



UNIVERSITY OF  
CANBERRA

# LIBRARIES AND MEDIA LITERACY EDUCATION

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Sora Park

Barbara Walsh

Jing Su

*University of Canberra*

ISBN: 978-1-74088-548-5

DOI: <https://doi.org/10.25916/kahm-zr94>

Cite as: Park, S., Walsh, B. & Su, J. (2023). *Libraries and Media Literacy Education*. Canberra: News & Media Research Centre.

This report was commissioned and designed by the Australian Library and Information Association.



Australian Library and  
Information Association

*Libraries and Media Literacy Education* can be downloaded from <https://doi.org/10.25916/kahm-zr94>

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# EXECUTIVE SUMMARY

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There is growing recognition of the need for the general public to be educated and guided to engage critically with news and media and to develop their media literacy skills and knowledge. The proliferation of new digital platforms, mis and disinformation, fake news, deepfakes, sponsored content and the rise of the ‘attention economy’, among other issues, means there is also an urgent need to understand how people access and engage with information and media content, and how they are impacted by it.

Libraries play a significant role in supporting the public to develop and upskill their media and digital literacy. Media technology is rapidly evolving, and the skills people learn during formal education need constant updating.

The task facing libraries and other community information providers and educators is significant but also presents enormous opportunities. A national study<sup>1</sup> on adult Australian’s media literacy shows that Australians lack confidence in their own media abilities, and very few have access to any media literacy support when they need it. Media literacy is defined as ‘the ability to critically engage with media in all aspects of life. It is a form of lifelong literacy that is essential for full participation in society’. As media technology evolves, the skills and competencies to engage with media also need adequate updating. Therefore, media literacy is a lifelong journey for citizens (Notley, 2021).

We conducted a national study of the perceptions of libraries and information services (LIS) professionals to develop a media literacy short course tailored to their needs. We found that among LIS professionals, there was a strong perception of their role in educating the public in media literacy, especially the adult population. They also expressed a desire to learn more about media literacy and media literacy training. Responding to this need, ALIA and the University of Canberra developed a 7-week short course for LIS professionals which ran over two sessions in 2022 with a total of 44 students. We then evaluated the effectiveness of the course in preparing libraries in their media literacy education development and delivery.

The Media Literacy for LIS Professionals Short Course is designed to deliver relevant history and practical knowledge about the media, with a focus on news and information media. The short course aims to update the skills and knowledge that are necessary for professionals working in the library and information sector to be able to educate and service the public in their life-long learning of media literacy. Key media literacy components include the ability to find reliable information to make decisions, take action, make judgments and responsibly share information through online platforms and social media.

After two intakes of the course in 2022, the research team conducted a comprehensive evaluation of the course through real-time seminars, mid-point and end-point evaluation surveys, and post-course qualitative interviews. The students’ experience was positive overall with regards to the course content, format and length; a broad range of topics including journalism, advertising and information, self-paced fully online format, and 7 weeks to complete the course. LIS professionals reaped value from the course in that (1) they converted their existing implicit knowledge to a structured formal course; (2) upskilled as

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<sup>1</sup> Notley, T., Chambers, S., Park, S., Dezuanni, M. (2021). *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

media literacy educators; (3) developed a critical understanding of media and media systems; and (4) developed a critical consideration of the public's and their own media consumption.

## Key Findings - Summary

### ALIA Members Survey

In the initial survey conducted in 2021, key findings from the 536 responses included:

- The confidence level and experience of delivering media literacy education differs by sector.
  - Respondents from school libraries were the most confident in online activities such as understanding terms and services, and making decisions about what to share online.
  - Teacher librarians were the most confident in all aspects of media literacy and library assistants were the least confident.
  - Public library workers assisted community members or the public in using devices (laptop, smartphone, library devices) more than other sectors.
  - Older adults and family/parents were more likely to ask for help in general internet use, and using devices.
- Media literacy needs in the community are diverse; the needs of older adults and young people are different.
  - More people – particularly adults - are asking for media literacy support compared to five years ago.
- Survey respondents see themselves as the deliverers of adult media literacy education.
  - Respondents feel libraries have a responsibility in delivering media literacy education to the public.
  - Those who work in public libraries feel the most responsible for educating the public.
- Respondents expressed a strong desire to learn about media literacy and media literacy education among respondents
  - The strongest desire was found among those who work in public libraries.
  - Library assistants have a high desire to enrol in a media literacy course, indicating a need for support in professional development.
  - Those servicing older Australians and families/parents are the most interested in a media literacy course.
- Topics of interest varied across the sector.
  - Those in school libraries are interested in learning about finding trustworthy sources and staying safe online, whilst public library staff preferred working out how to best teach media literacy to the public and community.

## Media Literacy for LIS Professionals Short Course Evaluation

The short course evaluation highlighted that:

- Key motivations to enrol in the media literacy short course include:
  - A culture of lifelong learning and curiosity among LIS professionals
  - An opportunity to put some structure and formal learning around what was known implicitly
  - The importance of understanding media literacy for LIS professionals as educators
  - A desire to broaden their skills for professional development.
- In the LIS sector there is a range of media literacy support and training available to the public:
  - Incidental media literacy awareness and education for patrons who visit the library for technical help
  - Passive education and awareness
  - Informal media literacy training
  - Formal training/courses.
- The value of the short course to LIS professionals includes:
  - Conversion of implicit to explicit knowledge
  - Building the ability to fulfill their role in educating the public in media literacy
  - Critical awareness and understanding of media
  - Critical consideration of their own media consumption as well as awareness of others' media consumption.

# INTRODUCTION

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## Background

Media literacy is defined as ‘the ability to critically engage with media in all aspects of life. It is a form of lifelong literacy that is essential for full participation in society’ (Notley et al, 2021, p.10). As media technology is rapidly evolving, the skills people learn during formal education need constant updating. There is growing recognition of the need for the general public to be able to engage critically with media, due to the rise of digital platforms and their impact on how people access information and media content. However, a recent national study on adult Australians’ media literacy shows that Australians lack confidence in their own media abilities and very few have access to any media literacy support when they need it (Notley et al, 2021).

The role of public institutions such as public libraries is critical in providing continuous life-long education for citizens. The importance of informal networks and intermediaries has been found in many studies, mainly from digital inclusion studies (Diaz et al, 2009; Powell, et al, 2010; Park, 2014). People’s behaviour in the adoption and use of a new technology is largely dependent on the social support groups that surround them. This was found to be true among Australian adults where most of their support in media use came from family and friends (Notley et al, 2021).

The motivation to reap the benefits of digital engagement occurs at the local level of the non-user’s social environment, including the local community, workplace and neighbourhood, and close friends and family. Local experts assist people around them who seek help. They have great influence over the adoption of new technologies. In this context, libraries provide a critical infrastructure for the general public to acquire media literacy and adapt to the digital media environment more effectively.

Libraries have historically been entrusted with the delivery of services that support information literacy needs of the community. Libraries have the infrastructure and relationship with broad and diverse community members, and play a major role in the educating the public.

UC conducted a national study of the perceptions of libraries and information professionals to develop a media literacy short course tailored to their needs. We surveyed members of Australian Library and Information Association via a national online survey during October, November and December 2021 and explored how libraries are serving as media literacy intermediaries. We asked questions about how libraries are serving the public in their media literacy needs and what ALIA members think of their professional development needs in terms of media literacy education.

Across the board there was strong desire to learn more about media literacy and media literacy training. Responding to this need, ALIA and the University of Canberra developed a Media Literacy for LIS Professionals Short Course to specifically provide a program to those who need not just to understand media literacy, but to teach and support library users. After two intakes of the course, the research team conducted a comprehensive evaluation of the course and its delivery through multiple methods; evaluation surveys during the course, real-time seminars throughout the course and semi-structured interviews after the completion of the course.



## Methodology

### National Survey

#### Data collection

An online survey was administered via ALIA member networks from Thu 7 Oct to Fri 3 Dec 2021. An email invitation to 1,582 active members (personal and institutional members who have opted to receive email communications) was sent out with three follow-up reminders. The invitation was also included in the Online Storytime Newsletter in November. We also promoted the survey via ALIA social media networks. A total of 536 responses were collected. The respondents' characteristics are summarised in Tables 1 and 2.

#### Respondents' characteristics

Table 1 Summary of respondents

		%
<b>Gender</b>	Male	10
	Female	82
	Non-binary	3
	Prefer not to say	6
<b>Aboriginal and Torres Strait Islander</b>	No	98
	Yes, Aboriginal	1
	Yes, Torres Strait Islander	0.5
	Yes, both Aboriginal and Torres Strait Islander	1
<b>Culturally &amp; Linguistically Diverse</b>	Yes	16
	No	76
	Not sure	8
<b>Ethnic origin</b>	Oceanian (e.g. Australia, New Zealand, Polynesian)	31
	European (e.g. British, Eastern European)	66
	Other	4
<b>Education</b>	Up to year 12	2
	Certificate/Diploma	15
	Bachelor's degree	22
	Postgraduate degree	61
<b>Age</b>	Median	50
	Mean	47

## Respondents' job characteristics

	%	
<b>Position title</b>	Librarian	38%
	Manager	22%
	Library Technician	15%
	Teacher librarian	15%
	Program delivery	15%
	Library assistant	11%
	Technology support	8%
	Outreach including home library service	6%
	Administration or business services including marketing	6%
	Other - Please specify	9%
<b>Customer facing role</b>	Yes	83%
	No	17%
<b>Organisation type</b>	School	24%
	Public	52%
	Academic or research	9%
	TAFE or VET college	3%
	Special or government (including health)	4%
	National, state or territory	4%
	Other	5%
<b>Main customers</b>	Children up to Year 6	38%
	Year 7-12 students	46%
	TAFE/University students	22%
	Adults	54%
	Parents and families	40%
	Older adults and seniors	45%
	Specialised groups (eg Researchers)	10%

	Other	11%
	Almost all of them	4%
	Most of them	13%
	Some of them	55%
	A few of them	24%
	None	0%
	Don't know	3%
<b>CALD customers</b>		

## Analysis

Three key factors were considered in the analysis of the survey data; **role in the organisation, type of organisation and the main customer base**. The role in the organisation was categorized into managerial or administrative roles that includes program delivery and outreach roles, librarians, teacher librarians, library assistants, and library technicians. We also compared respondents from school libraries, public libraries, and other libraries. The third factor was the main customer base, which was grouped into older adults, general adults, family/parents and young people (up to year 12). Some of these categories are not mutually exclusive and respondents may belong to more than one category.

Table 2 Respondents by group

		N
<b>Organisation</b>	School	97
	Public	211
	Other	100
<b>Role</b>	Librarian	156
	Teacher librarian	60
	Library technician	62
	Library assistant	47
	Management/admin/outreach	195
<b>Main customer</b>	Up to year 12	200
	Adults	184
	Families/parents	135
	Older adults	153

*\*Role and main customer base questions were asked as multiple response sets and a respondent could select more than one option.*

## Media Literacy for LIS Professionals Short Course Evaluation

### The Course

The Media Literacy for LIS Professionals Short Course aims to assist LIS professionals to develop critical-thinking skills around the use of media as part of the professional development and build up their own Media Literacy Toolkit for educating others.

The course was designed and delivered in a flexible seven-week, self-paced online learning mode. Six different topics were covered and included a final reflection in week seven.

The overarching aim for the course are reflected through the learning outcomes for each topic which provide students with knowledge 'check points'. The list of topics and accompanying learning outcomes are in Appendix 2. The short course learning materials were available to be accessed on the UC Canvas site both via its web version and mobile app.

The evaluation is based on the first two intakes of the short course offered in 2022.

### Enrolment

Two intakes of the course were completed in 2022. The first intake was offered from 2 May to 17 June; and the second intake was offered from 18 July to 2 September. A total of 44 students participated with 29 completions (over 80% completion of the learning materials) warranting the award of a digital badge.

### Evaluation methods

For each intake, a series of evaluation methods were employed to receive feedback from the students during and after the course: online real-time seminars, midpoint-survey, endpoint survey and post-course interviews. In addition, students were provided with an online forum to ask or discuss course-related matters on the Canvas site as well as access to the team at [ucmedialiteracy@canberra.edu.au](mailto:ucmedialiteracy@canberra.edu.au).

**Online real-time seminars:** A one-hour seminar with peers and teaching team was offered in Week 4 and Week 7 (final week), respectively. During the seminars, students were encouraged to share and discuss, including but not limited to, their progress and challenges of course learning, cases and example at their workplace and how they would like to apply what they learn to future work in the media literacy space. The seminar participation was around 2-5 students.

A total of four seminars were delivered in 2022.

Table 3 Seminar offerings

COURSE INTAKE	WEEK 4	WEEK 7
1	25 May	16 June
2	11 August	01 September

**Feedback surveys:** Feedback surveys were administered at the midpoint of the course (Week 4) and at the end (Week 7). In the midpoint survey, we asked students about their most and least useful or enjoyable aspects of the course and what they wanted more or less of in the second half of the course. In the endpoint survey, we asked students about the total time they spent on the course, to rate the overall value of the course and rank the topics in terms of interest and usefulness. A total of 24 responses were received from students.

Table 4 Feedback surveys responses

COURSE INTAKE	MID-POINT SURVEY	END-POINT SURVEY
1	4	10
2	2	8

**Post-course interviews:** All students were also invited to take part in a 60-minute qualitative interview for which they received a \$50 store card. Eight participants from the two intakes were interviewed by the Teaching Team. The interviews were recorded and thematically analysed.

# PART 1: NATIONAL SURVEY FINDINGS

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## Introduction

Libraries, including school and public libraries, play a critical role in supporting life-long literacy. In order to investigate how librarians and library support staff perceive their role in educating the public in media literacy, we surveyed ALIA members via a national online survey during October, November and December 2021. There were 536 responses to the survey, which explored how libraries are serving as media literacy intermediaries. Questions explored how libraries are serving the public in their media literacy needs and what ALIA members think of their professional development needs in terms of media literacy education.

The survey found that ALIA members see themselves as deliverers of media literacy education, with respondents reporting that libraries have a responsibility to deliver media literacy education. Respondents who work in public libraries felt the most responsible to educate the adult public, maybe reflecting the fact that older adults and family/parents are most likely to ask for help, and public library workers most likely to assist community members or the public in using devices (laptop, smartphone, library devices).

There has been an increase in the demand for help or advice with media literacy. This was particularly noticeable in the public library sector, and with adult members of the community. We know that public libraries have had increasing demand for all sorts of digital support during the pandemic, often seen as a safe space with committed and knowledgeable staff. During the COVID-19 pandemic libraries have reported an increase in people seeking COVID-19 information/assistance, including trying to find authoritative information on what health measures were in place, and also more practical help such as filling out border passes and working with the government COVID-19 “check-in” applications on smart phones.

While people from all library sectors surveyed saw media literacy as part of their role, their confidence and experience of delivering media literacy education differed. Teacher librarians were the most confident in all aspects of media literacy, with respondents from school libraries most confident in online activities. People from public libraries were less confident, with library assistants in all sectors the least confident of those surveyed.

## Key Findings

### High confidence in assisting others with media and media technology

Most respondents have high confidence in assisting others with general online search, using the internet and library resources, using digital devices and apps. ALIA members had lower confidence levels in understanding the terms and services of websites, editing photos or videos, dealing with cyberbullying and online harassment.

Respondents’ experiences of assisting library patrons vary considerably by the type of activity, for example they may have a high level of experience in helping others using devices and online resources but a low level of experience in helping others use social media platforms, making decisions online and dealing with cyberbullying or online harassment.

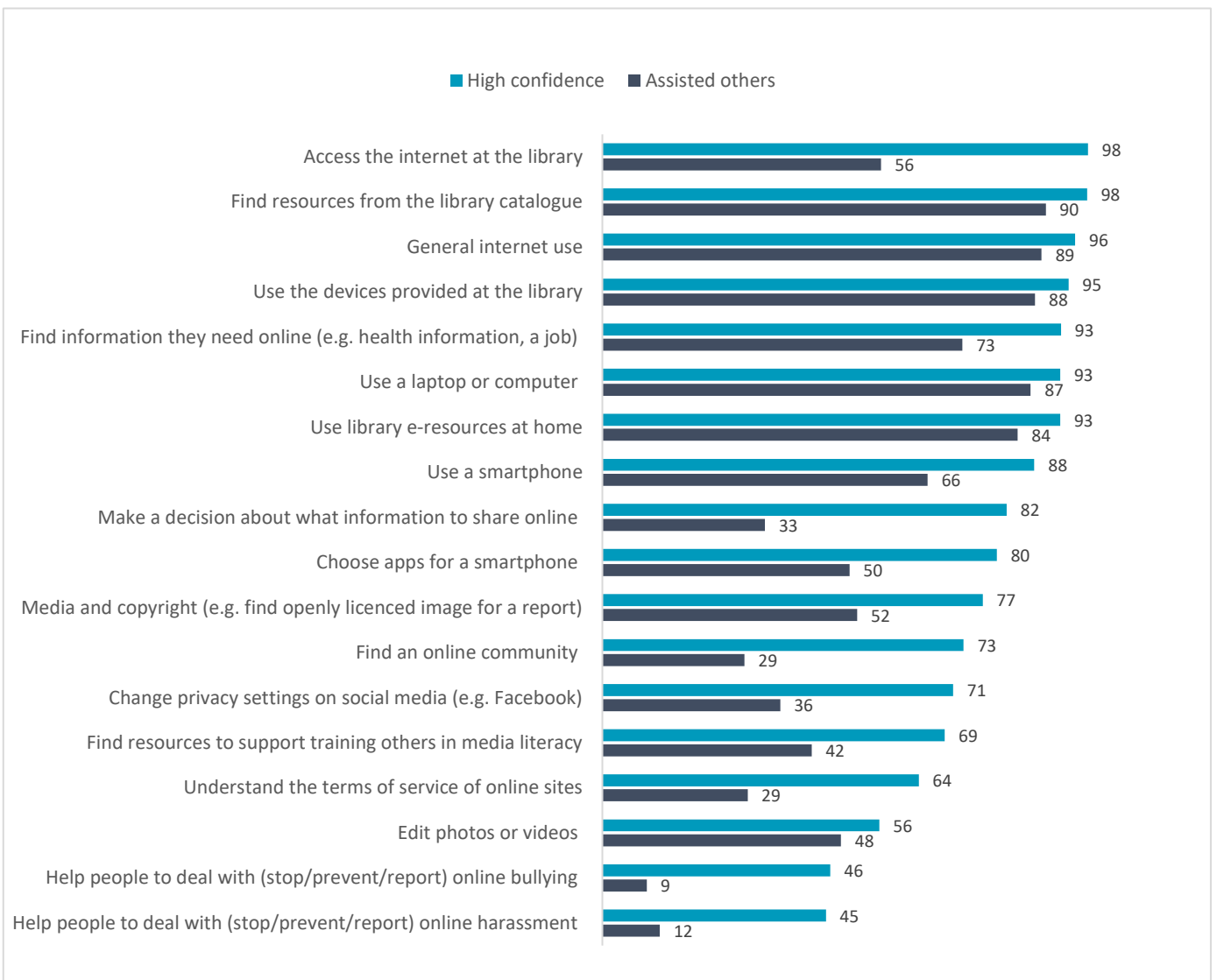


Figure 1 Confidence and experience of helping members (%)

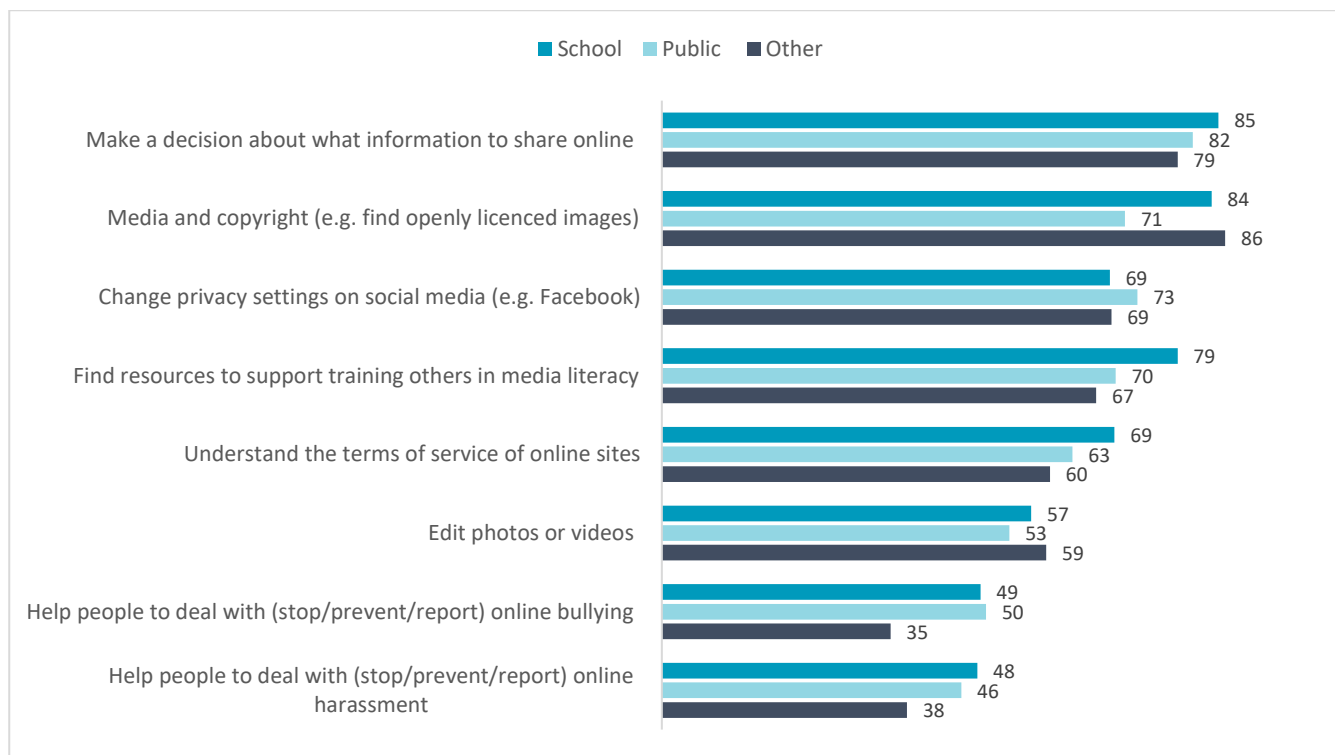
Q1. Imagine a member of the public or your community needs your help. How confident are you to help them with these tasks? high confidence = 'quite confidence' or 'extremely confident'; Q2 In your current job, have you helped a member of the public/community in any of the following activities? Select all that apply. 4.2% replied 'none of these'.

### School library workers have higher confidence in online activities

Those who work in school libraries have higher confidence in finding information and resources about media literacy education (79%) compared to those in public libraries (70%) or other libraries (67%).

Those working in school libraries were also more confident in understanding the terms of services of online sites and making decisions about what to share online.

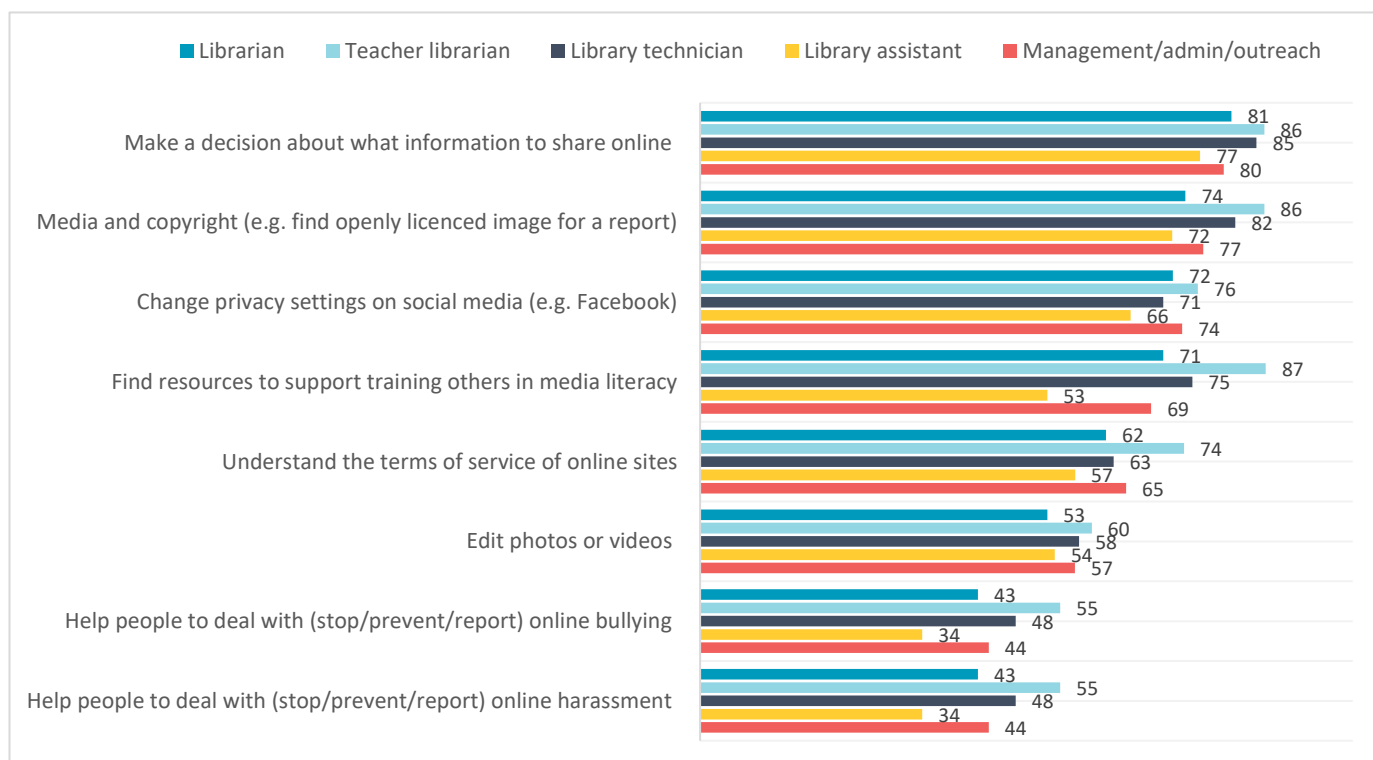
Figure 2 Confidence by type of organisation (%)



## Teacher librarians are the most confident in all aspects of media literacy

Teacher librarians are the most confident in all aspects of media literacy and library assistants are the least confident.

Figure 3 Confidence by role (%)



\*multiple responses



## Public library workers are more likely to assist the public in using digital devices

The experience of helping the community members or the public was different by organisation type. Those working in schools assisted others in finding resources from the library catalogue or at home, media and copyright, and deciding what to share online, more than those in public or other libraries. Public library workers assisted community members or the public in using devices (laptop, smartphone, library devices) more than other sectors.

Table 5 Experience in helping others by type of organisation (%)

	SCHOOL	PUBLIC	OTHER
Find resources from the library catalogue	36	21	22
General internet use	27	47	29
Use the devices provided at the library	16	15	7
Use a laptop or computer	28	46	27
Use library e-resources at home	32	26	29
Find information they need online (e.g. health information, finding a job)	51	51	48
Use a smartphone	5	56	27
Access the internet at the library	2	5	13
Media and copyright (e.g. find openly licenced image for a report)	21	0	10
Choose apps for a smartphone	4	6	8
Edit photos or videos	1	4	4
Find information and resources to support training others in media literacy	6	2	11
Change privacy settings on social media (e.g. Facebook)	12	10	16
Make a decision about what information to share online	21	9	18
Understand the terms of service of online sites	16	1	7
Find an online community	3	1	1
Help people to deal with (stop/prevent/report) online harassment	9	2	8
Help people to deal with (stop/prevent/report) online bullying	5	1	7

## Older and younger Australians have different media literacy needs

Among members of the community, older adults and family/parents are more likely to ask for help in general internet use, and using devices. Younger people are more likely to need help in finding information and using library resources. Very few people asked for help at the library about apps, editing photos or information about online sites.

Table 6 Experience in helping others by customer base (%)

	UP TO YEAR 12	ADULTS	FAMILIES/P ARENTS	OLDER ADULTS
Find resources from the library catalogue	26	21	23	22
General internet use	37	44	48	50
Use the devices provided at the library	14	11	16	16
Use a laptop or computer	43	45	50	48
Use library e-resources at home	30	27	26	24
Find information they need online (e.g. health information, finding a job)	46	47	43	44
Use a smartphone	34	53	53	57
Access the internet at the library	5	7	3	7
Media and copyright (e.g. find openly licenced image for a report)	9	4	1	1
Choose apps for a smartphone	6	5	7	7
Edit photos or videos	3	3	3	4
Find information and resources to support training others in media literacy	4	3	3	2
Change privacy settings on social media (e.g. Facebook)	11	11	10	10
Make a decision about what information to share online	15	11	10	8
Understand the terms of service of online sites	7	5	3	1
Find an online community	2	1	2	1
Help people to deal with (stop/prevent/report) online harassment	5	2	2	2
Help people to deal with (stop/prevent/report) online bullying	3	1	1	1

\*multiple responses

## Patrons need help in finding information and using devices the most

The most common activities patrons ask for help are (1) finding information online (2) general internet use and (3) using devices (smartphones/laptops & computers).

Table 7 Activities that the public/community need help with the most

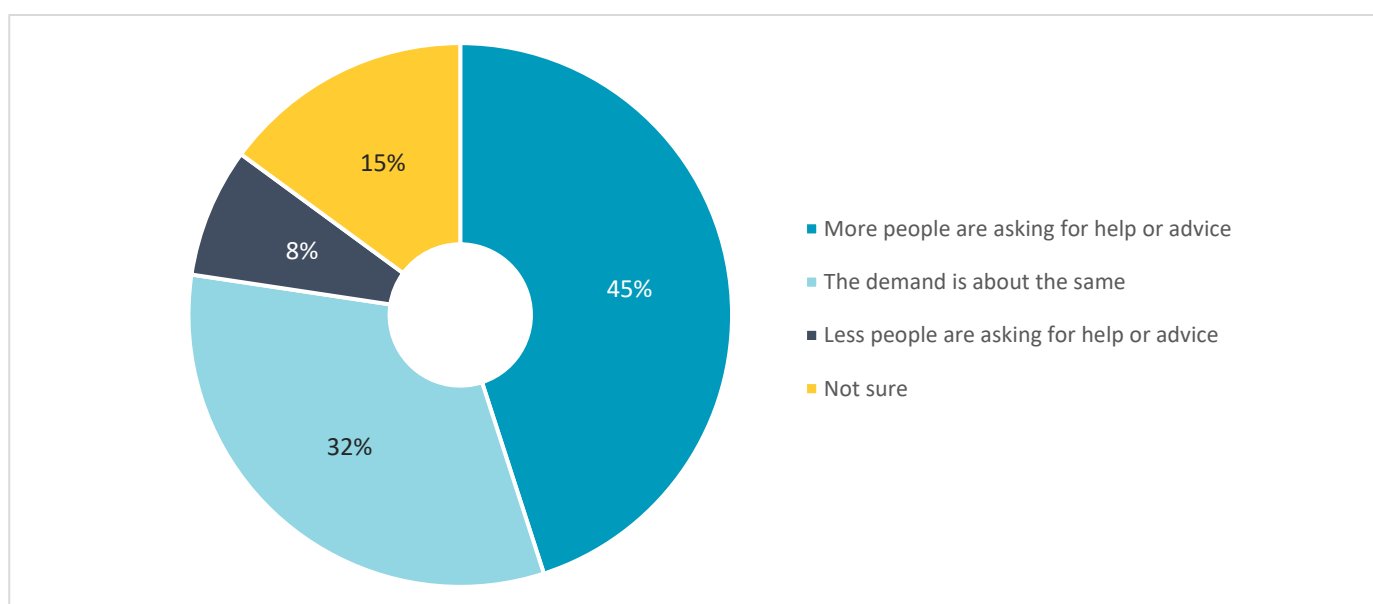
	INCLUDED IN THE TOP 3
Find information they need online (e.g. health information, finding a job)	50
General internet use	39
Use a smartphone	37
Use a laptop or computer	36
Use library e-resources at home	27

Q3 What are the top three activities that you think the public/community need help with the most?

## More people need help than before

Respondents reported an increase in the number of clients requiring help or advice; 45% of respondents say more people are asking for help or advice about media and media technology, and only 8% say there is a decrease in the demand. About one-third of respondents (32%) felt the demand was roughly the same as before.

Figure 4 Change in the public's/your community's demand for help or advice



Q4 Thinking of the past five years, has there been a change in the public's/your community's demand for help or advice on any of the activities listed in the previous questions (Q2 & Q3)?

## Public library patrons are asking for more help than before

Those who work in public libraries feel that community members or the public are asking for more help in recent years (54%), compared to school libraries (31%). More than half (55%) of school library staff feel the demand is about the same as five years ago. Very few respondents say that there are less people asking for help.

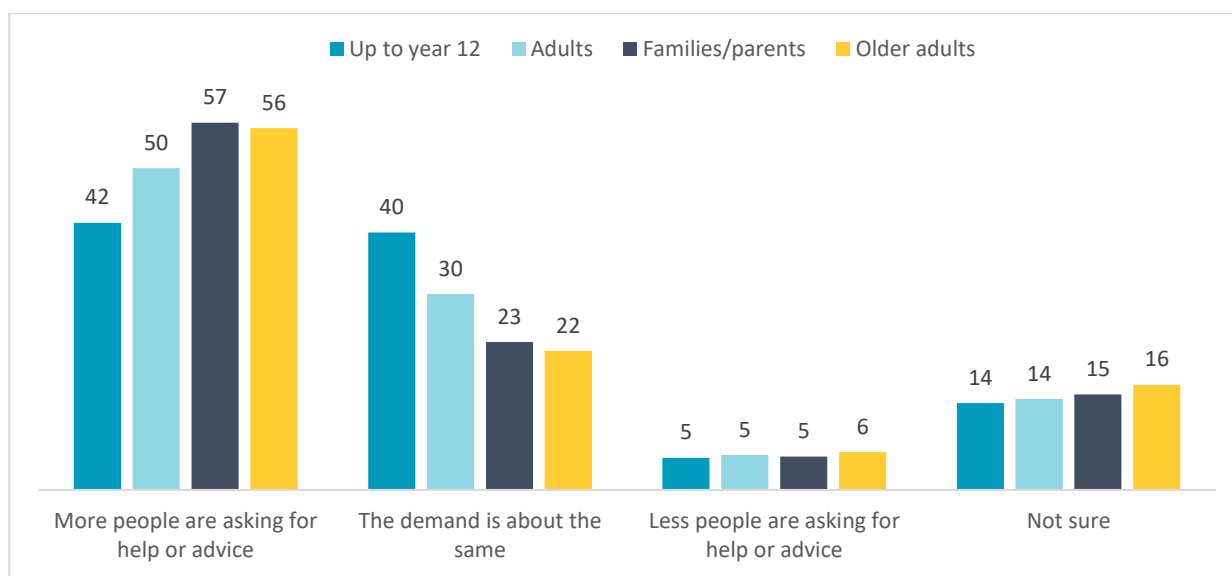
Table 8 Change in the public's/your community's demand for help or advice by type of organisation (%)

	SCHOOL	PUBLIC	OTHER
More people are asking for help or advice	31	54	42
The demand is about the same	55	24	30
Less people are asking for help or advice	4	7	9
Not sure	10	16	19

## Respondents see an increase in adult Australians' media literacy needs

Depending on the customer base, library staff perceives of the changes quite differently. Those who are working with the general public, families/parents and older Australians think that the community needs have grown in recent years.

Figure 5 Change in the public's/your community's demand for help or advice by main customer base (%)

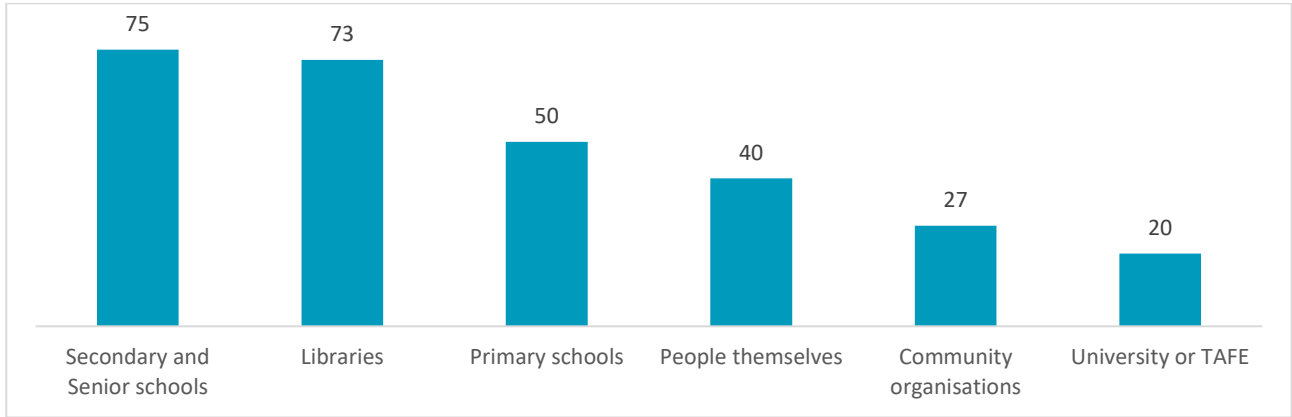


\*multiple responses

## Responsibility in media literacy education

When asked who they think is responsible for helping citizens become more media literate, respondents chose schools (75%) as the most responsible party to provide media literacy education, followed by libraries (73%). Fewer people (40%) think individuals should be responsible for their own media literacy.

Figure 6 Responsible parties for educating media literacy to citizens (included in the top 3) (%)

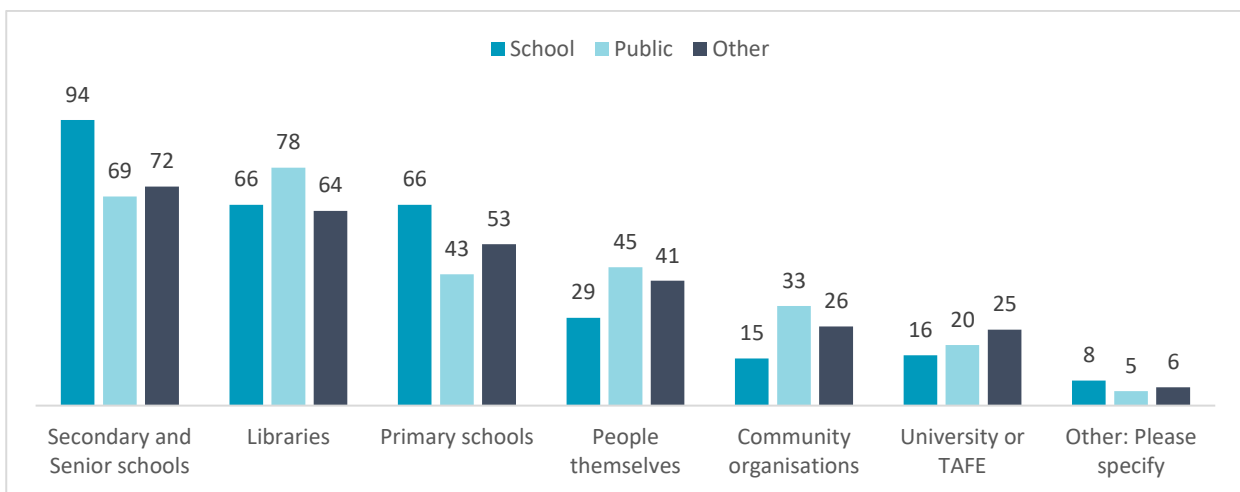


Q5. Who do you think should be responsible for helping citizens become more media literate? Please rank up to three in the order of responsibility.

## Public libraries are seen as responsible for delivering media literacy education to the public

Depending on the type of organisation, respondents had different perceptions about who is responsible for educating the public in media literacy. Almost all of those working in school libraries (94%) included secondary and senior schools in the top 3 parties that are responsible for educating the public. On the other hand, 78% of those working in public libraries included libraries in the top 3 responsible entities.

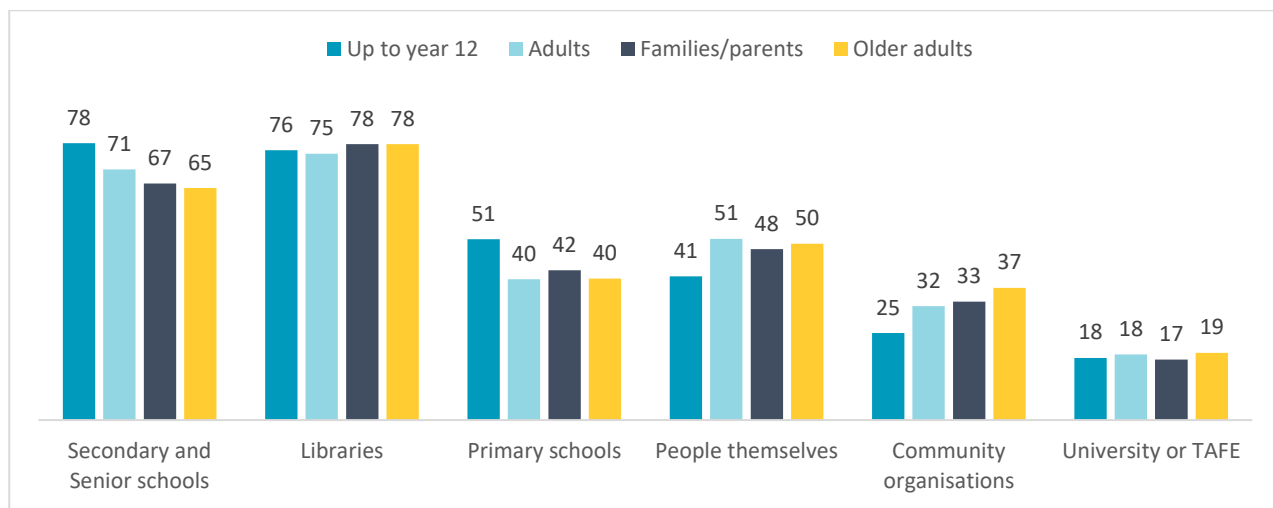
Figure 7 Responsible parties for educating media literacy to citizens (included in the top 3) by type of organisation (%)



\*multiple responses

Those whose main customer base is young people are more likely to think secondary and senior schools are responsible for media literacy education than those who work with adults, families/parents or older adults. Those who work with adults, families/parents and older adults ranked libraries to be the most responsible party to deliver media literacy programs, indicating their important role in providing media literacy education.

Figure 8 Responsible parties for educating media literacy to citizens (included in the top 3) by main customer base (%)



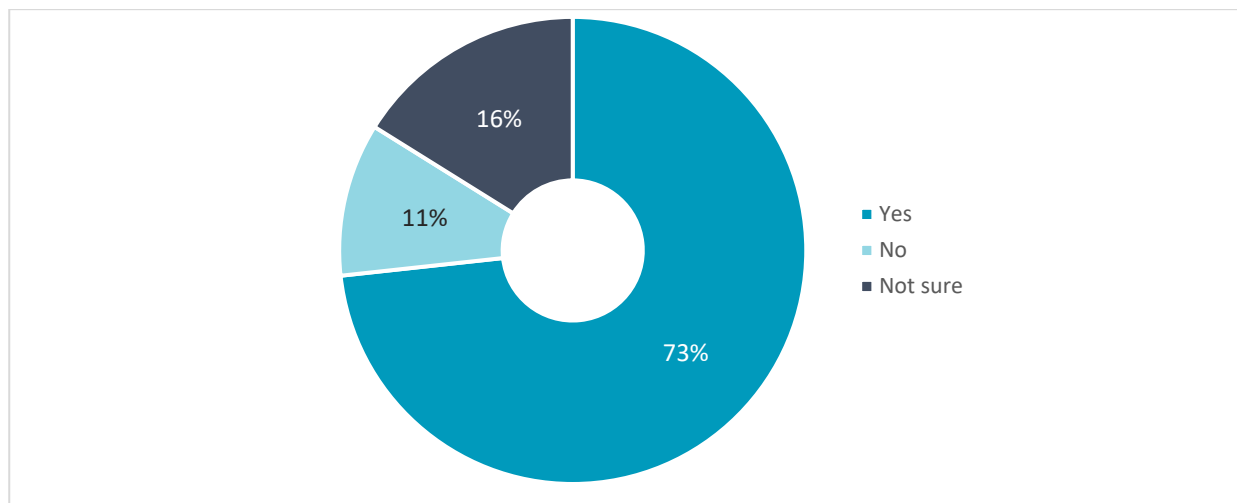
\*multiple responses

## Interest in media literacy courses

### High demand for media literacy training

We asked respondents about a potential media literacy course and their desire to enrol in such a course. The majority (73%) of the respondents expressed a need to learn media literacy through an online short course. Only 11% said they were not interested in an online media literacy short course.

Figure 9 Interest in an online media literacy short course



Q6 Would you be interested in an online media literacy short course that focuses on ‘how to better support the public/community in their media literacy needs’?

## Public library workers have the strongest desire to take media literacy courses

Among different library sectors, those who work in public libraries have a higher demand (83%) in taking a media literacy course compared to those in school (67%) or other libraries (60%). Library assistants (85%), Librarians (76%), Management/admin/outreach staff (74%) have higher demand for a media literacy short course compared to Teacher librarians (72%) and Library technicians (63%). Those servicing parents/families (84%) and older adults (84%) showed more interest in a media literacy course compared to those whose main customer base is general adults (80%) or young people (76%).

### Topics of interest

Among the list of topics that could be offered in a media literacy course, respondents expressed the most interest in learning about ‘finding and identifying trustworthy sources’, ‘how to teach member of the public or community’ and ‘staying safe online’. They are least interested in learning about copyright and social media trends.

Table 9 Topics of interest

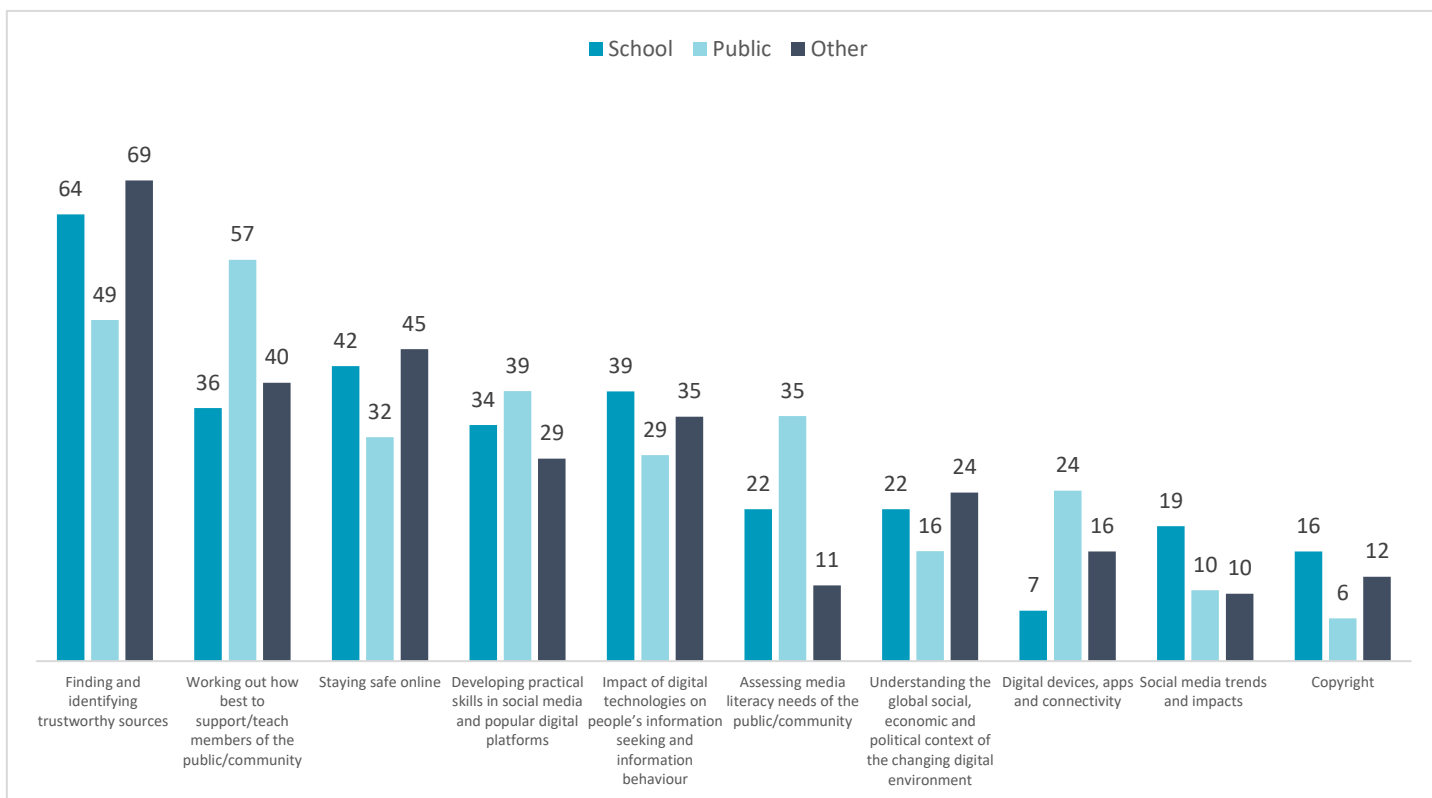
	% INCLUDED IN THE TOP 3
Finding and identifying trustworthy sources	57
Working out how best to support/teach members of the public/community	49
Staying safe online	36
Developing practical skills in social media and popular digital platforms	35
Impact of digital technologies on people’s information seeking and information behaviour	32
Assessing media literacy needs of the public/community	27
Understanding the global social, economic and political context of the changing digital environment	19
Digital devices, apps and connectivity	18
Social media trends and impacts	12
Copyright	9

Q7 In an online media literacy short course that focuses on ‘how to better support the public/community in their media literacy needs’, what topics would be most important? Select up to three in the order of importance.

## Finding trustworthy sources and staying safe online the top topics of interest among school library workers and teacher librarians

The topics of interest differed by the type of organisation. Those in school libraries prioritised finding trustworthy sources and staying safe online, whilst public library staff preferred working out how to best teach media literacy to the public and community.

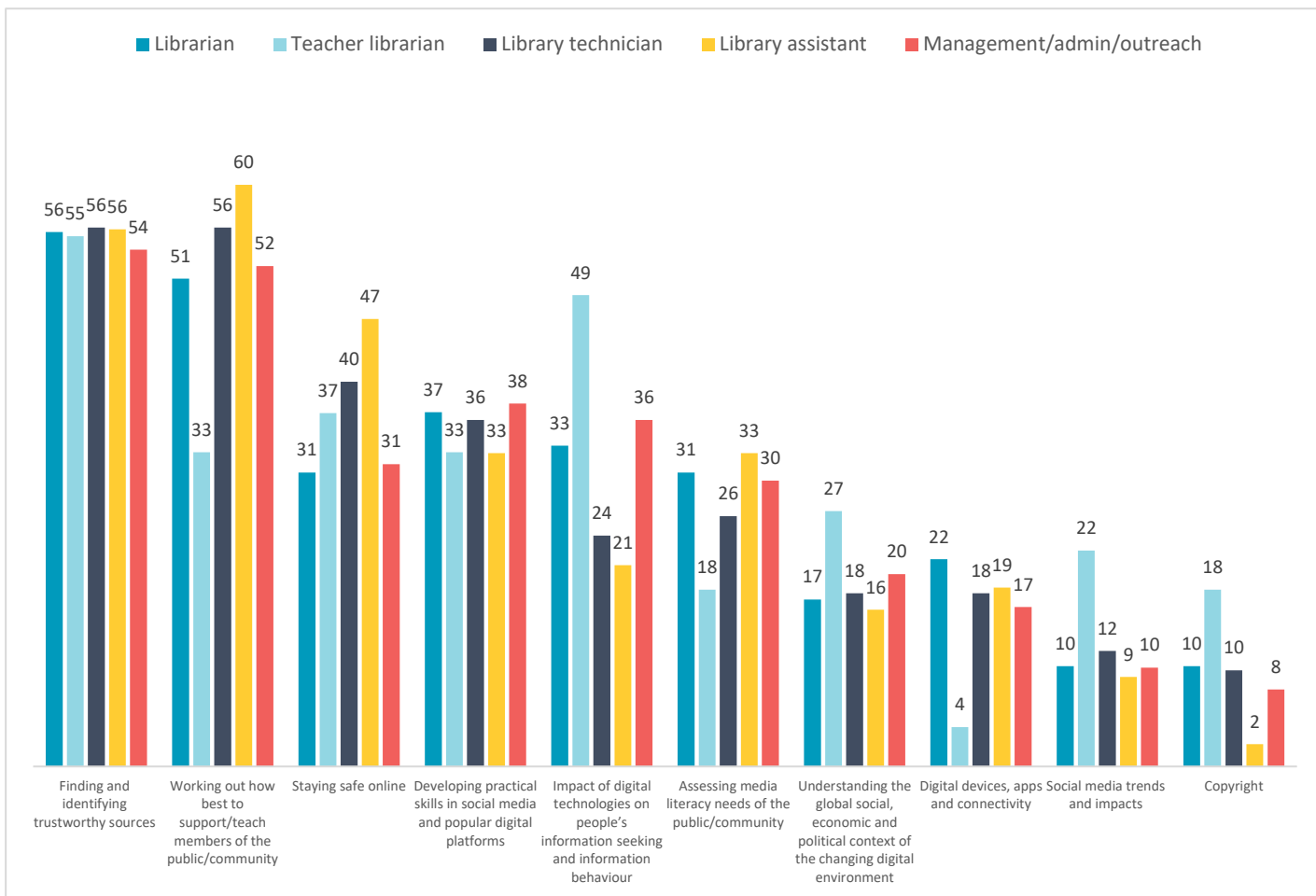
Figure 10 Topics of interest by type of organisation (%)



Librarians are interested in learning about finding trustworthy sources (56%), how to teach media literacy (51%) and developing practical skills in social media (37%). Teacher librarians are interested in finding trustworthy sources (55%), the impact of digital technologies on people's behaviour (49%) and staying safe online (37%).



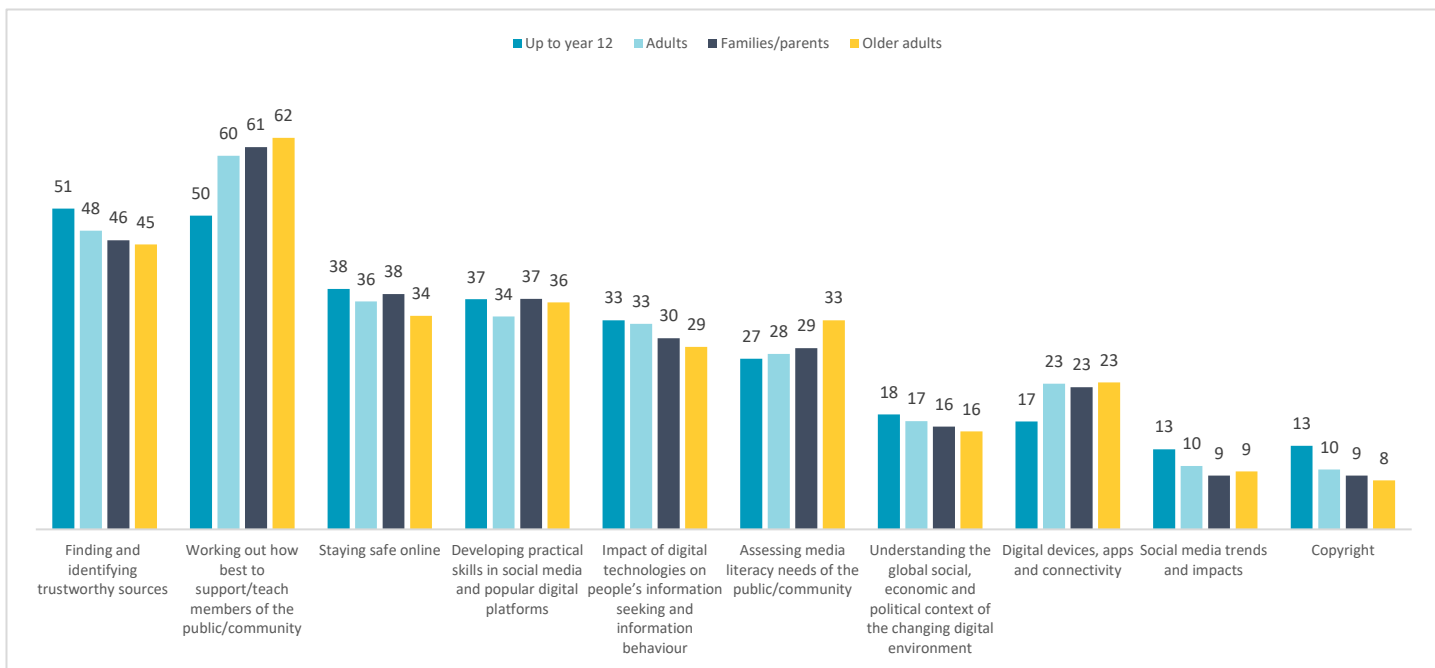
Figure 11 Topics of interest by role (%)



\*multiple responses

Those working with young people are mostly interested in finding trustworthy sources (51%) and working out how best to support and teach the public and community (50%). Those working with general adults are interested in working out how best to teach media literacy (60%), finding trustworthy sources (48%) and staying safe online (36%). Those working with older adults are most interested in how to best teach media literacy (62%), finding trustworthy information sources (45%) and developing practical skill in social media and digital platforms (36%).

Figure 12 Topics of interest by main customer base (%)

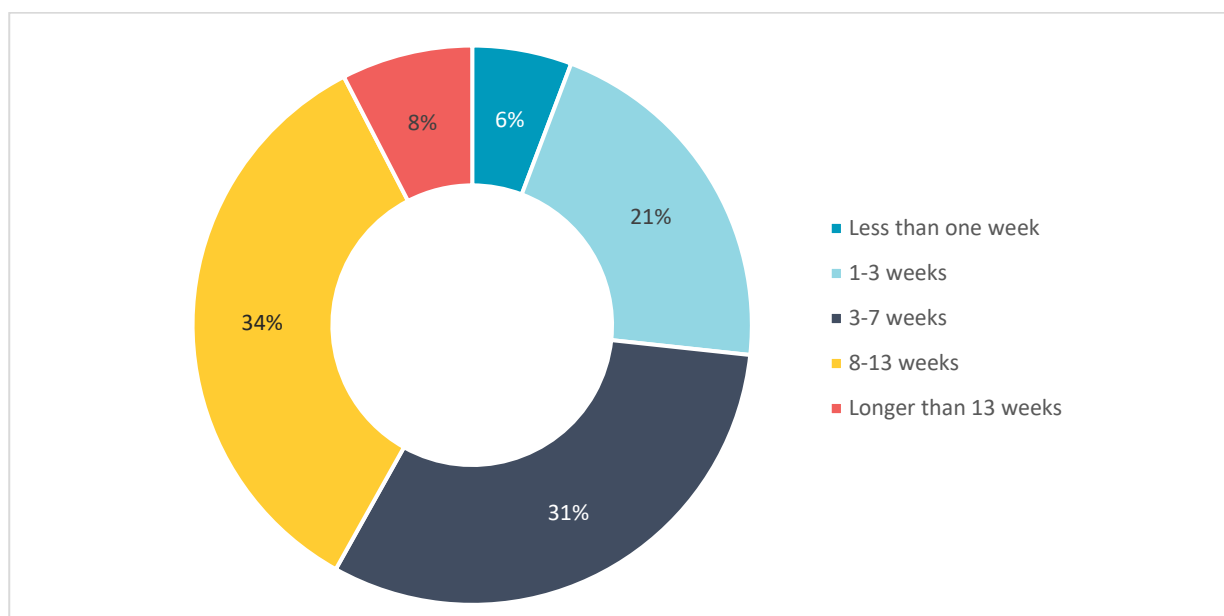


\*multiple responses

## Preference of course type and format

When asked about the preferred length of the course, the majority of respondents preferred a short course that is between 3 weeks to 13 weeks (65%). Only 8% preferred a course that lasts longer than 13 weeks and only 7% preferred a course that lasts for less than one week.

Figure 13 Preferred length of course



Q8. Assuming the volume of learning of the online media literacy short course is about 50 hours (12 hours of learning and 38 hours of reading and online activities), please answer the following questions about the length and intensity of the course. What would be your preferred length of the program?

With regards to the format of the course, the majority (75%) of respondents preferred a completely self-paced study where they can choose when they dedicate time to their study. Very few people preferred an intensive course.

Table 10 Preferred mode of study

	DELIVERY PREFERENCE (%)
A relatively short period of time with intensive learning	10
A relatively long period of time with learning spaced out	16
A completely self-paced study where I can choose both the intensity and the length of the course	73

Q9 What type of delivery for an online short course on media literacy would you prefer?

The most preferred types of activities during the course that respondents preferred are online discussion forums that are run asynchronously with both the lecturer (55%) and peers (52%). However, they also want real-time interaction with the lecturer (43%), but less so with their peers (34%).

Table 11 Preferred types of activities

	PREFERRED ACTIVITIES (%)
Asynchronous interaction with the lecturer/tutor via an online discussion forum	55
Asynchronous interaction with peers via an online discussion forum	52
Asynchronous interaction with the lecturer/tutor via email or messaging	47
Online real-time interaction with the lecturer/tutor	43
Online real-time interaction with peers (i.e. online meetings)	34
Asynchronous interaction with peers via email or messaging	25

Q10 What types of interactions would you prefer during the online course? Check all that apply.

Those who expressed interest in a media literacy short course preferred to study after work and on weekends, rather than as part of their working hours; 42% of respondents said they would study after work and on weekends. Very few said they would take time off to study.

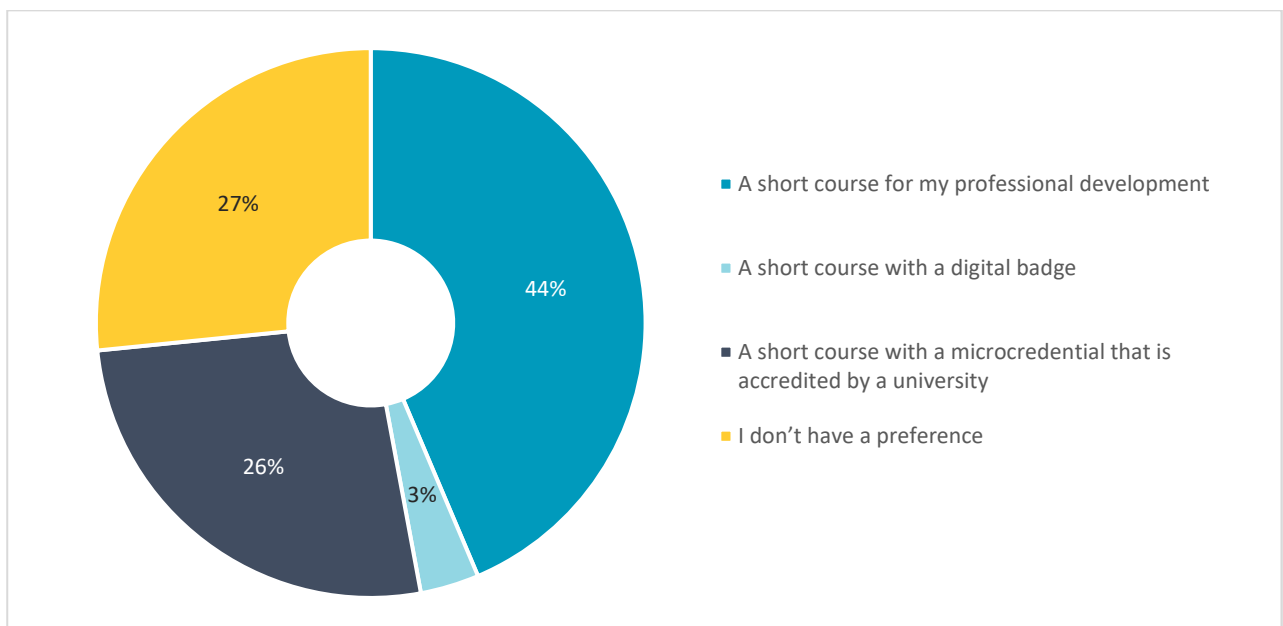
Table 12 Preferred study pattern

	PREFERRED STUDY PATTERN (%)
After work and on weekends	42
During work hours	17
Take some time off work to study	0.3
A combination of the above	40

Q11 When would you be engaging with the course if you were to enrol in a short course?

When asked about their preference for a credential, 44% said they would enrol in a short course for their professional development. About a quarter (26%) would like it to be a microcredentialled course provided by a university, and 27% did not have a preference.

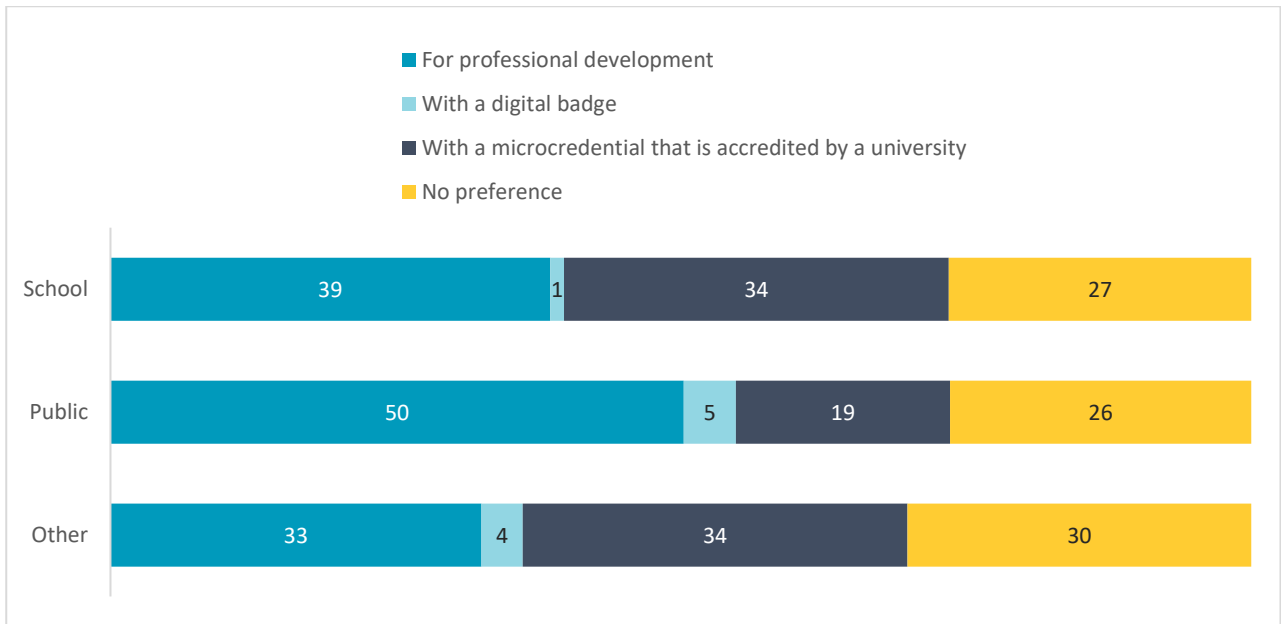
Figure 14 Credential preference



Q12 Please select your preference of an online short course on media literacy.

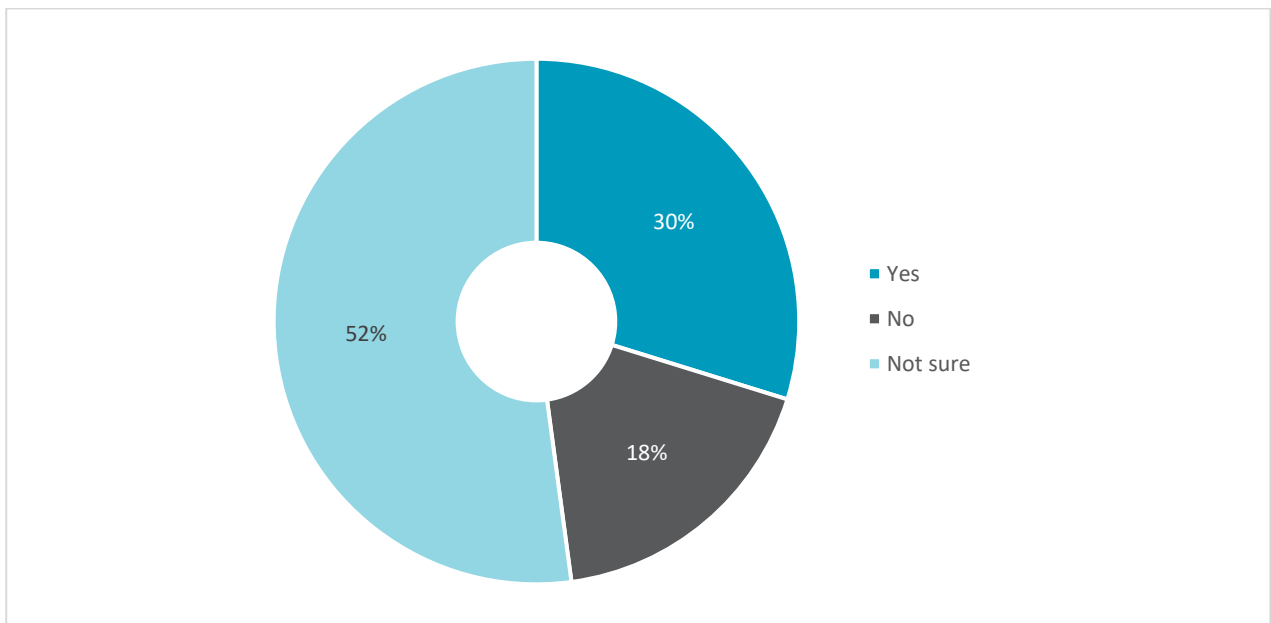
Those who work in schools are more likely to prefer a course that is offered as a microcredential unit. Half of those who work in public libraries would like to take a media literacy course for their own professional development.

Figure 15 Credential preference by organisation (%)



We also asked about the willingness to pay for an accredited course. If offered as a microcredential, 30% are willing to pay extra for the credit. More than half said they are not sure, which indicates that they are not certain about the value-add of a microcredential.

Figure 16 Willingness to pay for a microcredential course



Q13 Would you be willing to pay extra for a microcredential course that is accredited by a university?

## Training and professional development

### Participation in professional development activities

Among respondents, the vast majority (89%) participated in professional development activities in the past year, indicating that ALIA members are receiving regular professional development training.

Table 13 Participation in training or professional development activities in the past year

	TRAINING OR PD IN THE PAST YEAR (%)
Yes	89
No	11

Q14 In the past 12 months, did you participate in any training or professional development?

The most common types of professional development activities are (1) webinars and seminars (2) professional reading and (3) training courses. About a quarter (23%) of respondents engage with research activities as part of their professional development.

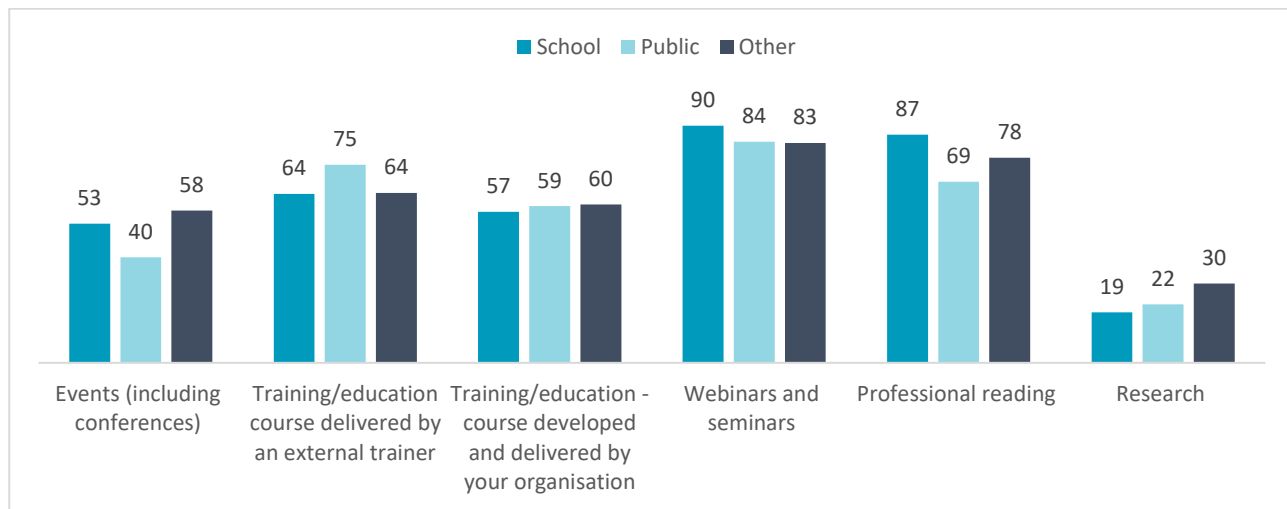
Figure 17 Types of PD activities (%)



Q15 Please list the main training/professional development activities you participated in. Please select all that apply.

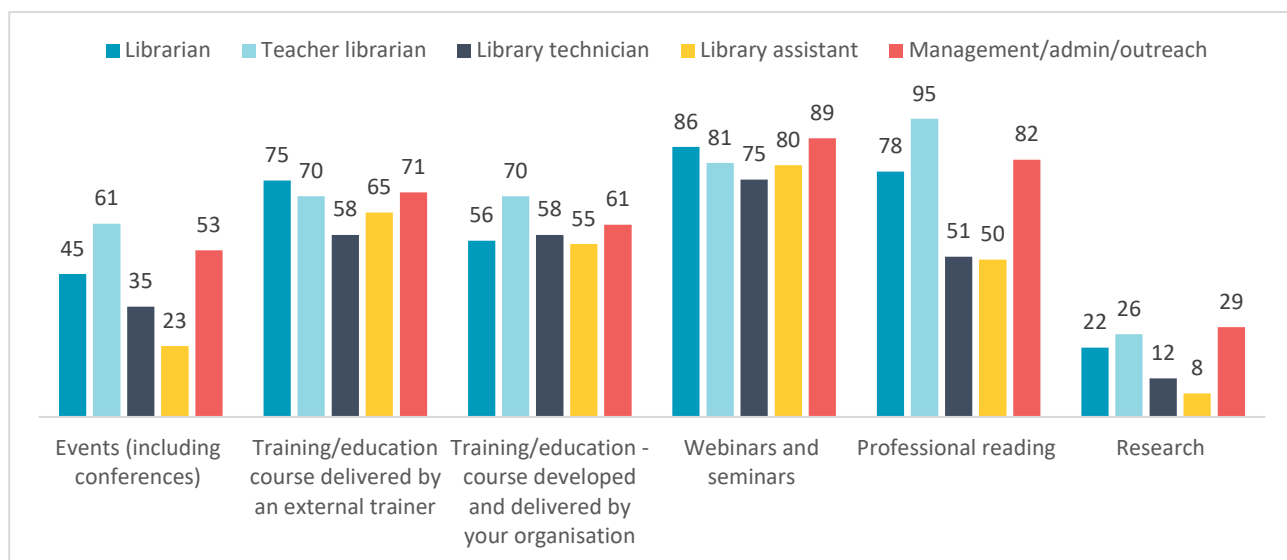
The vast majority (90%) of those who work in school libraries attended webinars or seminars as part of their professional development and 87% engaged in professional reading. They were less likely to conduct research (19%). Those in public libraries had high levels of participation in webinars or seminars (84%) and participating in training or education course delivered by an external trainer (75%).

Figure 18 Types of PD activities by organisation (%)



Teacher librarians are the most active in professional development activities with 95% of them engaging in professional reading in the past year, 81% attending webinars or seminars, and 70% participating in internal or external training courses.

Figure 19 Types of PD activities by role (%)



## Payment for professional development

About one-third (34%) of respondents paid out-of-pocket for training courses in the past year. More people - 48% of respondents - participated in training courses paid by their employer. Only 18% participated in free courses.

Table 14 Fees for training courses

	FEES PAID (%)
It was a free course	18
My employer paid for it	48
Less than \$200	12
\$200-\$400	12
\$400-\$800	3
More than \$800	5
I don't recall	2

Q16 How much have you paid for a previous training course in the past year? If you have taken more than one course, please base your answer on the most recent one.

## Need for professional development

When asked about the most needed area of professional development as an open-ended question, 'media literacy (including digital literacy/information literacy)' was cited as the top. Management and leadership skills and sector-specific professional development were also high in demand.

Table 15 Most needed area of professional development (first choice)

MOST NEEDED AREA OF PROFESSIONAL DEVELOPMENT	N
Media literacy	97
Management & leadership	29
Sector specific knowledge/skills	29
Pedagogy	20
Technology trends	14
Technical (specific software/device)	11
Communication	10
Customer service	9
Copyright	8
Inclusion & cultural training	8



Research	8
Marketing	5
Strategy	4
Finance	1

Q17 What are the topics of professional development or training do you need the most?: Media literacy includes teaching media literacy and other similar literacies such as 'digital literacy' 'information literacy'.

# PART 2: MEDIA LITERACY FOR LIS PROFESSIONALS SHORT COURSE EVALUATION FINDINGS

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*“Because now information can be anything, alternative facts... you can see it can be spun in so many different ways that, you know, it's almost like we're all gaslit to the point where we don't even know what's right. We don't know what's up. We don't know what's down. So how can we create order from this chaos again? Who is good at creating order from chaos? That would be information professionals and librarians.” (Interview #4)*

## Introduction

This section outlines the results of evaluation that was undertaken with participants of the *Media Literacy Short Course for LIS Professionals*, which was run twice by the News and Media Research Centre teaching team in 2022. The course was run online, mostly through asynchronous lectures, resources, activities such as quizzes, interactive videos and scenarios. Two synchronous one-hour online workshops for each course were held with the teaching team and students after-hours to facilitate interaction. Students were encouraged to collect and curate resources throughout for their own ‘Media Literacy Toolkit’ on the Padlet platform.

Course participants were primarily from NSW, but also WA, ACT, Victoria, QLD, Tasmania and New Zealand. Two international students joined the course from the United States and Slovakia. Participants were from a broad range of libraries: colleges, universities, schools and public libraries.

A total of 44 students participated with 29 completions (over 80% completion) warranting the awarding of a digital badge. Feedback surveys were administered at the course midpoint and on completion. Four responses were collected for the mid-point survey of Intake 1, with two responses for Intake 2; Ten responses were collected for the end-point survey of Intake 1, with eight responses for Intake 2.

Course participants were invited to take part in interviews for which they received a \$50 store card. Eight participants in all were interviewed by the Teaching Team. The interviews were recorded and thematically analysed.

## Course evaluation survey findings

A total of 24 valid responses were collected from the midpoint and endpoint feedback surveys during the two intakes of the course. The following summary is based on those 24 responses.

### Content and activities

Course participants found that the course provides a good start point for them to further their existing understanding of media literacy and to be introduced to the new knowledge and tools. Most of them found the course content complements their existing knowledge (mid-point 100%; end-point 70%).

The top five useful type of content and activities to the course participants were ‘practical examples from real life’, ‘developing my own Media Literacy toolkit’, ‘reading materials’, ‘short interactive videos’ and

'interactive content'. *What is 'media' and why does media literacy matter, The 'Attention Economy', Advertising and You* and *Understanding News and Media Bias* were the three topics that course participants found most interesting and useful to their learning.

We also found that peer interactions and discussions were valued by the course participants.

## Time spent and learnings

Weekly time spent on the course learning varied amongst participants, with 19 hours 30 minutes being the most, and 2 hours 30 minutes the minimum. More than 3 hours of learning per week was the most common.

A critical understanding of news and information and understanding how to leverage media literacy resources were perceived as the most important elements of learning of the course.

## Value

During the course, participants found various up-to-date resources and tools, real cases and interactive activities as useful and enjoyable.

When asked about the overall value of the course, participants responded that the course is good value for money (83%), that they enjoyed the course (94%), learned new skillsets (94%) and would recommend the course to their colleagues (94%).

## Suggestions for future course delivery

Participants also suggested aspects of the course that could be provided in the future:

- broaden the examples beyond covid and Australian-focused contexts.
- more real-time interactions
- lecture transcripts

## Post-course interview findings

In addition to the course evaluation surveys and feedback during real-time seminars, students enrolled in the two courses were invited to participate in in-depth interviews after the course.

Eight participants agreed to be interviewed and the interviews were conducted between August and October 2022. A summary of interviewees is on Table 13.

Table 16 Interview participants

TYPE	CATEGORY	N
Gender	Male	1
	Female	7

Library type	Public	5
	School	1
	Academic	1
	Other	1

## Motivation to enrol in the Media Literacy Course

During the course and in the research during and after it, participants talked about a **culture of lifelong learning and curiosity** amongst librarians and information services professionals. *‘I just think we’ve always got things to learn’* (interview #1). They also talked about the culture of sharing information, the requirements of ongoing professional development and the enthusiasm for learning about an emerging and relevant topic.

*“As a general rule, like.... as librarians we’re, we’re desperate for PD, like we want to learn more, we want especially in something like this that’s emerging and so relevant in our field”* (Interview #6).

Some talked about an opportunity to put some **structure and formal learning** around what was known implicitly.

*“I just think that a lot of this stuff I’ve met haven’t ever been taught kind of officially before.... I’d never had any kind of formal structure around what I’ve learned. So I just thought it was a great opportunity to do that”* (Interview #1)

The **combination of media/journalism and information services** was appealing to some – it was seen as a unique pairing which made the education broader and more appealing.

*“What was done here that really kind of bridges those two together.... how information professionals can use this knowledge and how communication professionals and journalism professionals can use this knowledge.... I think that’s what made this attractive as I’m like, oh, finally, this is as you know, a media school, coming together with information professionals.”* (Interview #4)

## Current media literacy offerings in Australian libraries

Participants discussed a range of ways that media literacy education is incorporated into their programming. The first type is ‘incidental’ media literacy awareness and education. This **incidental media literacy awareness and education** occurs when patrons come to the library for straightforward technical help, and library staff slip in information about contemporary issues such as privacy and misinformation, related to media literacy.

*“I guess you could have a very casual conversation about using their information. You know, what are your security settings like you could just sort of talk to them in the context of what you were doing with them but helping to create that awareness that way.... there are lots of incidental ways that you could communicate that information.”* (Interview #3)

This incidental education, or ‘piggybacking’ of content, was discussed in the context of reaching communities or audiences who would either be traditionally disengaged or fearful of technology and/or social media.

The second type is **passive education and awareness**. These are typically information stalls in the library with pamphlets and materials, with QR codes that lead to information on the website. This particular initiative on media literacy is in development by one of the public libraries and will follow the model of other stalls set up on topics like health and drug awareness.

The third type is **informal media literacy training**. These programs occur through booked or drop-in sessions, and over the counter help. Assistance with setting up MyGov accounts, program help, managing photos, help with Borrowbox were some of the examples of these types of informal training and support.

The fourth type is **formal training/courses**. These include formalised courses such as ‘iPad basic courses’ that run between 4 to 10 weeks, mostly for seniors. Similar courses included ‘Taming Technology’ monthly talks, workshops on timely topics such as ‘safe online shopping for Christmas’.

## Media literacy programs from other organisations

Interviewees mentioned several organisations that provide similar media literacy training programs that they found very useful.

- The Good Things Foundation: <https://www.goodthingsfoundation.org.au/>
- Digital Dexterity Champions/Network – Council of Australian University Libraries. Based on the Digital Dexterity Framework. <https://www.caul.edu.au/about-caul/communities-practice/digital-dexterity-community-practice>
- [Stay In Touch, Melbourne](#) - practical technology support and training to help people manage, stay safe and enjoy the benefits of technology.

## The role of libraries in media literacy education

The **importance of understanding media literacy as educators** was a prevalent theme, either because libraries were looking at developing media literacy programs and they would need to be involved; because of a view that digital literacy is an important issue that everyone needs to know about, particularly librarians in their roles as educators; or that they wanted to broaden their skills base and undertake professional development.

Library staff felt they not only play an important role in digital media literacy, they have a responsibility to do so. This was demonstrated through the initial survey, where 73% of ALIA members believed that libraries had a responsibility to teach media literacy. This also emerged in the interviews with themes of being at the frontline of battling disinformation.

*“I guess for me as a librarian, that misinformation, disinformation stuff was really, really important to me because it's one of the things I feel as librarians we should be combatting all the time”*  
(Interview #3)

## Challenges of teaching media literacy

Participants mentioned the **time pressures of training and education for their peers**, and the challenges of developing ways to encourage their staff or colleagues to upskill. Library staff were pressed for time to do additional learning.

*“everyone's busy with their own stuff. So saying to someone for any of us in admin roles...to say to people on the front lines 24/7 That this is training you need to complete when you've got downtime, that's all competing.... I need to find a way to hook our staff to realize why digital literacy is important” (Interview #1)*

*“in terms of the workplace, it's just the time to eat and like, for other staff, it's just the time it takes to, you know, organize training, getting people to attend and all of that sort of stuff” (Interview #6)*

**Culturally and linguistically diverse (CALD) patrons, and youth**, were mentioned as being two audiences that presented particular challenges in terms of media literacy education. The librarians were unfamiliar with the different social media platforms used by these cohorts which meant they were not confident in having the knowledge to discuss how to identify misinformation or disinformation. The youth cohort was recognised to be more difficult to engage more generally, not just around social media or misinformation.

**Older people and seniors** were noted by many participants as being a cohort that need particular support. The use of iPads was frequently mentioned as a source of stress for seniors who were often given iPads by families to stay in touch, but didn't know how to use them or lacked confidence or knowledge to access apps or platforms.

*“We found that people were getting iPads as gifts, like grandparents and things like that. We're getting them as gifts from their family for Christmas. And I literally had one customer say to me, I would rather have had a box of hankies. That's how much I hate this thing” (Interview #1)*

Others talked about older people 'being forced online' by corporate and government forces by having to book doctors appointments through HotDoc, having to download Covid apps to access retail or restaurants or use QR codes, having to purchase goods online that aren't available in their regional towns and all the while having multiple apps open and being unaware of the impact of this.

*“so they're downloading apps because some external thing in society, institution, government, says do it this way because it's easier for you and easier for us. So they do their downloading and using an app without knowing how it's all interconnected. They don't have enough awareness and knowledge to realize how all these things interconnect” (Interview #8)*

**Selective critical thinking** was mentioned by one participant as being an issue with young people – that in educational contexts they may apply a critical lens, but that this doesn't extend to their personal lives:

*“they might be critical when they're researching for an assignment or they're taught to be critical when they're researching for an assignment, but that's not always carried through to their day-to-day engagement with social media. And I think that trying to bridge that gap is going to be difficult” (Interview #6)*

**No common ground in media literacy levels** was noted by some participants as being a challenge of educating patrons in libraries, particularly given the diversity of demographics and ages that are serviced by public libraries.

*“It's not everybody is at the same level to start with... it's not like you're coming into a uni course or a TAFE thing that everyone's expected to have a certain level of understanding. You're looking at people from all walks of life who may or may not have worked in an office before” (Interview #1)*

One interview participant discussed the **value of the games and quizzes for engagement in media literacy education**, in a way that empowered people to ‘beat the internet at its own game’ – and to position this education and upskilling as positive and self-affirming.

*“I think a lot of times what attracts people to bad information is this wanting to feel like they know more than other people? I think that's behind Q anon. It's just this it's playing on so many insecurities and wanting to be special in some way. And so I feel like it's a way to turn that around and be like, well, here's how you beat the internet” (Interview #4)*

## What worked well

### Content

Participants liked the spread and choice of topics. They particularly enjoyed the topics on journalism, media bias, and the topics on promotional cultures and attention economy. The fields of marketing, advertising and journalism are, in the main, new fields for library and information professionals, and some participants mentioned that the inclusion of topics in these areas was one of the appeals of the course in the first place, but was also one of the most fascinating insights as they undertook the course.

*“Because being more in the library sphere, that we might not be as exposed to is just how a newsroom works. And you know, what makes good journalism. The journalism stuff was just a new territory for me” (Interview #4)*

The module on privacy and security was seen as less valuable, simply because it was content that the participants were more familiar with.

### Delivery

The delivery of the course was particularly engaging for participants. All highlighted the appeal of self-paced delivery and having the ability to dip in and out according to their schedules. They liked the interactive videos, scenarios and quizzes, and stressed that the combination of these, together with the readings and resources, kept them engaged throughout.

*“the variety does work very well. You know, it's that balance and people also learn in different ways. So it's good to have a mix” (Interview #7)*

The discussion boards on padlet received a slightly more lukewarm response. The participants were keen for interaction and discussion and felt that the padlets went some way towards this, but that the peer interaction could be stilted and that a discussion board on Canvas might be a more fluid option. The varying synchronicity of the responses also prompted one participant to suggest that all students are given a weekly or two-weekly window to respond per topic so that everyone was in the discussion together. Some participants mentioned the difficulties of having to be logged into padlet to ensure that posts were attributed, and that this was an additional step that acted as a barrier to online conversation.

Some students took full opportunity to ‘go down rabbit holes’ and do all the readings and more. Of the students who secured digital credentials, time spent on the course ranged from 192 hours in total (27 hours a week on average) to 10 hours, suggesting that the provision of readings and links for more interested students was essential to maintain their interest.

## Course length and cost

Participants were almost unanimous in the interviews and surveys that the length of the course was sufficient, but many wanted more as they enjoyed the course so much and were ‘loving the content’ (Interview #3). Suggestions included 12 weeks to enable greater depth and more interaction; another more advanced course with greater depth, or opportunity to specialise in particular topics.

*“I could have done at least two more sessions and not been worried about it at all because I thought it was great” (Interview #3)*

*“I kind of wanted more” (Interview #4)*

Seven out of the eight interview participants thought the course was good value for money, comparable or better value to other courses offered through ALIA, and was the right cost. One thought it was slightly too expensive, which she acknowledged could have been due to the fact that she was paying for it herself.

## Course impact

### Conversion of implicit to explicit knowledge

Participants talked about their conversion of implicit to explicit knowledge: that they might have done things intuitively previously but didn’t realise there was a framework. Lateral reading was particularly mentioned in this context:

*“I had known about lateral reading, but I didn't call it that...I'd say well, you have to triangulate your sources or you have to check with the other source” (Interview #2)*

*“the lateral writing stuff I was really comforted I guess, that ....it was something that everybody does by the sound of it, and that... it's actually a legit like it legitimized the way I do a lot of my work” (Interview #3)*

Participants were also made aware of the gaps and limitations of their knowledge in certain areas. This included tools for verification and assessment of information, and an understanding of advertising.

*“When I first started doing them (checkology lessons, quizzes) I was getting half more than half of them wrong. And I was really a bit shocked by that because I've been involved in digital literacy and critical thinking with digital media for a while now. So I was really quite taken aback at a bit annoyed with myself.... that that was a bit of an eye opener for me” (Interview #1)*

*“the quizzes we did were really good too. I found them to be quite revealing about. I thought I knew more than I did” (Interview #3)*

*“I thought I was fairly confident and I'm a fairly, you know, experienced user. Probably the main thing is, I knew it was hard, but it is really hard to pick some advertising” (Interview #8)*

### Critical awareness of their own media consumption

A number of participants reported a greater critical awareness and understanding of media – including advertising and marketing – and critical consideration of their own media consumption.

*“I've really noticed, for example, my Instagram feed is overrun with people who are clearly sponsored and now I'm so much more aware of it. And the week I did the module about you know,*



*people having to put sponsored content at the top of the post or whatever I started noticing some people were doing that and when some people weren't doing that. And, and it was kind of trickery”*  
(Interview #2)

*“Like, I analyse everything now”* (Interview #3)

Some participants talked about the understanding of marketing and advertising being quite revelatory in how it changed how they experienced media. The topic of programmatic advertising and how it targets consumers was the most mentioned by participants as being revelatory in understanding how their data is used for online advertising. Participants talked about consuming media in a different way, and being far more critical of why they were being shown certain advertising online.

*“The one that stuck with me the most was the programmatic advertising...it really opened my eyes. I analyse everything now. It just really brought it home to me just how invasive it really is, like how much it's penetrated into everything that goes on”* (Interview #3)

*“The programmatic advertising was astonishing”* (Interview #1)

## Critical awareness of others' media consumption

The statistics and content on the media use of different cohorts was a surprise to many and a concern to some, particularly around critical consumption of news by younger people.

*“If you're getting your news from TikTok I'm very concerned. Very concerned. Knowledge builds on knowledge and if you're just grabbing those bits of information, yes, your brain can put those bits of information together. But if it's only got dots here and there, how do you connect those dots? If you don't have the critical thinking abilities, you know, and you don't have the time to reflect it”*  
(Interview #8)

*“I think, I think I'm concerned about yeah, about people's ability to process and analyse information appropriately so they can make good decisions, you know? So some of the statistics did really pop out at me. And that led to, you know, for me that led to further thinking”* (Interview #8)

## Contextualising misinformation and disinformation in the changing media landscape

Interview participants talked about their greater understanding of the marketing, advertising and media landscape after doing the course, and of the commercial drivers of the media institutions driving agendas and media use.

*“I've never thought about that as the reason why we have fake news... like that history of how we got here in the first place. Because it helped me understand like, why do it, why does it even exist? Why is it a thing and what people's motivation might be behind creating it? Like misinformation is a business. It's a booming business in this world. And that made it framed and in my head a lot clearer”* (Interview #6)

Some extended this understanding of how advertising and promotion works to their workplaces, and how that might be useful for them in promoting libraries:

*“just knowing how it works behind the scenes, yeah, to get all these little things pushed to us. It's really interesting to see what how we can actually make people like give us support and stuff like that, just that language of influence”* (Interview #2)

## How participants educated, or aim to educate, others on media literacy

Feedback from the respondents suggested that the short course had the potential to have more wide ranging positive impacts than just on the participants themselves, and that the benefits could extend to colleagues and library patrons.

Measures taken by respondents to share their newly-acquired knowledge included:

**Updates during course on Microsoft Teams for colleagues:** participants talked about making notes and posting regularly on internal Teams channels during the course so their colleagues could benefit from the discussions and resources as they progressed.

Participants mentioned doing **staff presentations** after the course using the course content and Media Literacy toolkit, or incorporating slides on media literacy and misinformation into other presentations given by staff (on topics such as research using library databases, how to help customers use their services).

**Piggybacking of other program content** such as school talks. There was a recognition that the library may not attract participation by young people in a misinformation seminar or workshop, but that if staff are out talking with schools about how to use library resources, then they might add in the Go Viral game as an icebreaker, or ask students to do an ABC fact Check.

*“If we did a, you know, Fact or Fake program where we just talk about that sort of stuff we wouldn't get attendance to that sort of thing. So, you really need to get them while they're already attending something else” (Interview #6)*

The **Media Literacy toolkit on Padlet** was thought to be particularly useful, not only to document lessons learned but to prompt reflection on that learning.

*“it just actually made you think, okay, what, what are the most useful things that I will use in my day to day life as far as my work goes? It wasn't just a matter of like bookmarking, or adding everything that was discussed during the course, it was actually like thinking outside of that a bit” (Interview #1)*

Participants made full use of the prompt to curate and collect resources for the Toolkit and did so for their own learning, and for the education and use by their peers. Padlet was seen as flexible and useful for collection of a variety of different media – videos, links, readings.

They used the Padlet as a reference: *“you know, we love our curated lists, reading lists ....so it was just another one of those really great resource lists (interview #4).* They also used the toolkit to educate others, and saw that as a value-add on top of the learning:

*“because I came out with not just the knowledge but also this concrete media toolkit that I can use. Yes, in my work. I shared it with several librarians that I knew in the public libraries” (Interview #4)*

Participants also collected the padlet links of others so they could benefit from the additional resources collected and also learn from the different curatorial approaches.

## Suggested improvements

### More interaction

The overwhelming feedback from nearly all participants in the survey and interviews was that they wanted more interaction with their peers: once a week, or opportunities for them to connect with their peers apart from the tutors. They talked about ‘craving’ more engagement; wanting to know what their peers in the course were doing in the media literacy space, and how they worked; how they were applying their learning from the course in their workplaces, as well as the views and ideas from others to broaden their own understanding.

*“I always love discussions. I feel like any kind of engagement between students and discussions is always riveting and, and enlightening. And, and sometimes, you know, thought- provoking and even controversial” (Interview #4)*

Suggestions included online discussions on Canvas that were more fluid, where they could more easily respond and engage in online conversation:

*“where really you could just have an online discussion that is almost as good as having a face to face where you can respond to each other's posts and you can all you know, dive in there which is a little bit hard on Padlet because it's a bit granular” (Interview #2)*

### Applying the knowledge: examples, case studies, pedagogies

A common theme was that participants wanted to hear about what other libraries were doing in the media literacy education space. They wanted examples, case studies, they wanted to talk with others about how they might apply their learning, and to workshop how they might develop programs for different cohorts. They wanted to work together with others to develop new approaches.

*“at the end of the course, you're sort of... it was a lot and in such a good way. But then it's sort of, like, where do I start? Again, where do I start for us? Like, where is it going to make sense for us? Having examples of programming...I don't, obviously don't know what libraries are doing what in this sphere already, but having some examples to start off with is at least a starting point” (Interview #6)*

This theme was picked up by others who highlighted the potential benefit of including basic principles or information on adult learning and pedagogy in the course, and contextualising this for librarians, so that participants could maximise what they learned in the course by understanding how they could then teach others.

*“in hindsight I probably went in expecting to be taught, ‘this is how you can deliver it in libraries’... maybe even having some panel discussions, or at least having the resources about ideas about what, you know, how you could deliver media literacy education in different contexts” (Interview #7)*

*“because we're all about, we're learning so that we can help others learn, right? So maybe a little bit more about the actual teaching, delivery kind of thing” (Interview #8)*

One participant shared the [‘Media Literacy: Guidelines for Libraries’](#) guide she had developed for her university studies, which demonstrates that there is a gap in this area that could be filled by ALIA, UC or a collaboration between the two.

One participant suggested that a natural extension of the course, or advanced option, could be an application of the knowledge gained through a practical project in the workplace. She suggested that groups could be allocated (or choose) a certain demographic that they would then need to survey and collect research on, and then develop a media literacy program with their colleagues for that cohort.

### Incorporation of more social media types

It was mentioned that there was quite a focus on Facebook in the course which was useful, but that it was a platform that was now more used by the older demographic and other social media such as TikTok and Twitter should also be explored and incorporated in the course.

### Establishing an Alumni or Community of Practice

All the participants expressed enthusiasm for maintaining their connections with other library information services professionals who were interested in media literacy education and/or the graduates of the short course either through a LinkedIn group, a network or online convened by ALIA. They were keen for this forum to be supported by accessible information and content – so establishment of a website or members area of the ALIA website that could become a repository of resources and conversations.

One participant suggested a virtual gathering of short course alumni in 3-6 months to discuss how the learning of the course had been applied in programs and to explore what these media literacy advocates (which they saw themselves as being) were doing in this space. One also suggested sharing padlets and resources with other LIS professionals to share the learning.

### Content creation; expansion of examples and voices

One participant suggested that there could have been a greater focus on guiding students around content creation – because *“a lot of people have their own blogs and .... even if they think about their Facebook, or their Instagram, or their ticker, in a sense, they don't realize it but that's content. It is content creation”* (Interview #1). To this end they suggested information on Copyright and the use of Creative Commons.

One student noted that examples of misinformation and disinformation beyond COVID – for example on climate change – could be incorporated. Another highlighted the value of having other voices/interviews in the course (i.e. Marketing Lecturer Dan Andrew) and that interviews with other people in the media industry would be a welcome addition to the course.

### Accessibility

Participants enjoyed the videos and the recorded lectures, however it was noted that the recorded lectures had to be watched which could be quite tiring, particularly if they were taking notes. It was suggested that transcripts would have provided an alternative means of accessing the content on the recorded lectures, so these will need to be provided in future.

## Recommendations

1. That ALIA and UC discuss the establishment of an alumni, or a LIS Professional Media Literacy Network, where information and resources can be shared, and where media literacy education is ongoing.
2. That research is undertaken through ALIA members to identify best practice initiatives around the teaching of media literacy in libraries of all types, for incorporation into the Short Course for LIS professionals. This could also contribute to resource gathering and sharing with the ALIA Media Literacy Network.
3. That the next iteration of the short course for LIS professionals:
  - incorporates more opportunities for facilitated discussion with students;
  - Incorporates content on case studies and best practice initiatives, but also guidance on how participants can incorporate media literacy into their programming and education
  - Includes lecture transcripts;
  - Includes guidance on content creation and examples of misinformation and disinformation in broader fields beyond public health; and
  - Includes other voices with different perspectives, i.e. media industry professionals or journalists.

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# APPENDICES

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## Appendix 1: ALIA Survey Questionnaire

Thank you for participating in the **media literacy education** survey

This research has been approved by the Human Ethics Committee at the University of Canberra (Approval Number 9219).

Conditions include:

- **Voluntary** – participation in the research is completely voluntary decline to take part or withdraw at any time.
- **Anonymity** – all reports and publications of the research will contain no information that can identify any individual and all information will be kept in the strictest confidence by the University of Canberra.
- **Confidentiality** – completed questionnaires will only be seen by the researchers at the University of Canberra
- **Data storage** – the information collected will be stored securely on a password protected computer throughout the project and then stored at the University of Canberra for the required five-year period after which it will be permanently deleted according to university protocols. The anonymous responses of this survey will be used to generate findings and results that will be reported and may be used in future studies.

By completing this survey, you are agreeing to these terms.

**Q1 *Imagine a member of the public or your community needs your help.*** How confident are you to help them with these tasks?

	Not confident at all (1)	Not very confident (2)	Somewhat confident (3)	Quite confident (4)	Extremely confident (5)
Find an online community (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change privacy settings on social media (e.g. Facebook) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a laptop or computer (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a smartphone (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose apps for a smartphone (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edit photos or videos (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q1 **[Continued]** *Imagine a member of the public or your community needs your help.* How confident are you to help them with these tasks?

	Not confident at all (1)	Not very confident (2)	Somewhat confident (3)	Quite confident (4)	Extremely confident (5)
Understand the terms of service of online sites (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help people deal with (stop/prevent/report) online harrassment (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help people deal with (stop/prevent/report) online bullying (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General internet use (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find resources from the library catalogue (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use library e-resources at home (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1 **[Continued]** *Imagine a member of the public or your community needs your help.* How confident are you to help them with these tasks?

	Not confident at all (1)	Not very confident (2)	Somewhat confident (3)	Quite confident (4)	Extremely confident (5)
Access the internet at the library (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the devices provided at the library (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information and resources to support training others in media literacy (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media and copyright (e.g. find openly licenced image for a report) (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a decision about what information to share online (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find information they need online (e.g. health information, finding a job) (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 In your current job, have you helped a member of the public/community in any of the following activities? Select all that apply.

- Find an online community (1)
- Change privacy settings on social media (e.g. Facebook) (2)
- Use a laptop or computer (3)
- Use a smartphone (4)
- Choose apps for a smartphone (5)
- Edit photos or videos (6)
- Understand the terms of service of online sites (7)
- Help when people encounter online harassment (8)
- Help when people experience online bullying (9)
- General internet use (10)
- Find resources from the library catalogue (11)
- Use library e-resources at home (12)
- Get access to high-speed internet at the library (13)
- Use the devices provided at the library (14)
- Find information and resources to support training others in media literacy (15)
- Media and copyright (eg find openly licenced image for a report) (16)
- Make a decision about what information to share online (17)
- Find information they need online (e.g. health information, finding a job) (18)
- None of these (19)

Q3 What are the **top three activities** that you think the public/community need help with the most? Please drag your choices to the box on the right.

_____ Find an online community (1)
_____ Change privacy settings on social media (e.g. Facebook) (2)

- \_\_\_\_\_ Use a laptop or computer (3)
- \_\_\_\_\_ Use a smartphone (4)
- \_\_\_\_\_ Choose apps for a smartphone (5)
- \_\_\_\_\_ Edit photos or videos (6)
- \_\_\_\_\_ Understand the terms of service of online sites (7)
- \_\_\_\_\_ Help when people encounter online harassment (8)
- \_\_\_\_\_ Help when people experience online bullying (9)
- \_\_\_\_\_ General internet use (10)
- \_\_\_\_\_ Find resources from the library catalogue (11)
- \_\_\_\_\_ Use library e-resources at home (12)
- \_\_\_\_\_ Get access to high-speed internet at the library (13)
- \_\_\_\_\_ Use the devices provided at the library (14)
- \_\_\_\_\_ Find information and resources to support training others in media literacy (15)
- \_\_\_\_\_ Media and copyright (eg find openly licenced image for a report) (16)
- \_\_\_\_\_ Make a decision about what information to share online (17)
- \_\_\_\_\_ Find information they need online (e.g. health information, finding a job) (18)

Q4 Thinking of the past five years, has there been a change in the public's/your community's demand for help or advice on any of the activities listed in the previous questions (Q2 & Q3)?

- More people are asking for help or advice (1)
- The demand is about the same (2)
- Less people are asking for help or advice (3)
- Not sure (4)

Q5 We refer to **media literacy** as *the ability to access, use, analyse and create media* (including traditional forms of media such as newspapers, and also digital media such as Facebook, TikTok etc.). We use the term 'media literacy' as an umbrella concept that includes news literacy, digital literacy, information literacy and any other new forms of literacy that are related to media and media technologies.

Who do you think should be responsible for helping citizens become more media literate? Please rank **up to three** in the order of responsibility.

- 
- \_\_\_\_\_ Primary schools (1)
  - \_\_\_\_\_ Secondary and Senior schools (2)
  - \_\_\_\_\_ University or TAFE (3)
  - \_\_\_\_\_ Libraries (8)
  - \_\_\_\_\_ Community organisations (12)
  - \_\_\_\_\_ People themselves (13)
  - \_\_\_\_\_ Other: Please specify (14)

Q6 Would you be interested in an **online media literacy short course** that focuses on 'how to better support the public/community in their media literacy needs'?

- Yes (1)
- No (2)
- Not sure (3)

Skip To: End of Block If Q6 = 2

Skip To: Q7 If Q6 != 2

Q7 In an **online media literacy short course** that focuses on 'how to better support the public/community in their media literacy needs', what topics would be most important? Select **up to three in the order of importance**.

Top 3 topics

- 
- \_\_\_\_\_ Finding and identifying trustworthy sources (1)
  - \_\_\_\_\_ Staying safe online (2)
  - \_\_\_\_\_ Digital devices, apps and connectivity (3)
  - \_\_\_\_\_ Copyright (4)
  - \_\_\_\_\_ Impact of digital technologies on people's information seeking and information behaviour (5)
  - \_\_\_\_\_ Social media trends and impacts (6)
  - \_\_\_\_\_ Understanding the global social, economic and political context of the changing digital environment (7)
  - \_\_\_\_\_ Developing practical skills in social media and popular digital platforms (8)
  - \_\_\_\_\_ Assessing media literacy needs of the public/community (9)
  - \_\_\_\_\_ Working out how best to support/teach members of the public/community (10)
  - \_\_\_\_\_ Other – please specify (11)

Q8

Assuming the volume of learning of the online media literacy short course is about 50 hours (12 hours of learning and 38 hours of reading and online activities), please answer the following questions about the length and intensity of the course.

What would be your preferred length of the program?

- Less than one week (1)
- 1-3 weeks (2)
- 3-7 weeks (3)
- 8-13 weeks (4)
- Longer than 13 weeks (5)

Q9 What type of delivery for an **online short course on media literacy** would you prefer?

- A relatively short period of time with intensive learning (1)
- A relatively long period of time with learning spaced out (2)
- A completely self-paced study where I can choose both the intensity and the length of the course (3)

Q10 What types of interactions would you prefer during the **online course**? Check all that apply.

- Online real-time interaction with the lecturer/tutor (1)
- Asynchronous (not real-time) interaction with the lecturer/tutor via email or messaging (2)
- Online real-time interaction with peers (i.e. online meetings) (3)
- Asynchronous (not real-time) interaction with the lecturer/tutor via an online discussion forum (4)
- Asynchronous (not real-time) interaction with peers via email or messaging (5)
- Asynchronous (not real-time) interaction with peers via an online discussion forum (6)
- Other: Please specify (7) \_\_\_\_\_

Q11 When would you be engaging with the course if you were to enroll in a short course?

- After work and on weekends (1)
- During work hours (2)
- Take some time off work to study (3)
- A combination of the above (4)

Q12 Please select your preference of an online short course on media literacy.

- A short course for my professional development (1)
- A short course with a digital badge (2)
- A short course with a microcredential that is accredited by a university (3)
- I don't have a preference (4)

Q13 Would you be willing to pay extra for a microcredential course that is accredited by a university?

- Yes (1)
- No (2)
- Not sure (3)

Q14 In the past 12 months, did you participate in any training or professional development?

- Yes (1)
- No (2)

*Skip To: End of Block If Q14 = 2*



Q15 Please list the main training/professional development activities you participated in. Please select all that apply.

- Events (including conferences) (1)
- Training/education course delivered by an external trainer (2)
- Training/education - course developed and delivered by your organisation (3)
- Webinars and seminars (4)
- Professional reading (5)
- Research (6)
- Other: Please specify (7) \_\_\_\_\_

Q16 How much have you paid for a previous training course in the past year? If you have taken more than one course, please base your answer on the most recent one.

- It was a free course (1)
- My employer paid for it (2)
- Less than \$200 (3)
- \$200-\$400 (4)
- \$400-\$800 (5)
- More than \$800 (6)
- I don't recall (7)

Q17 What are the topics of professional development or training do you need the most?

- First choice (1) \_\_\_\_\_
- Second choice (2) \_\_\_\_\_
- Third choice (3) \_\_\_\_\_

Q18 Which of the following best describes your role in the library? Select all that apply.

- Administration or business services including marketing (1)
  - Manager (2)
  - Librarian (3)
  - Teacher Librarian (4)
  - Library Technician (5)
  - Library assistant (6)
  - Program delivery (7)
  - Technology support (8)
  - Outreach including home library service (9)
  - Other: Please specify (10)
-

Q19 Do you have a customer-facing role in your current job?

- Yes (1)
- No (2)

*Skip To: Q22 If Q19 = 2*

Q20 In general, would you say that your customers are mainly...

Check all that apply.

- Children up to Year 6 (1)
- Year 7-12 students (2)
- TAFE/University students (3)
- Adults (18-60) (4)
- Parents and families (5)
- Older adults and seniors (60+) (6)
- Specialised groups (e.g. researchers) (7)
- Other: Please specify (8) \_\_\_\_\_

Q21 About how many of your customers do you think speak a language other than English in their home? Please provide your best estimate.

- Almost all of them (1)
- Most of them (2)
- Some of them (3)
- A few of them (4)
- None (5)
- Don't know (6)

Q22 What type of library or information organisation do you work for?

- School (1)
- Public (2)
- Academic or research (3)
- TAFE or VET college (4)
- Special or government (including health) (5)
- National, state or territory (6)
- Other: Please specify (7) \_\_\_\_\_

Q23 In what state/territory is your organisation based? Please select all that apply.

- ACT (1)
- NSW (2)
- NT (3)
- QLD (4)
- SA (5)
- TAS (6)
- VIC (7)
- WA (8)

Q24 Where is your organisation located?

- CBD/city (1)
- Suburban (2)
- Regional (3)
- Rural or remote (4)

Q25 How old are you?

▼ 18 (1) ... Prefer not to say (44)

Q26 How do you currently describe your gender identity?

- Male (1)
- Female (2)
- Non-binary (3)
- Prefer not to say (4)

Q28 Are you of Aboriginal or Torres Strait Islander origin?

- No (1)
- Yes, Aboriginal (2)
- Yes, Torres Strait Islander (3)
- Yes, both Aboriginal and Torres Strait Islander (4)

Q29 Do you identify as ethnically or culturally diverse?

- Yes (1)
- No (2)
- Not sure (3)

Q30 How do you identify your ethnicity or cultural background? Select all that apply.

- Oceanian (e.g. Australia, New Zealand, Polynesian) (1)
- European (e.g. British, Eastern European) (2)
- North African or Middle Eastern (e.g. Arab, Jewish, Sudan) (3)
- South-East Asian (e.g. Thai, Vietnamese) (4)
- North-East Asian (e.g. Chinese, Japanese, Korean) (5)
- Southern or Central Asian (e.g. Bangladeshi, Indian) (6)
- North American (e.g. American, African American, Canadian) (7)
- South American (e.g. Brazilian, Argentinian) (8)
- Central American (e.g. Mexican, Nicaraguan) (9)
- Sub-Saharan African (e.g. Nigerian, South African) (10)

Q27 What is the highest education qualification that you have completed?

- I did not complete any formal education (1)
- Primary school (2)
- Some high/secondary school (3)
- Completed Year 10 (4)
- Completed Year 12 (5)
- Certificate, Diploma or Associate Degree (6)
- Bachelor's degree (7)
- Graduate Certificate/Diploma (8)
- Postgraduate Degree (Masters or PhD) (9)

## Appendix 2: Topics and Learning Outcomes

Week	Topic	Learning Outcomes
1	What is 'Media', and Why Does Media Literacy Matter?	<ul style="list-style-type: none"> <li>Investigate the current state of Australians' media literacy and identify where the gaps exist.</li> <li>Critically reflect on your own level of media literacy and interpret your community/client/patrons' level of media literacy.</li> <li>Understand and apply the five components of the News &amp; Media Research Centre's Media Literacy Education Framework.</li> </ul>
2	Understanding News and Media Bias	<ul style="list-style-type: none"> <li>Review the different modes of communication through creation of messages and content tailored to the medium.</li> <li>Understand the differences between the key platforms and modes of communication used by news audiences.</li> <li>Analyse the factors that influence media representation, diversity and inclusion in news media.</li> </ul>
3	Truth and Lies	<ul style="list-style-type: none"> <li>Critically reflect on the status of misinformation in the digital era and its impact.</li> <li>Apply tools to identify misinformation and implement fact-checking.</li> <li>Understand the current state of mitigation, laws and responsibilities.</li> </ul>
4	The 'Attention Economy', Advertising and You	<ul style="list-style-type: none"> <li>Critically review the Media Environment.</li> <li>Recognise and evaluate how media audiences are targets of persuasive communication intended for political or commercial gain.</li> <li>Contextualise how advertising, marketing, political communication, and strategic campaigning and advocacy persuades and influences.</li> <li>Distinguish between advertising and editorial.</li> </ul>
5	We Can All be Influencers or Propagandists	<ul style="list-style-type: none"> <li>Analyse the impact and influence of personal media use and recognise the influence of media on personal values and beliefs.</li> <li>Demonstrate understanding of how different media build audiences and produce and distribute content.</li> <li>Understand how the media presents selective versions of reality; understand how audiences behave in the digital age.</li> <li>Take responsibility for and demonstrate critical reflection on personal use of media.</li> </ul>
6	Staying Safe Online	<ul style="list-style-type: none"> <li>Critically review how social media and online platforms work, including algorithms, data storage, privacy features, security, information sharing, third-party data sharing.</li> </ul>



		<ul style="list-style-type: none"><li>• Recognise the main Issues of privacy and online safety presented by use of these media: how these are being managed or addressed by organisations and individuals.</li><li>• Evaluate methods to stay safe online and devise tools to help others stay safe online.</li></ul>
<b>7</b>	Reflection and Evaluation	<ul style="list-style-type: none"><li>• Share Media Literacy Toolkit</li></ul>

## Appendix 3: Evaluation Surveys

### MID-POINT SURVEY

We hope you're enjoying the Media Literacy short course. The questions below help us to make improvements to the course. We appreciate your time and value all feedback.

1. How are you enjoying the course so far?
  - Not at all
  - Slightly
  - Moderately
  - Very
  - Extremely
2. What do you think are the **most** useful or enjoyable aspects?
3. What are the **least** useful or enjoyable aspects?
4. At this point in the course, what do you want more of?
5. What do you want **less** of?
6. What do you think about the level of content?
  - It is quite advanced.
  - It complements my existing knowledge.
  - It is roughly the same level as my existing knowledge.
  - I know a lot of it already.
  - I am not learning anything new.
7. Do you have any more comments or feedback for us as we head into the second half of the course?

### END-POINT SURVEY

Dear Media Literacy for LIS Professionals Short Course Students (Intake 2, 2022). Congratulations on your journey! As we head towards the end of the course, we would like you to fill out this feedback survey and let us know what you think. This will help us improve the course in the future. We appreciate your time and value any feedback or comments.

1. What did you think about the overall level of content?
  - It is quite advanced.
  - It complements my existing knowledge.
  - It is roughly the same level as my existing knowledge.
  - I know a lot of it already.
  - I am not learning anything new.

2. How would you rate the overall value of the course?

	Strongly disagree	Somewhat disagree	Neither	Somewhat agree	Strongly agree	Don't know
It is good value for money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have learned new knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend it to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What type of content and activities did you find useful?

	Not at all useful	Not very useful	Somewhat useful	Very useful	Don't know
Short interactive videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive content (i.e., quizzes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing my own Media Literacy toolkit (i.e., creating Padlet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical examples from real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Among the six topics please rank the **topics in the order you found interesting and useful** (click on any topics and move them around in order).

Topic 1: What is 'media', and why does media literacy matter?

Topic 2: Understanding News and Media Bias

Topic 3: Truth and lies

Topic 4: The 'Attention Economy', Advertising and You

Topic 5: We Can All be Influencers or Propagandists

Topic 6: Staying safe online

5. On average, how much time per week did you spend on studying for this course?

Hours:

Minutes:

6. What is the **most** important thing you learned through this course?

7. What were the **most useful or enjoyable** aspects?

8. How would you describe the course to others?

9. Do you have any more comments or feedback for us?

## Appendix 4: Mid-point and End-point Survey Select Responses

What is the most important thing you learned through this course?

*“Ways to advocate for libraries and librarians through the context of information literacy and the need for professionals in that field.”*

*“Learning about fake news was mind blowing.”*

*“To think critically and carefully when interacting with online media!”*

What were the most useful or enjoyable aspects?

*“Using Padlet was great - a new tool and an instant ready reference. Interacting with other students on the course Padlet. Playing with all the new tools I was learning about.”*

*“self-paced, quality resources and information”*

*“Learning from real cases and valuable data and information presented from the Australian context.”*

*“Lecture videos were very helpful. The resources have been phenomenal. I enjoyed the interactive activities.”*

How would you describe the course to others?

*“An eye-opening learning experience that will change how you see the media and help you to help others navigate it safely and intelligently.”*

*“Essential for librarians to support users to understand and navigate the digital world, especially the media context.”*

*“A really informative course to help you understand what media literacy is and how to share/teach/instruct others in this area.”*

## Appendix 5: Interview Participants

INTERVIEW	GENDER	LIBRARY TYPE	ROLE	MEMBER OF ALIA
1	F	Public	Librarian	Yes
2	F	Academic	Digital Specialist	Yes
3	F	Public	Librarian	Yes
4	F	Public	Librarian	Yes
5	M	School	Librarian	Yes
6	F	Public	Customer Experience	Yes
7	F	Private	Librarian	Yes
8	F	Public	Programs Office	Yes

# Appendix 6: Padlet Discussion Example

padlet

Education Innovation + 9 + 12h

## 4.2 Is Your Life Really Yours?



Sean Parker unloads on Facebook: "Did only know what it's doing to our children's brains"

The idea of social media or screens absorbing human attention is not very new. A 2017 interview with former president of Facebook, Sean Parker, reveals that the intent of building Facebook and other tools was "How do we consume as much of your time and conscious attention as possible?" (<https://www Axios.com/2017/12/15/sean-parker-unloads-on-facebook-god-only-knows-what-it-is-doing-to-our-childrens-brains-1513306792>). This attention sponge drives users to contribute more content in order to attract more likes and comments, and Parker admits that social validation feedback loop is "exploiting a vulnerability in human psychology".

In my opinion, this kind of skepticism and awareness of motives is critical to making an informed decision about the time we spend giving that platform our attention - and being aware that we as humans are predisposed to chasing that dopamine hit. A piece of life advice I have been given is, if unsure about a decision, ask yourself "When I'm 90, what will I look back and wish I had chosen?" I bring it up to give some perspective to Wu's ideas, because it could also be applied to a decision about how much attention is given to the virtual as opposed to the physical. It probably differs for everyone, but I suspect the right balance for each person is a mixture of the two, which will depend upon how many important people in our lives are physically close, and for how many we rely on technologies to maintain the closeness.

UPDATED WITH A NEW AFTERWORD

### WHAT THE INTERNET IS DOING TO OUR BRAINS

THE SHALLOWS

BY STEVE CARR

The Shallows

I found Wu's ideas really interesting. Some of what he said reminded me of a book I read about 9 years ago called The Shallows. It's a great book about how the internet is gradually changing the way our brains work. I don't think it's happened to the degree that Carr suggests, even now, but I DO think we are on the way there, particularly now we know companies like Google are listening to what we say, and keeping tabs on what we search for. Just the other day I was talking about buying a new metal pencil sharpener in my kitchen (we have Google assistants in almost every room of the house - IT husband) and lo and behold the next day I was seeing ads for Officeworks and WINC in my Instagram feed - with links to pencils and sharpeners! Did I go to Officeworks and buy a sharpener? Yes I did! So I think the influence is there whether we like it or not - I guess the important thing is how FAR we let those things push us into decisions in our lives. I figured choosing to buy a sharpener at Officeworks wasn't a big deal. But if I was talking about, say, how I was intending to vote in the upcoming election and then I started seeing more ads for one party over the other I would likely resist that. As for news, I have stopped watching conventional TV news all together at the moment because I don't find any of them trustworthy. I look online for sources I feel I can trust, but I find myself questioning everything more than ever before. Questioning motives for

### DISTRACTION EVERYWHERE

Just came across to this funny meme, which pretty much sums up a part of my answers.)

Attention span expired! So true what Wu initially describes as going down the rabbit hole. Four hours later and I only wanted to check my email. On reflection I remember only going to the supermarket to buy milk and bread and then coming out with a trolley full of things that I didn't need. Marketing and advertising, in my view, has evolved from tempting and alluring impulse buying (which ultimately still allowed me to make the decision to purchase) to intuitive marketing. What I mean by this is the amount of marketing that is targeted to me through my thoughts or private conversations where quite often I feel WOW I was only thinking that the other day or I was talking about that with my partner yesterday. I believe at times my life is not really my own, however like others have commented, I use my own emotional intelligence to 'unplug' and engage physically for my own mental health.

### Focus and mindfulness

Wu mentioned the loss of deep focus.

I believe this is true - I have noticed that people can no longer relay or paraphrase a texted conversation, and instead resort to reading the conversation verbatim. It's just too easy to refer back to a phone, and save the trouble of recalling, interpreting and relaying.

Along with this, there is the loss of mindfulness. A loss of being in the moment, enjoying the moment, appreciating the moment. Clicking constantly to be kept up to date with everything, missing what is right in front.

I find this all quite disturbing, and must admit that I give way too much of my time and attention to promotional industries.

### Great topic

I'm really enjoying this discussion and hearing everyone's viewpoints and reactions to Tim Wu's ideas.

I was actually having a conversation with some friends yesterday, one of whom has spent her entire career in public media. We mused about how much comfort we get in tactile work (gardening, knitting, playing guitar, embroidery, painting) yet we never seem to have enough time to do those types of things. It then dawned on us that beyond being consumed by work, the rest of our time gets sucked into our phones and other digital engagement. So why do we let it manage our time for us? Oh, right, it's by design.

This class has helped me create an analogy between two things we consume - food and information - and how what we consume and how much we consume impacts our health and our lives. There's this concept that "slow food", where we grow, harvest, and prepare our own food as often as possible, is what creates the best long-term health and environmental outcomes. However, in our industrialized society we no longer have the time to invest in this process so we consume fast and cheap food that is processed for us, which has led us to consuming too much processed and packaged food devoid of nutritional density and diversity.

Information and media also used to be a slower process. It was researched, fact checked, edited, produced, and created by people who specialized in the field. Like food, it is now cheap, fast, and over-consumed. It also is created in a way that makes you crave more, and not necessarily what has the most information "nutrition". The impacts of this consumption are deteriorating global democracy and civic discourse in similar ways

### Oh indeed - to all these posts!

There are some lovely thoughtful insights in these posts. [Wu's](#) analogy of likening slow and fast food to our media consumption is perfect, and also aligns to [this](#) point about the lack of deep focus and mindfulness that is encouraged by these media conglomerates. That's the moose - keep us consuming more, giving more of that most precious resource that we all only have a limited amount of - our attention. That's why (as [notes](#)) the tech entrepreneurs who started these platforms don't let their children go near them, as we saw in 'the Social Dilemma' - if you've seen that movie? It's available on Netflix and suggested in the resources. I think this awareness is the first step in critical understanding - for us to manage these platforms for our own benefit, not to be managed by them. [Thank you](#) for the Carr reference - excellent!

Wu's description of the costs of the supposedly free internet resonated with me. First, I found it affirming that he counted "our valuable attention" as a cost. Yes, I spend so much time online, even today (Sunday), doing this course. I like to think that this time is valuable. As others have said, I long to spend time offline doing crafty and creative things, but always seem to run of time to do so. Maybe by re-framing the time as valuable, I may do less procrastinating casino-ing as below.

The second cost Wu suggested was our loss of ability to deeply focus. As he spoke, I latched to get another coffee, read and responded to Snapchat and WhatsApp messages, wondered if I should prune a rose bush I saw through the window, and of course, casino-ed onto other websites, click, click, click, to find out more about what he was actually speaking about. The good news is, I have decided to give my attention to this course, find it interesting, and trust the material (thank you). So I count today online as useful.

Finally, I am aware of the influences of marketing on me and do click on and follow things that interest me. Knowing that people are actually marketing to me even with their free offerings does not always translate to clarity in my own decisions and I do often feel swayed or distracted. So Wu's talk was a timely reminder of the idea: "My experience is what I agree to attend to".