



RESOURCE ROADMAP

Bibliographical links, possible examples and exercises that can be used
with the discussion guides are below :

HOW TO USE THE FIELD GUIDE TO (VISUAL) JOURNALISM

* Look up a media site that you have used for information. Open other ...

These are questions meant for a broader discussion, or to trigger critical thinking.



RESOURCE # 6

Each resource is associated to a clickable link that serves as an example.



- DISCUSSION GUIDE I -

INTRODUCTION TO MEDIA LITERACY

Learning Objectives

- Establish basic understanding of practices of journalism
- Differentiate between various forms of media
- Raise awareness of how media shapes audience

Classroom Activities

- Role-playing journalist/interviewer and interviewee
- Research different media organizations and their expressed purposes, make a chart or map of key words from the mission statements or agenda
- Research federal, state, and local laws pertaining to advertising and marketing perceptions

Possible Assignments / Extensions

- Create advertisements for actual or fictional campaigns, companies, products, etc.
- Draft ideas for new legislation for web / news media, social media, etc.
- Produce audio and/or video interviews on timely topics, publishing in podcast, short documentary, or social media content

Further Reading & Bibliographical Resources :



RESOURCE # 1



CLICK HERE TO SEE MORE

Discuss the content of this piece with the students. What makes it an opinion? What would have been written differently in an article? What's the interest of both an opinion piece and an article? Why is it important to know whether it's one or the other?

- <https://www.nytimes.com/2020/05/20/opinion/coronavirus-worst-case.html>



RESOURCE # 2



CLICK HERE TO SEE MORE

What type of writing is it? How do you know? What are the similarities/differences between a satire and an article?

- <https://politics.theonion.com/nancy-pelosi-assures-democratic-reps-they-don-t-need-to-1843003799>



RESOURCE # 3



CLICK HERE TO SEE MORE

"Native advertisements" are designed to resemble a publication's editorial content but are paid for by an advertiser and intended to promote the advertiser's product. How can you tell this is a native ad? Why might it be difficult to differentiate a native advertisement from reporting?

- <https://www.washingtonpost.com/sf/brand-connect/prudential/adulthood-redefined/>



RESOURCE # 4



CLICK HERE TO SEE MORE

Is this an advertorial or an editorial? What are the different elements that tell whether it's one or the other. Who is the publisher? What's their interest?

- https://www.vice.com/en_uk/partners/pernod-ricard-invasion/the-more-provocative-the-more-local



RESOURCE # 5



CLICK HERE TO SEE MORE

- <https://www.ftc.gov/tips-advice/business-center/guidance/native-advertising-guide-businesses>

- DISCUSSION GUIDE II -

FAKE NEWS AND EXPOSING MISINFORMATION

Learning Objectives

- Raise critical thinking around sources of news
- Explore some of the political, cultural, and financial motivations behind misinformation
- Outline some of the mechanisms through which misinformation acts
- Introduce strategies for investigating validity and reliability of news sources

Classroom Activities

- Sorting activity with example news content: organize clips or articles into categories such as ads, clickbait, editorial, fake news. Discuss differences and identifying characteristics.
- In pairs or small groups, practice lateral reading of sample clips and articles
- Build a class resource for fact-checking sources: websites, organizations, individuals
- In pairs or small groups, compare types of social media advertisements showing up on their devices. Discuss and hypothesize how algorithms are working in general and specifically based on social media app

Possible Assignments /Extensions

- From a list of news sources, have groups or individuals each select one to follow over a period of time and make observations about posts, frequency, content, language, etc.
- Create parody websites that appear credible, based on favorite media, TV shows, movies, etc.
- Conduct a survey of peers' news and social media habits and report back
- Interview media or tech organizations or individuals to learn more about algorithms, advertising, data mining and information practices

Further Reading & Bibliographical Resources :



RESOURCE # 6

History of Fake News & National Elections:

- <https://time.com/4783932/inside-russia-social-media-war-america/>
- <https://www.smithsonianmag.com/history/age-old-problem-fake-news-180968945/>



CLICK HERE TO SEE MORE



CLICK HERE TO SEE MORE



RESOURCE # 7

Algorithms and privacy:

- <https://www.pewresearch.org/internet/2019/01/16/facebook-algorithms-and-personal-data/>
- <https://www.wired.com/story/google-tracks-you-privacy/>



CLICK HERE TO SEE MORE



CLICK HERE TO SEE MORE



RESOURCE # 8

Fact-checking by Facebook:

- <https://www.facebook.com/journalismproject/programs/third-party-fact-checking>



CLICK HERE TO SEE MORE



RESOURCE # 9

Bias:

- <https://www.scientificamerican.com/article/biases-make-people-vulnerable-to-misinformation-spread-by-social-media/>



CLICK HERE TO SEE MORE



RESOURCE # 10

Fact checking websites:

- https://en.wikipedia.org/wiki/List_of_fact-checking_websites
- <https://www.factcheck.org/>



CLICK HERE TO SEE MORE



CLICK HERE TO SEE MORE

- DISCUSSION GUIDE III -

FAKE NEWS AND EXPOSING MISINFORMATION

Learning Objectives

- Identify and unpack personal and widespread social media habits
- Promote mindfulness while using social media
- Introduce strategies for active engagement with social media

Classroom Activities

- Have several students read out loud an Instagram or other social media thread. (show that discussions are actually being lost on digital)
- In pairs for a set time, have one partner scroll through their device while the other observes. Review data about apps used, time spent, clicks, etc. Compare with each other and the whole class.
- Chart the class' commonly used apps and accounts followed
- Practice mindfulness activities such as breathing, meditating, drawing, etc. as alternatives to picking up a device and scrolling

Possible Assignments / Extensions

- Create a guide for de-cluttering devices: reviewing and changing settings such as push notifications, location services, view settings, app updates, etc.
- Create social media usage goals with accountability buddies, practice and report back over a period of time
- Individually or in small groups: research, fact-check, and present about a news source to recommend to diversify content perspectives. Create a compilation and guide to share with a broader school or local community about these various sources

READING PHOTOGRAPHS

Learning Objectives

- Review basic elements of photography
- Raise critical thinking about production and intent in photography
- Introduce strategies for active engagement with images and photographs

Classroom Activities

- Physical or digital gallery walk of selected photographs - write reflections and reactions on individual notebooks and/or with sticky notes on the gallery
- In pairs or small groups, practice lateral reading of sample images and photographs
- Using the same printed image, have partners crop it with scissors and compare the result and effects with what other pairs come up with
- Practice digitally manipulating photographs using Adobe Lightroom, Photoshop, and/or mobile apps and filters

Possible Assignments /Extensions

- Photo walk or scavenger hunt to capture images focusing on one or more elements of photography
- Research an established photographer's work and present back about techniques, subjects, themes, etc.
- Interview photography, media or tech organizations or individuals to learn more about image production

Further Reading & Bibliographical Resources :



RESOURCE # 11

Distorted video:

- https://www.instagram.com/p/CA_fk1XFIP7/?utm_source=ig_web_copy_link



CLICK HERE TO SEE MORE



RESOURCE # 12

Google Image reverse search:

- <https://support.google.com/websearch/answer/1325808?co=GENIE.Platform%3DAndroid&hl=en>



CLICK HERE TO SEE MORE



RESOURCE # 13

A list of several "famous" deep fake videos:

- <https://www.creativebloq.com/features/deepfake-examples>



CLICK HERE TO SEE MORE



RESOURCE # 14

An example of exercise:

- <https://hyperallergic.com/520811/the-san-quentin-project-nigel-poor-bampfa/>



CLICK HERE TO SEE MORE

- DISCUSSION GUIDE V -

WHY DOES LOCAL JOURNALISM MATTER?

Learning Objectives

- Introduce some history and context for local journalism and its role in communities
- Raise awareness of stereotypes and misrepresentations in mainstream journalism and visuals
- Encourage participation and action in how one's community is represented and portrayed

Classroom Activities

- Brainstorm stereotypes and misrepresentations commonly portrayed or held about your community or groups/individuals in it
- Research and review local journalism websites and media outlets. What stories are being told?
- Draft a wish list of stories that should be told about the local community

Possible Assignments /Extensions

- Create a community map by canvassing the neighborhood, recording observations, and conducting interviews
- In small production teams, select local stories or topics to produce content about: photo essays, articles, news reports, podcasts, videos, etc.
- Conduct an outreach campaign promoting local media outlets to the school or broader community
- Host a guest panel of local journalists and media-makers talking about their craft, career paths, and goals

Further Reading & Bibliographical Resources :



RESOURCE # 15



CLICK HERE TO SEE MORE

A series that has been made by engaging the community around living conditions in public housing:

- <https://www.propublica.org/series/huds-house-of-cards>



RESOURCE # 16



CLICK HERE TO SEE MORE

About racism in photography:

- <https://www.bjp-online.com/2020/06/addressing-racism-and-issues-of-representation-through-photography/>



RESOURCE # 17



CLICK HERE TO SEE MORE

Example to feed the exercise:

- <https://www.washingtonpost.com/opinions/2020/05/29/how-western-media-would-cover-minneapolis-if-it-happened-another-country/>

A FIELD GUIDE TO (VISUAL) JOURNALISM

These discussion guides were produced by **CatchLight**, **Dysturb** and **PhotoWings**

CURRICULUM SPECIALIST **DAVID MADULI**

EDITORIAL TEAM **LAURENCE CORNET (DYSTURB),
JENNY JACKLIN-STRATTON (CATCHLIGHT)**

DESIGNER **JUSTIN MIGNOT**

ILLUSTRATOR **PROTEZ**

PHOTOGRAPHS BY **MATT BLACK, NICOLE BUCHANAN, JULIA GUNTHER,
KIANA HAYERI, AND DAVID RODRIGUEZ.**

CATCHLIGHT

DYSTURB

 **PhotoWings**