WIFI & POWER?

Projector

Wifi

Microphone



MATERIALS

WHAT TYPES OF MATERIAL DO YOU NEED?
PENS, CANVASES, CARDS, TAPE, BLUETAC, MARKERS, POSTITS, BIG & SMALL PAERS?

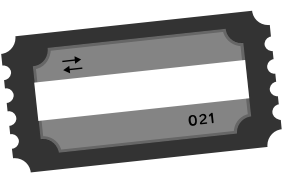
Pens

Blank paper

Postits

Markers

Easel paper



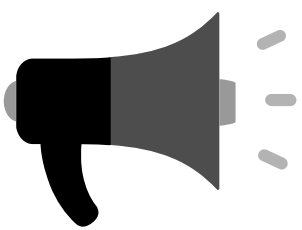
JOURNEY & PHASES

WHAT IS THE GENERAL DESIGN OF THE WORKSHOP?
WHAT IS THE AGENDA?
ARE THERE IMPORTANT PHASES OF THE WORKSHOP?

Share credible sources sites

Retake assessment

Questions, feedback, reflection, evaluation



INFORMATION

WHAT INFORMATION NEEDS TO BE COMMUNICATED TO THE PARTICIPANTS ON BEFOREHAND.

Join the shared group

Share your feedback