Transcript for A News Literacy Framework – No Longer Just For Journalism Students
BCcampus FLO Friday session on January 30, 2026
Host: Helena Prins
Presenter: Justin Harrison

HELENA PRINS:
Good morning, everyone, and thank you for joining us for this FLO Friday on news literacy. This is a topic fairly new to me, so I'm really looking forward to our time with Dr. Justin Harrison. But before we start, I just want to start us off in a good way. I'm zooming in here from my home office. It's on the unceded territories of the Lekwungen which includes the Songhees and Esquimalt Nations. And since this is our first FLO Friday of the year I thought I could pronounce to everyone that my word of the year is presence. So I thought it's very fitting to read as part of my territorial acknowledgment from Richard Wagamese's book "Embers." He writes, it's on page 161 if someone has this book. "All we have are moments. So live them as though not one can be wasted. Inhabit them, fill them with the light of your best good intention. Honour them with your full presence, find the joy, the calm, the assuredness that allows the hours and the days to take care of themselves. If we can do that, we will have lived." So that's my challenge for you, perhaps for this year ahead, 2026, to be present. So I invite you to be present in the next hour as well as Justin takes us through this topic. We are recording it, and the recording, as well as the slides will be shared with you in the next two weeks or so. We will put a survey link in the chat right now in case you have to drop off early, please still fill out that form. It will really inform our planning for the next year as well. As one of the last questions I ask you about future topics. And, yeah, if you didn't fill out the media release, please don't come on camera because this recording will be shared publicly. Now, Dr. Justin Harrison, he is an academic librarian from University of Victoria, and I'm going to hand this session over to him now. Welcome, Justin.

JUSTIN HARRISON:
Thanks so much. Helena. Great to be here. I'm not a doctor. I am a PhD candidate. I can go that far. I don't know if that I'm called doc or halfway there. I don't know. But yeah, but thank you for the introduction and thanks to all of you for being here. It's great to be here on this, at least where I am, quite wet day. But this is a topic that is of interest to me and I think to a lot of people, and there are a number of reasons for that, of course, and many of them will be familiar to you. Given, excuse me, our fragmented and our fast-paced information landscape, the ability to recognize reliable news sources, and to understand why they're trustworthy is more critical than ever. I think for all of us, whether it's citizens, teachers or students, it's my contention that we have fallen into a trap of focusing on key skills like finding information and assessing what we found. And using search tools and other media tools effectively. These are all wonderful skills, of course. But I think we require now more than those skills now. I think we need to be actively mindful of where we're getting our news and information broadly. As we're bombarded with content from a variety of so-called information neighbourhoods, whether it's from a podcast, an influencer, a newspaper, and they often sit alongside one another. So the sheer volume of content often makes it difficult to distinguish fact from fiction, and new platform technologies enable, of course, the creation and viral spread of information, sometimes merely appearing authoritative. So in the context of social media algorithms and human bias, reinforcing echo chambers, making it easier to consume only the information that aligns with our existing beliefs, it's just that much easier. So I feel that this fragmented media landscape really almost menaces the health of our democratic and social fabric, I would argue. So I really come to this with sort of tying news literacy to

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democratic health and civic literacy or civic health. So it's more broad or deeper than just a skill set as great as those skills might be. So again, I really appreciate your time here today, and I feel we as educators can play an influential role in talking to students or in our own groups about news literacy as a thing as a distinct thing, as a skill set and set of habits, as well as affirming a healthy news ecosystem being an essential value in democracy. So there are many goals of news literacy, but key amongst them, in my view, are to develop our critical thinking skills to become an informed citizen in a healthy democracy to protect against misinformation, disinformation, and fake news and in some ways even to manage information overload. So it's why I talk about news literacy, a news literacy framework, and I'll get to that later in the presentation. But it's not just for journalists anymore, that really this is something that we all need to be mindful of. I suspect each of us here today is mindful of it, but each in our own ways. Hopefully this session will provide some things for us all to think about going forward.

So the agenda slide is pretty spartan. This is, I will be talking a bit more about why news literacy now as opposed to sometime in the past. Talk about how we've gotten to news literacy as a distinct field of study and then talk about the News Literacy Framework, the 5 Cs News Literacy Framework. I do have a few moments of a poll and sort of a moment of chat feedback, certainly for all of you. But if you have any questions along the way, I guess just put it in the chat or raise your hand and I'll address them as best I can. Okay, thanks.

By the end of this session, I'm hoping that we will be able to define and explain the concept of news literacy and its importance in our current media landscape. We'll be capable of linking news literacy and democracy, seeing those two as intertwined in some ways, and we'll be able to learn some strategies to curate a balanced news diet.

And just a bit more about me, where I'm coming from as a librarian here. I've been an academic librarian for 22 years working at universities in the areas of information literacy, research consultation, and collection development. But teaching information literacy has really been my main area of experience and expertise. And I've always felt the need to expand this information literacy work with students and researchers beyond simply, which is often the case in my profession, sort of finding sources. Can you use the right tool to find the sources? What are the tips to get the best search results, and evaluating the sources in the academy is often related to, well, do these peer-reviewed articles match your research questions? It's contained in that way. You're already dealing with reliable information and the evaluation of the information is, again, that matching my needs as a researcher. But I've always sort of felt that I needed to expand that beyond to thinking critically about our information sources. So I've been concerned with this information landscape for quite some time, and I see many of these direct linkages between information literacy and the related branch of literacy now known as news literacy. So I am increasingly aware of this polarized world, which is affecting our information landscape. And this word "polarized," while not wrong, I'm a little reluctant to use the term, even though I do, because it's a convenient shorthand in discussing our current age. But it also suggests two similar and equal camps, and I feel that a lot of the so-called polarization is a result of living in two distinct information zones with one being much more fact-based than the other. So sort of just different, equal, but just different. And I don't know that that's quite the case, and that might be most obvious south of the border now. But I do worry about this sort of post-truth world where emotions matter more in shaping public opinion than facts do, where sort of defactualization is used to create alternate world views. We're calling facts into question. Results in public anxiety and distrust in institutions. So just for me, as an educational and information professional, I feel surfing this notion then of news literacy is one way at least to emphasize the need to think critically about our news and information broadly and also to signal its social value as a

key literacy to teach and learn and hopefully rebuild some trust and expecting to know what's true or not. And lastly, here, just as like everyone here, I find myself in the thick of grappling with this evolution of GenAI tools. What they may mean for us as researchers and students, but also within our broader social context of the unregulated social media landscape, potentially leading us. This is my big concern and Helena and I were discussing this beforehand, potentially leading us to not even expecting to know what's authentic or not, which is very troubling to me and I'm sure really all of us. So applying this critical eye to our news consumption generally might be one way to remain skeptical about AI outputs. So that's a bit about where I'm coming from. And if I can move this forward here, just a sec.

Okay. So sorry for this. I'm sort of doing a plan B management here of two screens. So some challenges, the key challenges for us, I think as we seek a healthy news diet, they're really brought on, I think, by the digital world, of course, in large part. And there's a sense of information overload. Just the sheer volume of data makes it difficult to process information effectively. So it's not a question of we don't have enough information, we have too much, and then what do we do with that variety and amount of it. And this proliferation then allows for misinformation, deep fakes, you know, I suspect, somewhat confidently, we're going to see a lot more of these deepfakes in our lives and opinions. So this proliferation of opinion, too, makes it challenging to discern genuine verified knowledge that we might see through journalistic practices with sort of misleading content or motivated from a different place. So that crisis of authenticity, it takes time, of course, to engage with something that has been thought out and verified and is deeper in its content. And again, relatedly, the conflict between speed and accuracy, and just this nature, the fast-paced nature of our digital information. We can just create things so quickly. It's easier to do that than to take the time with careful verification. We spread it with the press of a button so quickly. We've made it so quickly, the content, we've spread it so quickly, and we spread it to so many people so quickly. So that tension there between speed and accuracy is just a constant challenge for us, even being mindful of being responsible with our information and our news, consumption and sharing. It's so easy. The tools we have access to just are designed, of course, for ease and speed. And this whole algorithm notion, supporting our biases. Just creating echo chambers by feeding us content that aligns with our existing beliefs and just then of course, reinforcing these biases in terms of, sure, social views or ideologies or political views. But even you've probably had that experience. I watch one yoga video on YouTube and never mind the next time I log onto YouTube, even scrolling then after that on my videos, it's yoga videos everywhere. It's just amazing how that algorithmic influence shows itself. There's a question here from Sarah, Would political pressure fall under a crisis of authenticity? Yes, absolutely. When I think of misleading content, I think, what are the motivations behind that content? That's part of being news literate and we'll get to it in more detail. But yeah, certainly questioning the context of the creation of the information is key, and again, I'll get to this more, but political pressures will certainly be one of them. So thanks for your question, Sarah. It's a great thought.

Okay. Why news literacy now? And some of it might be self-evident. But just in terms, if I can just start with a few thoughts about news itself, journalistically, sort of presented and created news. These are quotes from Seth Ashley, who's someone I cite later in this presentation as well, and just a few things that he was saying about news. "The news we consume and share is central to shaping our perceptions of the world and our place in it. News is not the actual events of daily life, but rather a representation of those events and as such, socially constructed and merely a selection of what happens every day." So news plays a major role in determining how we perceive ourselves and each other, how we communicate, and how we focus our limited attention. So in the context of that, if news is how we communicate with each other, how we make sense of the world around us, and these are constructs

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that are meant to represent a kind of reality, you know, our news consumption then becomes really crucial to look at. And we've seen in Canada quite a dramatic evolution in our news consumption. For instance, while we're not in Canada necessarily consuming less information overall due to the proliferation of digital content, we are consuming less traditional news: news from newspapers or TV, resulting in, of course, a more fragmented digital first and sometimes less local news environment. In this way, the news consumption landscape is changing. Also, younger audiences, Gen Z, millennials are increasingly bypassing traditional outlets, relying on social media for news, and increasingly TikTok and podcasts for news. While boomers, 65 and older, on the other hand, remain more loyal to the traditional media with 66% still relying on television as the primary news source. We're seeing this generational shift in how we consume our news in this country, between young and old. There's also this interesting trend, and it's not just in Canada. I've seen it discussed elsewhere, news avoidance. This trend of news fatigue is appearing where people actively avoid news due to the negative tone or feeling overwhelmed by it all, and I can certainly relate to that when I look at the news these days. That's an interesting challenge for us as well that people actively don't want to know what's going on. So in these, there are clear indications that traditional and so-called mainstream news outlets are losing the confidence and trust of people, and one of the main benefits and goals really of news literacy education is for learners to become skeptical of the information they consume. So that's great. But skeptical rather than merely becoming so cynical about it all that they disbelieve it or tune it all out. So in this era defined by fake news or post truth or political polarization, just being aware of our news consumption is so important and why I contextualize it so much within this larger umbrella of democratic health and apply it to our responsibilities as sort of reaching our potential as functioning adults. And I'm hoping by learning how to think critically about what we read and share, we can help create a culture that values evidence-based knowledge, rational thinking, and a society that's inclusive and tolerant. It's one of the main reasons why I think teaching and learning the values of the press's role in our society is so crucial. We learn about a free press, we can see it as a necessary element in a healthy society. The more likely we are to value its function in our society.

Okay. So this is we'll have a poll here and I'll just read out the question just to get a sense and there's no wrong answers here, but I just want to get a sense of where we're coming from here. I've offered sort of four quick definitions or notions of news literacy, and just wondering your thoughts on it. Again, none of them are wrong, but what do you think when you hear these words "news literacy"? Do any of these four resonate with you most? Being able to identify credible versus non-credible news sources or understanding how and why news is produced, or knowing how to fact check information on your own, or engaging with diverse perspectives and avoiding echo chambers. If you could just I'd be very curious to hear what you think about that. I see the responses coming in. That's great.

Sylvia says, There needs to be an all of the above choice in the poll. Yes, I hear that. Yeah. Okay. Well, maybe I'll end the poll just because I think we're stalled here at 20. Going to check the chat here or multiple choices, saysSarah. Yes. I agree. I'll just read the results out for the video later if anyone can't see them. But over half, 55% of you identified as the best match to your approach to news literacy, is the first one being able to identify credible against non-credible news sources is crucial. That gets right to the heart of the matter, doesn't it? Is this credible or is it not recognizing to use that language again, different information neighbourhoods that I'm looking at here. One is a credible journalistic or information output and one is not. Second, most selected is knowing how to fact check information on my own. So 30%. So speaking to the skill or ability of knowing how do I fact check this? If I want to, how do I go about, you know, lateral reading or finding some other sources that confirm what I'm reading is accurate. And 10% of you chose understanding how and why news is produced. So that larger context of

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what is producing news, and that's great because that is a larger part of it. It might be more at the meta level, but is also important to understand what is impelling what's motivating the creation of this news. What are the factors that might influence it, constrain it, and so on. And lastly, one of you chose engaging with diverse perspectives and avoiding echo chambers. Yeah, and that's interesting. Maybe it was just, you know, all of the above, but that was sort of the fourth one or echo chambers isn't really associated with news literacy per se. So that's all great. Thanks. Thank you for sharing all of that. That's great. So, with that in mind, we'll move on then to the next slide.

Just very briefly, just taking a time check here. I just want to distinguish journalism and news because sometimes they get sort of mashed up together, but they're not necessarily the same thing. So journalism and news, journalism involves. We're talking about a specific set of professional practices for gathering, synthesizing information. It has the objective of providing a representation of reality for the benefit of the public. And it relies on verification of sources independent, so more or less without pressures in what it produces and accountability. There's usually a byline, there's an author, they're accountable. News, the notion of news is more broad. Excuse me. It's distinguished usually by being timely information in the public interest. Social media, of course, is a forced extension of what is considered news. Stories on Instagram, posts, comments, claims about public affairs might be considered news. Increasingly in the academic literature, there's a growing emphasis on audience definition of news, which I think is quite interesting for us to understand, especially as I've got this shorthand. News is my feed, you know, to sort of understand a bit how many people engage with the news. So in this process, the journalistic norms of producing news are being deemphasized as we all are in some ways becoming citizen journalists, if you want to put it that way. So that's just a distinction between the two.

Okay, so news literacy, then. Excuse me. Where does it come from? We've long, how did we get to news literacy? We've long had this media literacy concept for a while. I've mentioned a few key authors around media literacy up there. It's talked about as a set of skills, wonderful skills, how to access media, how to evaluate it, analyze it, create it. It's really thought of as this broad set of useful skills, often relating to knowing how to use software or creating products with these tools, software or otherwise, while also evaluating and analyzing media content. So it's very broad and wide ranging. But in the middle bullet there, I have a quote by Forsman from just a handful of years ago, who says this lacks this sort of focus on these skills as above, "lacks a privileging of context such as those systems relating to the technological or economic or political." Now with this notion of context, we need to talk about the context of what's happening with these media and their content. We're getting closer to, I think, the impulses behind news literacy. So in a time of quick and sharable media, we also require this understanding of how ecologies affect and facilitate our experiences, our reflections, our own awareness, our behaviour. So there's this notion of ourselves as a subject with agency, thinking about how our experiences, et cetera, is affected by the ecologies and products of the news and related media. Yeah, especially given how fast we can create and share media ourselves.

And just sort of building on that, briefly, we can sort of see, I try to trace a bit of a genealogy of the term news literacy. Media literacy in looking at the published literature really in the 1970s is where we start to see it show up in at least the academic literature. You know, we recognize that our world is saturated in media, so to be literate in this world is a key important thing. But we're grappling with, you know, as it gets maybe more fragmented or looking for niche literacies that explain specific or can address specific needs, we see the need to be literate around our very roles in society, increasingly around civic literacy or notions of adaptability to a dynamic changing world or higher cognitive approaches. So we see things

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like new literacies, multi literacy, trans literacy, meta literacy, dynamic literacy, civic literacy. We can see we're grappling with maybe media literacy isn't the right terminology for us to address the needs that we find in front of us. And, roughly around 10, 15 years ago, we started to see news media literacy hiving off from this notion of we've got media literacy. But in that fourth bullet, I mentioned a few authors. These are journalism scholars, it's coming out of that discipline. They're recognizing, there's media literacy, but we're not talking about evaluating films or, you know, how to use PowerPoint properly, we want to think about news literacy. So we're taking the media literacy concepts and applying them, you know, to this context of news-specific processes. And in 2016, then news is shortened to news literacy. It becomes this distinct sort of area of research. And over the coming, the following years, it's seen by some of these same people with the best of intentions recognizing it's a bit bloated. We're talking about news literacy, but really what does that mean now? So it leads to some recent sort of definitions and frameworks. So I want to get now into some of these definitions. I'm sort of, I hope it's okay to not simply say, this is the definition. I'm kind of inviting you to sort of see the evolution, the malleability of this definition and a few people come with different elements into it. But I'll just talk through a few of them here. One literacy, in fact, I didn't mention much, at least in the evolution of news literacy, that's dear to my librarian heart, is information literacy. And here I've got side by side, on the left, a digital literacy definition from B.C. Digital Literacy Framework, which I think is this wonderful definition and on the right, a definition of news literacy, and I've bolded many sort of keywords both to either draw attention to them, but also to sort of demonstrate the similarities between them.

HELENA:
Sorry to interrupt, Justin, but we don't see the slide that you are observing. We're still on the evolution slide. There you go.

JUSTIN:
Thank you so much. Thank you. Right. So on the left, B.C. Digital Literacy Framework, it's talking about digital literacy, and it privileges this idea of critical thinking right off the bat. It's not talking so much about specific skill sets, but rather this broad notion that we have to be thinking critically about, understanding online information and how it's produced, prioritized, and presented. So there could be a lot that falls under that, you know, whether, what is the environment that's producing, the information that we come across? What is the newspaper's sort of political stance? What is the influencers, culture that is producing this content prioritized and presented could speak to the algorithms or our search results. How are they being demonstrated to us? And they also speak of this definition of digital literacy mentions that a digital person can provide that information, can provide different perspectives online and ways of knowing that that is part of the world, that there are a lot of different ways of knowing out there. These don't have to act as sources of conflict, necessarily. We understand that we're different in this world. And where there are biases, both in the content to be able to recognize that, but I like this also in the technology itself. So we recognize there's inherent biases in the technological platforms say that we might be consuming our information from. A lot of great stuff there, and the news literate definition on the right by Eisenstock just a few years ago, I like as well. It builds on a lot of the similar concerns. The first one, "a news literate person is aware of their own news habits." We're aware consciously of our habits. Where we are getting our news, and so it's not a mindless or passive experience. We're familiar with the way news is produced, distributed and consumed, much like the digital fluency definition. We're able to judge the credibility, reliability, relevance of news and information and distinguishing between fact and opinion, which I think is so crucial now broadly, both just in a newspaper to recognize this is a news analysis piece, and this is a columnists piece, just to

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distinguish between those kind of things, but also, of course, online, what is opinion and what is based on some facts. And the last point just to highlight from that is the news literacy definition explicitly adds a component of being associated with a functioning democracy. So in the last sort of sentence, the last clause there and "understand and protect the vital role the First Amendment and a free press play in a democracy." So a reference to the First Amendment clearly is American, but I mean, the main point I would totally agree with is that the news literate person understands and protects the vital role there that the free press plays in a democracy." Again, seeing that is a key aspect of news literacy.

And just a few other considerations and a few other definitions of news literacy. So once again, Seth Ashley, a journalist journalism professor, speaks of the critical evaluation of content as well as understanding the context of where the information is produced and consumed. A year later, Vagra et al. add that being news literate is distinct from specific outcomes such as fact checking or identifying misinformation. So really thinking of news literacy as a set of behaviours rather than looking at the outcomes like fact checking. Tully et al. in 2022, this is a definition thatI really like. Their definition is knowledge of the personal and social processes by which news is produced, distributed, and consumed and involves skills that allow users some control over these processes. There's a lot there, but there are a lot of conversations that could be had under that rubric. So they add this notion of distribution to Ashley's definition. And they also include social to affirm the social media landscape of so much news. Again, it also privileges agency in our relationship with the news. Lastly, I like the notion of navigation. Bengtsson and Johansson from just over a year ago, speak also this notion of navigating the landscape just provides a way of thinking about media practices in the cross platform or high choice media landscape. So it's more than just one place that we're getting our news and information from. And so we need to navigate that effectively.

Okay, with all of that said, then we come to this framework of news literacy, the Five Cs. This is from the work and the references there on the slide, Tully and colleagues from 2022, and they have a work called defining and conceptualizing news literacy. It's a framework serving to measure or assess knowledge and skills across five domains, the 5 Cs, toward developing and assessing our agency and control in our relationship and consumption of news. So each of these five domains has an associated sort of set of knowledge and skills. And I'll read through this. I'll spend a bit of time here. I know that it's sort of text heavy. But for the teachers here, some of these might be, you know, as more sort of high-level, meta level. They might be more aspirational, given the sort of scaffolding that may be needed. But these are the five categories of the framework, but each is able to suggest ways to, I think, discuss the knowledge and the skills of news literacy. So I think are handy ways to sort of have five distinct areas where we can focus on. So, just read them out and mention a skill or two that I think relates to each one. So the 5 Cs, so their context, creation, content, circulation, and consumption. So the context is the social, legal, and economic environment in which news is produced. And for news, we can also, I think, insert information broadly in our world, including organizational context in which journalists and other creators work, the broader societal structures, constraining content producers and the economic forces that shape these practices. So this includes a particular focus on influences or pressures from outside institutions, organizations, social systems, like advertisers or ownership or target audiences to consider who can produce news and where we can apply this again, to content creators more generally. Skills here would relate to how well an individual interprets and understands these influences, so we can talk about what are the influences in the creation or the context around the creation of information. The creation itself is the process in which journalists and other actors engage in conceiving and reporting and creating news. What are the processes that are engaged with the creation of news and information? What attitudes, conceptions of their own roles, demographic backgrounds do the creators have? And a key skill here,

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would be able to identify dominant attitudes or perspectives motivating content creators, especially on social media platforms. So what is the attitude that the creator is coming to that work with? Content itself, the qualitative characteristics of a news story or piece of news that distinguishes it from other types of media content. What kind of media content is this? Is it news? Is it a self-promotional video? Is it advertisements? How is news different from other types of information? And does the source include sources and evidence itself? Here we're really looking at the content. A key skill would to be able to distinguish news from opinion or between assertion and verification or being able to classify sources by the type of information they provide. Circulation, we see the process through which news is distributed and spread among potential audiences. How has a meme landed in my TikTok feed, thinking about how that has circulated into my own news or information consumption. This includes both human and computer agents operating in a social system, and more audiences get news on sites that rely on algorithmic decision making now. A key skill would be being able to customize social media settings or assessing the outcome of personalization and searches or algorithms to understand that we can influence the content we see. I see Pablo has put in the chat a link. Personally, I'm not going to open it right now. I'll look at it after or but thank you, Pablo, and I certainly invite the others here to take a look at that. Just to wrap up with this slide and then I'll start moving on past this framework, but I did want to offer this framework, but I am mindful of the time here. Consumption as being the last one, of course, that's our part in all of this, the personal factors that contribute to news exposure. We're exposing ourselves now to information. What are those factors that contribute to news exposure, attention, and evaluation and recognition of the effects of such consumption. We're thinking about how it's affecting us, what we're seeing, what we're reading. Exposure and attention to news are the first steps in news consumption with evaluation or making sense of the news as a next step. First, we want to think about what we're being exposed to. So this domain of the 5 Cs really focuses on the individual choices in selection and interpretation we make. Evaluating our own biases and how they affect our news diet is key here.

Okay. So here's just another opportunity I'd like to ask you, maybe to put in the chat. How you might think of using or teaching news literacy in your own work or your own lives, given some of the things that I've said and maybe some of your own responses to that poll earlier. And if you don't have anything to say, that is fine, but I do want to give you all an opportunity to chime in with something if you want. Okay. I don't see any now, so... Here's one. Sorry, I need to be more patient. Sarah says, I teach an environmental biology course and encourage students to evaluate the various claims about the reasons behind global warming given the evidence provided. That's great. I really like how you are tying it to evaluating the claims with the evidence provided as a key aspect of journalistic processes, definitely, that verification and it's not just an assertion, is there evidence behind it? That sounds like a great discussion to have. The CRAAP test is a well-known, handy test. Credibility, reliability, authority. I'm trying to remember. Sometimes there's another A in there, I think, authorship, perhaps, P, I can't think of the P right now. I'm sorry, I've forgotten it.

Holly says, I think it's a challenge because the students don't necessarily understand what media is. Isn't that an interesting idea? Media is everywhere. What isn't media now? You could even ask yourself. That is a wonderful conversation to have, and I can see how jumping from that sort of confusion or lack of being familiar with what media is to then talking about specifically news media might be a bit of a jump. So that might be a bit of a scaffolding moment. But I think that you've articulated the question really interestingly there.

Suzanne says, I would teach the 5 Cs for first year students and revisit throughout the semester. That's great. Yeah. It is definitely something. It's deep learning, especially as we talk about contexts, our own responses to things. There's a lot there that could be drawn out that would require probably a lot of time. Okay, lots of comments coming in here. It's great.

Liz says I did a short library session where we looked at an article from the "Wall Street Journal" and discussed its use and relevancy, et cetera, and then we explored the owner of the newspaper, Bezos. Consider how that might impact the content and our understanding of its content as well. Yeah, wonderful. Liz. I love that. That's speaking to the context, the pressures. Where is this? Oh, it's a newspaper, the Wall Street Journal Well, what are the ideological constraints behind what's showing up in this newspaper? Again, when I think of our polarized world. That is, key.

Lynette where and when to use triangulation, right? By that, do you mean Lynette, sort of lateral reading. How else can we, what is a moment where we can confirm or double check something to get reliability. I get the thumbs up from Lynette. Thank you.

Linda, currency, relevancy, authority accuracy, purpose. That was the CRAAP. Okay. Thank you. Yeah, that was the CRAAP test. Wonderful. Cuts right to the, right to the chase. I think that's a wonderful framework.

And Alexis encouraging students to slow down and ask critical questions of the information they're encountering and of themselves as they engage with it. Excellent. Yeah. That's all perfectly aligned with the 5 Cs. And the purpose. Yeah, really looking at the purpose. That's a key thing. If you wanted to get at the heart of any media content or product, what is the purpose? What is the intent? Who's the audience? What are they trying to achieve with this? That goes a long way to getting us into the nature of that news or information.

Ally says, I used to do an exercise with a news story from a few sources and ask them which voices were missing and why did they think that was? It made them really dig into it. I love what's missing here. By simply asking that question alerts you to certain things were included, certain things weren't was something included? Why wasn't could speak to, again, the context, the creator, and so on. Awesome. Fantastic. Thank you for all of those. I see that I only have about five more minutes, so I'm going to move on from that, but those are great suggestions, and I think I could take a news literacy workshop from any of you. And there's more here. I'm just going to not read them right now. Sorry, no disrespect, but in the interest of time, I think I just have to move on here because I have a few more slides.

These are some suggestions that I also came up with and one would be to discuss news and information in the context of emotions. This relates to our own consumption of this information, evaluating our own reactions. I know one of you at least specifically referenced that. How does this information make us feel as we're experiencing it? Again, I'm on this sort of media citizen kind of world, but focus on developing an emerging media citizen as part of an overall education, reinforcing linkages between the news literacy to civic awareness in our educational spaces and discussing this relationship between the press and democracy. Continue to surface linkages between AI and journalistic processes, I haven't really talked about AI, but again, this could be a discussion within the context domain of technological biases of our news and information, looking at how platforms or AI tools generate news and why they might be used by news platforms because they are definitely as news platforms are increasingly trying to, in their take on it all, make news more interactive, you might be able to chat with news articles or

say to your phone, tell me the news I need to know today and you'll have it spoken back to you. These tools are showing up in our news outlets. And just a few more activities. Again, that surfaces or across these five domains. So it could be annotating news or media content to assess how claims are supported or verified in news versus opinion journalism versus other kinds of sources, entertainment, advertising, promotion, raw data and from the chat, many of you did exactly these kinds of things. Is the content independent from special interest? Is it accountable for its reliability? Has it been verified with sources? And yeah, talking about the algorithms, increasingly, how viewing a video on TikTok or YouTube alters this content and then how can you alter it to your advantage? And just continuing to think of news as being defined by the audience too. News, the news is my feed, and that sort of helps at least me get into how okay, maybe I don't want to introduce a class to a print newspaper. Maybe I need to take different angles into this because what they see is what's news and what they value. And when I say they, I guess I'm generalizing to a younger audience. I mentioned this, actually, this slide, some current AI induced realities, news increasingly newspapers, these very large platforms, "LA Times" is a huge one. They want news to be a conversation, a discussion, a real time dialogue, so it's more interactive, but my concern is really, I guess, that last bullet that there's a complete absence of on our part, then, of this risk, at least not actively selecting our news sources as if they're all the same. The various media are all the same. So all we need to do is ask our phone by an AI agent of sorts to say, Tell me the news I need to know. I don't have to worry about where it's coming from and, you know, the contexts of the creation of all of that. So this idea of GenAI as a personalized news agent, I think is a concern I have.

Okay. Then just to wrap up with a little visual that I came up with that sort of speaks to my sort tying it all together, this sort of circular motion, news literacy, being a thing taught and shared in educational spaces will then lead to a news literate citizenry who in turn will participate effectively in civic and democratic processes, and as such, we value news literacy being in education. You can sort of see this sort of mix of concerns there.

My next slide then is, if there are questions or discussions, I see that we only have 3 minutes. I'm happy to take any questions or just hear your thoughts. It doesn't have to be me responding to it. And I'll just mention for yourselves and also on video here that I also have a few pages of references for those interested.

I have a guide, a research guide that I have built and will be continuing to build and add on to at the UVic library about news literacy. And with that, I will say, thanks for your time and if there's a question or two or comment or thought, I'm happy for others to share.