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The Impact of Media Literacy Professional Development on Teacher Self-Efficacy and Media Project Implementation

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The Impact of Media Literacy Professional Development on Teacher Self-Efficacy and Media Project Implementation

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Master of Arts in Teaching Leadership

By

Rachel Roberson

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This action research project, written under the direction of the candidate's master's project advisory committee and approved by members of the committee, has been presented to and accepted by the faculty of the Kalmanovitz School of Education, in partial fulfillment of the requirements for the Master of Arts in Teaching Leadership degree.

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Abstract

The Impact of Media Literacy Professional Development on Teacher Self-Efficacy and Media Project Implementation

By

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Masters of Arts in Teaching Leadership

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Media literacy education helps students make sense of the ever-evolving digital landscape. Media creation is a key part of media literacy, encouraging creation as well as consumption of media. The goal of this research project was to examine whether or not six online professional development workshops designed to improve teachers' media-making skills had an impact on teacher self-efficacy with media production, as well as their subsequent willingness to incorporate student media-making projects into their curriculum. Teachers in a K-6 district who attended at least one media literacy workshop showed a statistically significant difference in self-efficacy compared to teachers in the same district who did not attend a workshop. Furthermore, 71% of teachers who attended at least one media literacy workshop implemented a media project with students during the 2022-23 school year. Even a small amount of media literacy professional development can have an impact on teacher self-efficacy and classroom instruction.

Dedication

This project is dedicated to my wife Allison Cain, who has been an incredible cheerleader throughout this process. I would also like to honor the memory of my mother Whitney Wherrett Roberson, who spent her life serving in formal and informal education spaces and inspired countless young people including me.

Acknowledgements

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Table of Contents

Page

List of Figures

Figure

List of Tables

Table

Chapter I

Introduction

Before the internet age, mass media comprised printed publications like books, newspapers and magazines, and the analog signals of radio and television broadcasts along a well-defined and limited spectrum of channels. Editorial, academic and other gatekeepers controlled access to all media. Today, mass media includes a vast digital space alongside the fast-fading world of print and analog broadcasts. Digital text, image, audio or video is accessible to anyone with an internet-connected device. Likewise, anyone with such a device can now publish digitized content anytime.

In this current information landscape, media literacy has never been more important. Americans spend an ever-increasing amount of time online, and young people are among the most connected. In 2022, 95% of American teenagers had a smartphone, and a significant majority were connected to one of three social media platforms: YouTube (95%), TikTok (67%) and Instagram (62%) (Pew Research, 2022). In addition to using social media as their primary information source, teens also use these platforms to communicate with each other and the wider world, sharing their interests, hobbies, opinions and social lives, and connecting with their favorite brands, celebrities, and hashtags. In fact, 42% of teens report being online "almost constantly" (Pew Research, 2022, p. 202). Educators, schools and districts are hardly unaware of this reality. Digital citizenship lessons, anti-cyberbullying initiatives, protective firewalls to keep out inappropriate content, and the use of learning management systems are now a regular feature of public school education. But while better access to devices make "flipped" classrooms, which blend digital learning with in-person instruction, more common (Van Alten et al., 2019), teachers report being unprepared to teach media literacy topics, including asking students to communicate

using media in core subject areas (Culver & Redmond, 2019). In fact, many educators are still talking about the need to adopt "21st century skills" almost a quarter of the way through the 21st century.

Furthermore, media literacy education has implications beyond the classroom. Recent events, such as the misinformation surrounding the outcome of 2020 presidential election and the Covid-19 pandemic, have shown the power and impact of media messages to sow discontent and cast doubt on aspects of American life that were previously viewed as non-partisan, such as state election commissions and the Centers for Disease Control and Prevention. Media literacy education is important for students as they navigate the digital world, but can also serve as a way to strengthen democratic institutions and processes vital to the health of the nation.

In response, a growing group of states are beginning to meet this challenge. As of 2023, 18 states had some sort of media or digital literacy requirement or offered resources for media literacy instruction. Of these 18, only four states, Delaware, New Jersey, Florida and Ohio, are in the process of establishing new media literacy standards to be included across all grade levels. Other states are incorporating media literacy in other ways, including making resources available to educators, listing media literacy electives as one of several options to fulfill a graduation requirement, or requiring media literacy instruction in a limited number of grade levels. Yet a closer look at these initiatives shows that almost all instructional attention is focused on a student's ability to *analyze and evaluate* media for accuracy, credibility or intended audience (Media Literacy Now, 2023). However, media literacy, as defined by the National Association of Media Literacy Educators, includes the ability to *create* media. After all, no one would say a child was literate if they could read but not write. It follows, then, that a student is media literate if they can analyze and evaluate media–*and* also produce it. Just as the skills of reading and

writing weave together to mutually support literacy learning (Ruddell, 1997), media analysis, evaluation and creation likewise complement each other. When students have the opportunity to become both intelligent consumers *and* skilled creators of media, they are better equipped to communicate their learning, analyze other creators more intentionally, and are less likely to be taken in by the slick trickery of misinformation (Hobbs, 2017).

There seems to be little doubt that educators need support to integrate all aspects of media literacy into core subjects, such as English/language arts, science and social studies. Yet, as mentioned previously, state departments of education have yet to meet this need to address the analysis and evaluation elements of media literacy instruction, to say nothing of media creation as a key part of building media literacy skills. Furthermore, changing established teaching practices is difficult and uncomfortable for novice and experienced teachers alike (Tschannen-Moran et al., 1998). Deciding to do a video or podcast project instead of a long-used, familiar research report or essay certainly qualifies as a new practice. Increasing both teacher skill *and* confidence in media literacy instruction is vital to building students' media literacy skills.

Statement of the Problem

I am a media literacy educator based in a large public media station who works primarily with teachers to integrate all aspects of media literacy into core academic subjects. A particular focus of this work seeks to increase teacher self-efficacy through professional development workshops that focus on building media-making skills and authentically integrating media projects into core subject areas. I have found that it is difficult to measure the impact of these media production workshops on instruction in classrooms. Following a workshop, I have tried surveying teachers about how likely they are to implement a media project or strategy featured in the workshop, but this only captures anticipated behavior not actual implementation. I have also

tried to gauge confidence or comfort-level with the media production technique with informal polls and check-in questions during the workshops. This paints an incomplete picture, and it is hard to gauge how ready teachers feel to apply a media production technique with students.

During the 2022-23 school year, my employer, the public media station's education department, entered into a partnership with Lion Unified School District, a K-6 district with about 344 certified teachers in an agricultural community in central California. Lion Unified serves a high-needs population of students. About 85% of students qualify for free or reduced meals, though now all students in California receive free meals at school. About 90% of students are Latinx, 75% are English learners, and 10% come from migrant worker families. Hearing from teachers that they are eager to use media as a way of better serving their students through media creation, the district education technology director encouraged Lion Unified teachers to attend the public media station's media literacy virtual workshops. In a district of about 300 teachers, about 70 teachers, attended one or more media production workshops between October and April 2023. Because so many Lion Unified teachers attended these media-making workshops, I was interested in examining the impact of the media-making workshops on teacher self-efficacy around media literacy instruction and whether or not this had an effect on teachers implementing a media project with students during the 2022-23 school year.

Purpose of the Research

The purpose of this research was to examine whether or not online professional development workshops designed to improve teachers' media-making skills had an impact on teacher self-efficacy with media literacy instruction, as well as their subsequent willingness to incorporate student media-making projects into their curriculum. Teacher efficacy is generally defined as "teacher beliefs about their own capacity as teachers" (Tschannen-Moran et al., 1998)

Because research has shown that increased teacher self-efficacy may contribute to improved student outcomes (Bates & Bray-Clark, 2003), I hoped that increasing teacher self-efficacy in media literacy would increase the likelihood that they incorporated media literacy instruction and media-making projects into their classes. Additionally, the information collected in this research study may facilitate the design of more appropriate, engaging and aligned professional development around media literacy instruction and media project implementation. This may lead to improved experiences and outcomes for students across content areas, including students who are not well served or successful using traditional literacy methods, such as written essays and reports. (McNelly & Harvey, 2021)

Action Research Questions

For this research, I developed a two-part survey intended to measure the effect of attending a media workshop on a Lion Unified teacher's self-efficacy to implement a media project. I also investigated whether or not attending a workshop had any effect on a teacher's decision to implement a media project with students during the 2022-23 school year. The research questions that guide this study are, 1) *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* and 2) *What effect did attending media workshops have on the implementation of media projects by participating teachers?* My hypothesis was that teachers who attended media workshops would show an increased sense of self-efficacy around media project implementation and that this would then contribute to their decision to implement a media project with students.

Limitations

When designing the methods section of this study, I became aware of a few limitations. My decision to examine the impact of media literacy workshops came too late in the school year

to do a pre-survey that would have measured a baseline of teachers' sense of self efficacy concerning media literacy instruction and the media projects they had already planned to implement before participating in any media literacy professional development. The pre- and post-survey model is considered a best practice in conducting impact surveys, thus the findings of this study may be limited by this lack.

Another limitation of this study is that Lion Unified is a K-6 district. My colleagues and I design some media literacy workshops to serve a K-12 educator audience. Others are designed for a grades 6-12 audience, though elementary teachers are not barred from attending these workshops. Among the workshops Lion Unified teachers attended were several workshops designed for 6-12 educators. This may have affected the transferability of the material to K-6 classrooms. Along the same lines, any results regarding the impact of media literacy workshops on teacher self-efficacy and media project implementation may not be generalizable to a K-12 setting.

Lastly, another limitation is that, while teachers at Lion Unified were not mandated to attend any media literacy workshops, they were paid by the district for their time if they chose to attend. There is no way to know if teachers who opted into media literacy workshops already had a strong interest in media literacy or a high level of experience with media literacy instruction. Likewise, there is no way of knowing if teachers attended in order to be compensated with no interest at all in the material

Assumptions

Several assumptions were made in this impact study but were not tested. One assumption was that teachers would answer the survey accurately and truthfully. It was also assumed that media literacy is a beneficial, relevant and timely instructional practice, which when

implemented will increase student engagement and understanding of curriculum content (Banerjee & Greene, 2006).

Positionality of the Researcher

I am a white, cisgendered lesbian from a middle-class background. Both parents and both sets of grandparents attended college, and education was highly valued in my family. In fact, I was not allowed to watch any channel other than PBS until sixth grade. My undergraduate degree is in journalism, and I worked as a newspaper reporter for a short time before becoming a classroom teacher. Other than that, I have no specialized training as a media literacy educator other than experience gained through work at the public media station. However, I do have a decades-old bias in favor of the power of public media to provide quality educational experiences and believe strongly that media literacy instruction falls within the purview of public media.

As a White woman in my 40s, I am aware that my race, gender and age match the majority of American teachers, 79% of whom are White, 76% are female, with a median age of 42 (Pew Research, 2021). This positionality means I had the privilege of not worrying if my role as teacher leader would be questioned or doubted because of my race, age or gender.

As the longest-standing member of a three-person professional learning team, I helped establish many of the curriculum and professional development resources we currently share with teachers through workshops, so I could have been less inclined to critically analyze the format or underlying pedagogy of the material. In the same way, I am able to speak with confidence and authority about media literacy in instruction. My positionality as a subject matter expert could have established a power imbalance between myself and the participating educators in the context of media literacy workshops.

Definition of Terms

Andragogy

The art and science of teaching adults. Malcolm Knowles attributes the coining of this term to an unnamed Yugoslavian adult educator in the mid-1960s and used it in his 1970 book *From Pedagogy to Andragogy*. According to Knowles, the word stands in contrast to the term *pedagogy*, the art and science of teaching children (p.40).

Continuing Professional Development

The professional development educators experience during their teaching careers as opposed to the pre-service learning period that occurs before they enter the classroom (Kennedy, 2005).

Media Literacy.

The National Association of Media Literacy Education defines *media literacy* as the ability to access, analyze, evaluate, create and act using media (NAMLE, 2023). This is the operative definition of media literacy used throughout this project.

Media Project.

A classroom-based project where students create media to communicate learning or share a story.

Self-Efficacy.

This term refers to a person's belief that they can do something (Bandura, 1977).

Implications

One purpose of this study was to better understand whether or not professional development workshops designed to improve teachers' media-making skills had an impact on teacher self-efficacy with media literacy instruction, as well as their subsequent willingness to

incorporate student media-making projects into their curriculum. Increasing teacher self-efficacy has been shown to increase an educator's willingness to try new instructional methods (Tschannen-Moran et al. 1998). Thus, I hoped that increasing teacher self-efficacy in media literacy would increase the likelihood that teachers would incorporate media literacy instruction and media-making projects into their classes. Providing students opportunities to create media as part of the learning experience has been shown to boost engagement, confidence and, in some cases, promote longer-term retention of content (Banerjee & Greene, 2006). If the findings of this study demonstrate a connection between media literacy professional development and an increase in teacher self-efficacy that leads to media project implementation in classrooms, it may inspire other teachers in Lion Unified to pursue media literacy professional development. It also may encourage leaders from other schools or districts to recommend and incentivize media literacy professional development for their teachers, thus increasing the number of educators with the skills and self-efficacy to implement media literacy instruction. Finally, results from this study will affect the way my colleagues and I develop future media literacy professional development workshops. We will better understand which elements of the workshop may be effective and gain a stronger understanding of which type of workshop content will best serve educators and their students.

Possible opportunities for further research could include a more robust pre- and post-survey format in a K-12 district of similar size to Lion Unified to gain a fuller understanding of the impact of media literacy workshops on teacher self-efficacy and classroom instruction in the full range of grade levels. Another possibility would be to narrow the focus to teachers of middle and high school to measure the impact on secondary classrooms. This could be particularly fruitful if future studies measured the impact of those media literacy workshops designed

specifically for instruction in grades 6-12 classrooms. Exploring the impact of media literacy workshops on teacher self-efficacy and media project implementation on a specific subject area is another avenue for future research. Given the limited scope of this study, the possibilities for future research are vast in the relatively new and increasingly relevant field of media literacy education.

Chapter II

Literature Review

The purpose of this research was to examine the impact of media literacy professional development workshops on teacher self-efficacy with media literacy instruction, as well as their subsequent willingness to incorporate student media-making projects into their curriculum. The National Association for Media Literacy Education defines media literacy as the ability to access, analyze, evaluate, create and act using all forms of communication (NAMLE, 2023). This research primarily addresses the media creation aspect of media literacy in an effort to study how professional development opportunities that focus on teacher media creation may impact student media creation. In an effort to do this, I surveyed teachers in a medium-sized, semi-rural K-6 district with the hope of collecting self-reported data to address these questions: 1) *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* and 2) *What effect did attending media workshops have on the implementation of media projects by participating teachers?*

Because research has shown that increased teacher self-efficacy may contribute to improved student outcomes (Bates & Bray-Clark, 2003), I hoped that increasing teacher self-efficacy in media literacy would increase the likelihood that they would incorporate media literacy instruction and media-making projects into their classes. Additionally, the information collected in this research study may facilitate the design of more appropriate, engaging and aligned professional development around media literacy instruction and media project implementation. This may lead to improved experiences and outcomes for students across content areas, including students who are not well served or successful using traditional literacy methods, such as written essays and reports (McNelly & Harvey, 2021). From an instruction and

equity standpoint, these improved experiences and outcomes are particularly important to the district in the study, Lion Unified (a pseudonym). Lion Unified serves a high-needs population of students. About 85% of the district's students qualify for free or reduced meals, about 75% are English learners, and 10% come from migrant worker families. Teachers and district leaders both expressed a desire to better use media literacy and creation as a way of engaging and supporting students. The hoped-for improved student outcomes are also relevant to the education department of the large public media station providing the professional development in the study. The department's central mission statement is to "elevate diverse youth voices" through a variety of programs, including media literacy PD for teachers. Implementing audio, video and visual media projects helps students tell their stories, share their learning and express their views, thus elevating their voices in a format that can be celebrated both in the classroom and beyond.

For this research, I developed a two-part survey intended to measure the effect of attending a media workshop on a Lion Unified teacher's self-efficacy to implement a media project. I investigated whether or not attending a workshop had any effect on a teacher's decision to implement a media project with students during the 2022-23 school year. My hypothesis was that teachers who attended media workshops would show an increased sense of self-efficacy around media project implementation and that this would then contribute to their decision to implement a media project with students.

Overview of Literature Review

The purpose of this literature review is to provide an overview of the foundational literature that underpins this study. First, the literature review will cover the theoretical framework that supports this impact study. Albert Bandura's theory of self-efficacy is paired with the work of Woolfolk, Hoy and Tschannen, who focus specifically on teacher self-efficacy.

Also relevant is Malcolm Knowles' adult learning theory, especially the concept of andragogy (the education of adults) in contrast to pedagogy (the education of children). The research review includes discussion of how teacher self-efficacy relates to student outcomes and ways professional development can build teacher self-efficacy. Also included are articles examining best practices in continuing professional development with a focus on the "knowledge-practice gap" (King, 2016), since one of the questions this study examined was how media literacy professional development affects how media literacy is or is not implemented in the classroom. Finally, the research review includes current studies exploring media literacy as a content area of particular relevance in K-12 schools given the increasing role of technology and media in education and society, along with a discussion of barriers and opportunities related to media literacy education in general and media literacy professional development specifically. All research studies were retrieved from databases including ERIC, SAGE and Google Scholar. The key search terms were *media literacy*, *continued professional development* and *media literacy professional development*, *self-efficacy* and *teacher self-efficacy* and *classroom media creation*.

Theoretical Rationale

The work of several theorists provided the primary foundation for this impact study. Albert Bandura's self-efficacy framework outlines how self-efficacy is strengthened. The subsequent work of Tschannen et al. (1998) applies this theory to teacher self-efficacy and its effect on student learning. Malcolm Knowles's adult learning theory also supported this study by outlining how adult learners differ from children in their approach to and orientation toward learning. All connect to the goal of improving teacher self-efficacy around media literacy instruction and implementation.

Albert Bandura's Self Efficacy Theory

One of the foundational theories that supports this study comes from Albert Bandura, a Canadian-American psychologist and longtime professor at Stanford University. Bandura was a pioneer of the theoretical framework of self-efficacy, which he defines as "...the conviction that one can successfully execute the behavior required to produce the outcomes" (Bandura, 1977, p. 194). Thus, increasing self-efficacy is key to increasing the likelihood a desired outcome will occur. Bandura identified four primary ways to boost self-efficacy in order to help a person's actions match their desired behavior. These are 1) practicing doing the desired behavior (performance accomplishments), 2) watching others, especially those with high credibility, model the behavior (vicarious experiences), 3) being encouraged to do the behavior (verbal persuasion) and 4) being in positive mental state to either start or continue to try the behavior (physiological states or emotional arousal).

The most effective way Bandura discovered to increase self-efficacy was performance accomplishments. That is, doing the desired behavior or breaking it down into smaller steps, then building up gradually until the goal is reached. The next most effective way to increase self-efficacy was through vicarious experiences, especially if the person modeling the behavior was a particularly credible source, such as an expert or trusted peer. Bandura developed this theory by studying people who had a phobia of snakes. However, he and many others (e.g. Bandura, 1997; Tschannen-Moran et al., 1998; Bates & Bray-Clark, 2003) later applied it to a wide variety of situations, including classroom instruction, where a person is learning or acclimating to a new experience that may cause fear or uncertainty. As Bandura wrote, "The theoretical framework presented in the present article is generalizable beyond the psychotherapy domain to other

psychological phenomena involving behavioral choices and regulation of effort in activities that can have adverse effects" (p. 204).

Among the researchers who applied Bandura's self-efficacy framework to the impact of teacher professional learning on classroom instruction are Megan Tschannen-Moran, a professor of educational leadership, and educational psychologists Anita Woolfolk-Hoy and Walter Hoy. This team found that a strong sense of self-efficacy contributes to teachers' achieving the foundational goal of education, which is helping students learn. Likewise, the process for building teacher self-efficacy aligns with what Bandura outlined in his initial work. Namely, performance accomplishment and the modeling of vicarious experiences are the most effective strategies in building teacher self-efficacy (Tschannen-Moran et al., 1998). However, in an educational context, modeling and verbal persuasion appear more powerful than Bandura's initial framework suggested, given the opportunities teachers have to observe trusted colleagues or other experts, and the relative similarity of instructional practices across classrooms or subject areas, especially in a school setting. As they write, "The positive effects of vicarious experiences and verbal persuasions are likely to be pronounced, because fellow teachers can provide compelling models and credible sources of feedback" (p. 239).

While increasing self-efficacy when taking on new challenges strengthens the likelihood that behavior or outcome will occur, it is also important to acknowledge that teacher professional learning is centered on adult learners. Thus, instruction and the learning environment should differ from those created for students.

Malcolm Knowles' Adult Learning Theory

Another key theory that supports this study was developed by American adult educator Malcolm Knowles whose theory of adult learning distinguished *pedagogy*, the education of

children, from what Knowles termed *andragogy*, the education of adults (Knowles, 1970). Knowles recognized that, in contrast to young children, adults bring a deeper experience of life and a much stronger sense of themselves as self-directed individuals to new learning experiences. Additionally, the reasons they pursue learning are goal-oriented, often centered on specific and immediate ways to solve a problem or succeed at a task. As a result, facilitators of adult learning should design instruction to acknowledge adults' self-conception and how this shapes their orientation toward learning. This means approaching adult learners as co-creators of the learning and partners in inquiry, rather than passive receivers of information. Facilitators should also create a welcoming, encouraging learning environment in contrast to the more hierarchical and teacher-directed classrooms adults may remember from childhood. A facilitator's failure to acknowledge how adult learners approach learning is sure to meet with resentment and resistance, which in the case of adult learning, results in an empty classroom. Adults simply will not show up for learning that does not meet their needs or tries to subvert their view of themselves as autonomous and self-directed individuals. As Knowles writes:

> The truly artistic teachers of adults perceive the locus of responsibility for learning to be in the learner; they conscientiously suppress their own compulsion to teach what they know students ought to learn in favor of helping students learn for themselves what they want to learn (p. 56).

One element of pedagogy that Knowles particularly emphasizes must change in an andragogical environment is evaluation. As Knowles wrote, "Nothing makes an adult feel more childlike than being judged by another adult; it is the ultimate sign of disrespect and dependency, as the one who is being judged experiences it" (1970, p. 49). Instead, Knowles recommends the use of models and clearly defined goals so that adult learners know what success looks like. They can then make progress toward their goal supported by the facilitator, fellow learners, and

their own experience and drive. They can also "re-diagnose" as they go and make adjustments that better serve the outcome.

Taken collectively, Knowles' adult learning theory and Bandura's self-efficacy model, integrated with the Tschannen-Moran research team's focus on teacher self-efficacy, offer a foundation to understand how teacher self-efficacy may be positively affected by professional learning that features time to observe and practice a new skill in a supportive, collegial environment. Likewise, strategies to increase self-efficacy align with many key elements of adult learning, such as modeling and the importance of encouragement and self-assessment. This study was interested in investigating how PD workshops designed with adult learning theory in mind can build teacher self-efficacy around media literacy, and if this sense of self efficacy will lead to media literacy classroom instruction. Helping students communicate their learning with media, it is hoped, will increase engagement and build content knowledge in all Lion Unified students, especially those still learning English.

Review of Related Research

This review of research is organized into three sections. The first addresses the relationship among teacher self-efficacy, student outcomes and professional development. The second examines research around methods to address the "knowledge-to-practice" gap. This gap describes teachers who receive professional development, even training they report finding engaging and relevant, often do not feel ready or choose not to implement the training into their classroom practice. This review will summarize research related to bridging the "knowledge-to-practice" gap along with a summary of the other related research and the connections between this research and the present impact study. The third section looks at media literacy, why

teachers need professional development in this content area, and what types of media literacy PD have been shown to be effective in building media literacy skills in teachers.

The Relationship Between Teacher Self-Efficacy and Student Outcomes and Implications for Professional Development

In seeking to examine the impact of media literacy professional development on teacher self-efficacy to implement media literacy in their classrooms, I first looked at the connection between teacher self-efficacy and student outcomes. This is because the ultimate goal of nearly all teacher professional development is to support student growth and achievement in school and beyond. This was also a stated goal of teachers in Lion Unified, which pursued these media literacy professional development workshops to engage, motivate and support learning outcomes for their students, especially those developing English language skills. For this reason, I reviewed research on the connection between teacher self-efficacy and student outcomes, as well as research on professional development practices that sought to increase teacher self-efficacy in general.

In “Teacher Efficacy: Its Meaning and Measure,” Tschannen-Moran and colleagues (1998) conducted a systematic review of research related to teacher self-efficacy and proposed an integrated model of teacher self-efficacy. This model took into account Bandura’s four dimensions of self-efficacy and added an analysis of the teaching task and the teacher’s self-assessment of their ability to do that task. Their research found that teachers' sense of efficacy had a strong positive effect on student performance (p. 204). They also offered insight for teacher professional development in light of these findings, namely the importance of encouragement and ongoing feedback as teachers learn new skills and build a stronger sense of self-efficacy. This is because learning something new often causes a teacher’s sense of efficacy

to decrease until they regain a sense of efficacy through experience or performance accomplishments (p.238) and–importantly for teachers–see a positive change in student learning goals (p. 238).

In a later study, which reviewed research on self-efficacy and teacher effectiveness, Bray-Clark and Bates (2003) recommended that teacher professional development should include self-efficacy as a theoretical foundation of training design. Like Tschannen et al. (1998), Bray-Clark and Bates (2003) connected increased teacher self-efficacy to positive student outcomes. Because of this, they went a step beyond the previous researchers and suggested that increasing teacher self-efficacy is the "key driver of teacher effectiveness" (p. 13) and offered insight into how professional development may increase teacher self-efficacy. They emphasized the two elements of building self-efficacy Bandura found most effective: performance accomplishments or enactive mastery, and vicarious experiences. That is, doing or practicing the new skill rather than simply reading about it, along with watching a trusted expert demonstrate that same skill. However, Bray-Clark and Bates also suggested that this focus on building teacher self-efficacy may go beyond helping teachers learn discrete new tasks and increase teachers' desire to continue learning, thus establishing a positive feedback loop that will encourage continued professional growth. They wrote,

> This positive, cyclic efficacy-performance spiral is important because it strongly suggests that self-efficacy will be a critical component in the ongoing professional development of teachers, and that directing resources at enhancing teacher self-efficacy can initiate and sustain an ongoing process of individual improvement. (p.16)

Because of the potential ongoing effects of boosting teacher self-efficacy, Bray-Clark and Bates (2003) make a strong case for applying practices for increasing self-efficacy in teacher professional development, regardless of the topic.

However, Tschannen-Moran and McMasters (2009) complicated the case for using Bandura's self-efficacy practices in all professional development. This quasi-experimental study exposed randomly assigned groups of teachers to one of four methods of PD that aligned with three main sources of self-efficacy beliefs demonstrated by Bandura (1977, 1997). The first treatment group had a PD that talked about the new skill (in this case, a new method for reading recovery) and emphasized its effectiveness. In other words, Group 1 received verbal persuasion only. Group 2 got verbal persuasion plus a vicarious experience of the trainer modeling the method. Group 3 received verbal persuasion, a vicarious experience and a chance to practice the new method. Thus, Group 3 had the addition of a mastery experience or performance accomplishment. Group 4 got all three plus follow-up coaching, which included further verbal persuasion and, in some cases, a more personalized vicarious experience wherein the trainer demonstrated the method with the teacher's students in real time.

The researchers hypothesized that the more self-efficacy practices the teachers received, the greater they would rate their own self-efficacy to implement the reading recovery program. However, they found that those teachers who received verbal persuasion only (Group 1) and the full set of self-efficacy practice with the addition of personalized coaching (Group 4) reported increased self-efficacy, but that teachers in Groups 2 and 3 reported a significant *drop* in self-efficacy in their ability to teach reading (p. 241). Tschannen-Moran and McMasters posited that teachers who learn about a new technique or task may experience a drop in their sense of self-efficacy because the new practice essentially re-frames what skilled teaching–reading instruction, in this case–looks like. Without the further encouragement and trainer support that Group 4 experienced, the teachers in Groups 2 and 3 gained a greater understanding of the new method, but knew they had not yet attained the skills needed to feel an increased sense of self-

efficacy. Conversely, in the case of Group 1, simply hearing about the new method did not cause those teachers to reevaluate their effectiveness as reading instructors; thus, they experienced no self-efficacy drop (Tschannen-Moran & McMasters, 2009). This study suggested that integrating self-efficacy practices into all professional development does not always lead to increased self-efficacy among participants. Tschannen and McMasters emphasized, though, that the results of the study do not mean methods to increase teacher self-efficacy should not be used in professional development settings, only that additional interventions such as the personalized coaching Group 4 received, be considered along with other strategies to anticipate and support teachers who experience a dip in self-efficacy

These studies help demonstrate a generally positive relationship between teacher self-efficacy and student outcomes. As a result of this strong connection, they also present a case for integrating methods that build teacher self-efficacy into teacher professional development, particularly elements that center on asking teachers to perform the new task or watching others do the task as opposed to simply studying that task. Because the Lion Unified impact study examined the effect of media literacy professional development on implementation in addition to teacher self-efficacy, I next looked at research that discussed best practices for helping teachers take what they learn in professional development settings and use it in their classrooms to improve student learning.

From PD to Implementation: Effective Professional Learning and Bridging the Knowledge-to-Practice Gap

Examining research on what makes professional development effective and leads to implementation and positive student outcomes was significant to this impact study because of the second research question: *What effect did attending media workshops have on the*

implementation of media projects by participating teachers? Thus, I reviewed the literature on methods that support teachers to use what they learn in professional development in their classrooms. This is sometimes referred to as the "knowledge-to-practice gap." Other studies I examined looked beyond teacher practice to student outcomes. Both are relevant to this study. All studies I read emphasized the importance of PD that leads to new classroom practices and positive student outcomes, but nearly all studies, literature reviews and meta-analyses (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021) concluded that more research is needed because common PD success factors are hard to define and study. As a result, studies that show a clear positive outcome of PD on teacher practice or student success remain surprisingly sparse, given that in-service teacher professional development is a multibillion-dollar industry (Sims et al., 2021). In fact, two largest meta-analyses, "What Works in Professional Development" (Gusky & Yoon, 2009) and "What Are the Characteristics of Professional Development that Improve Student Achievement" (Sims et al., 2021) each examined well over 1,000 studies on professional development outcomes, and both conclude that more research is still needed to uncover the ideal PD methodology that is most likely to lead to classroom implementation and improvements for students. For example, in the 2009 Gusky and Yoon study, only nine PD programs out of the 1,300 they examined led to measurable student gains (p. 496). Of those nine, Gusky and Yoon wrote, "...no set of common activities or design linked to effect on student learning outcomes" (p. 497). It is important to note that these two large studies used standardized test scores as the primary evidence of positive student outcomes, which the authors acknowledged as a limitation.

Despite a relatively small body of evidence, some overarching recommendations for how to set the stage for effective PD did emerge from the literature. For example, the importance of

administrator support and teacher buy-in was a significant factor in the success of teacher professional development (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021). A commonly referenced and specified aspect of administrator support was providing time and resources for teachers to attend PD and then to implement the new learning rather than mandating the PD in a way that diminished teacher autonomy or added to their already loaded schedules. In fact, time was considered "the most crucial condition for success" (Sims et al., 2021, p. 54). In addition to teacher buy-in and administrator support, a small study of Irish primary schools found that the presence of a teacher leader on staff advocating for access to a particular professional development opportunity was also a key factor in subsequent implementation at the school site (King, 2016). While this was a small study, the findings did align with what Sims et al. (2021) found in their larger studies that pointed strongly to the factor of teacher leadership, as well as buy-in, time and resources. Along with these elements, another overarching factor was the importance of follow-up or continued support during the time when teachers return to their classrooms to put their new learning into practice (Gusky & Yoon, 2009; King, 2016). This follow-up could take the form of formal training, such as a one-on-one meeting or school-based workshop with a PD facilitator following classroom observations, or align to a professional learning community (PLC) model where teachers reflect on and support each other with no further outside assistance as they implement what they learned through PD.

In the event teacher buy-in is activated, and administrator support granted in the form of time and resources, the question then moves to what instructional design or learning strategies effective PD uses to support teacher learning. Gusky and Yoon (2009) found no common activities or instructional techniques (eg: discussion, written reflection, interactive games) across

the effective PD they studied. Instead, the content of the PD and the educational context determined the learning activities (Gusky & Yoon, 2009, p. 497). This finding aligns with the other studies I reviewed. Instead of specific learning activities, most studies referred to general instructional principles that referenced or echoed the theories that also underpin this study. Namely, learning strategies designed to build self-efficacy, as well as strategies that align with adult learning theory. For example, several studies showed that effective professional development is oriented toward specific goals that meet a perceived need and lead to a clearly visible and desirable outcome (Kennedy, 2014; King, 2016; Gusky & Yoon, 2009; Sims et al., 2021). In this same vein, Gusky (2014) recommended that effective PD should be planned with the goals in mind: the skills or desired learning outcomes for teachers *and* the desired learning outcomes for students the PD will help bring about. This recalls what Knowles (1972) wrote about adults' problem orientation to learning. That is, adults learn in order to meet a specific need or solve a problem (p. 35). In terms of PD principles that align with ways to build self-efficacy, Sims et al.'s meta-analysis (2021) identified 14 mechanisms or "empirically evidenced general principles of how people learn and change their practice" (p. 5). Many of the 14 mechanisms, such as credible source, praise, social support, modeling and rehearsal would be familiar to anyone who had read Bandura (1997) or Tschannen et al. (1998), because they are similar to the elements that increase self-efficacy in teachers.

Along with general instructional principles, a few studies sought to provide frameworks or models to help educators, PD facilitators and administrators evaluate the professional development they are planning. Sims et al. (2021) grouped their 14 mechanisms into four purposes of PD: 1) insight, or helping teachers understand the *why* behind what they are learning (e.g: how does this help students?), 2) goal-directed behaviors, which center on establishing

attainable goals that motivate teachers to embrace the new learning, 3) skills and techniques, the nuts and bolts of the new learning, and 4) ongoing support to make the new learning part of their teaching practice. According to Sims et al., PD that included all four elements had the best chance of resulting in teacher implementation. When one of the four purposes was missing from PD design, the learning could be less effective and less likely to be implemented. For example, if PD focused on helping teachers gain insight into a new practice and motivating them to adopt it, but provided no skills training, then teachers would be unlikely to implement the new learning. Conversely, if teachers were taught exactly how to do something and given clear goals, but gained no insight into how it would help students, then they would be unlikely to implement the new learning.

Another example of a lens through which to examine PD comes from Aileen Kennedy (2005, 2014) who proposed five questions to analyze PD models with the purpose of examining their instructional characteristics, as well as underlying expectations and possible outcomes. These five questions addressed what types of knowledge or skills the teachers would learn, whether the learning would be individual or collaborative, how much autonomy teachers would have to implement it, and in what ways they would be held accountable (Kennedy, 2005, p. 247). Lastly, King (2016) suggested a framework for designing effective PD that starts with the baseline needs, then addresses the degree of change needed, the systemic factors that impact the ability to bring about that change (e.g.: teacher buy-in, resources, admin support), the learning outcomes for teachers, and finally the activities needed to achieve those outcomes. Each element of this framework is accompanied by questions to help interrogate and plan each phase (p. 589).

While questions still abound when it comes to designing effective PD and bridging the knowledge-practice, there were some surprising findings in the literature that bear mention here.

The question of who is best to facilitate PD (e.g., district staff, outside experts, teachers themselves) was not specifically addressed by King (2016), Kennedy (2005, 2014) or Sims et al. (2021). Gusky and Yoon (2009) addressed it briefly to counter the prevailing conventional wisdom that privileges PD directed by teachers themselves at their own school site. In fact, the effective PD Gusky and Yoon studied was all delivered by outside experts. They wrote, "None of the successful efforts used the train-the-trainer approach, peer coaching, collaborative problem solving, or other forms of school-based professional learning" (p. 496). Gusky and Yoon quickly point out that this finding does not mean these methods are not effective, only that more study is needed. Along the same lines, Gusky and Yoon also addressed the conventional wisdom that workshops are less effective than sustained, school-based support. Instead, their study found, "*all* (emphasis theirs) of the studies that showed a positive relationship between professional learning and improvements in student learning involved workshops or summer institutes" (p. 496). The effective PD examined in King's 2016 study was also facilitated by outside experts at a one-day training event, though the teachers at each school site were instrumental in sustaining the ongoing practice through common planning time and a strong professional learning community (p. 576-77). As Gusky and Yoon emphasized, these findings are not definitive. However, they are significant to this research, which seeks to measure the impact on both teachers and students of a series of individual media literacy workshops facilitated by outside experts.

Researchers who study teacher professional development generally agree that there remains a profound need for further research to measure the effectiveness of the design of PD and its subsequent implementation in classrooms. While there are some common elements that lead to effective implementation and improved student outcomes, many of these elements focus on structural factors such as teacher schedules, administrator support or school budgets rather

than the content or design of the PD itself. However, as suggested by Guskey and Yoon (2009), the content of the PD does impact how it is presented and implemented. With this in mind, I next looked at research related to the content of the PD workshops in this study: media literacy and particularly the student media-making as part of classroom learning.

Media Literacy Professional Development and Instruction

Media literacy and the integration of media literacy into classroom curricula are central components of this impact study. Because of this, I reviewed research on media literacy as a content area in K-12 classrooms and how it has evolved over time. I also looked at barriers to media literacy education, including ways media literacy professional development or lack thereof affected teachers' understanding and implementation of media literacy topics. Because this study primarily addresses the media creation aspect of media literacy, I read the literature with this focus in mind.

While the field of media literacy education continues to evolve as the media landscape changes, it has been around for decades (Weninger et al., 2017). In 1997, limited survey data revealed that most teachers understood the importance of media literacy, but almost half lacked training to effectively teach it (Goetze et al., 2005). In the 1990s and early 2000s, media literacy was primarily viewed as the analysis of media messages and evaluation of media sources in a world still dominated by newspapers, magazines, television and film. As a result, universities and organizations focused media literacy PD on topics such as the persuasive power of advertising, the spin of political messages, or the underlying bias in how people, products and ideas were portrayed (e.g,, the messages about masculinity of the Marlboro Man). Even in its earlier inception, there was a recognition of the power of media to influence ideology, shape ideas and potentially transform institutions, and thus, an undercurrent of urgency around media

literacy education, which was viewed as a key component of a healthy democracy (Goetze et al., 2005, p. 176). As media transitioned from analog to digital in the mid-2000s, and continued to increase in reach and connectivity, media literacy education, including media literacy professional development, did not follow suit. At this time, only 12 states currently require any sort of media literacy education, and only four states have fully incorporated media literacy into their K-12 education standards. Because of this, media literacy education in the United States, when it occurs at all, happens at the local level and depends on the knowledge, initiative, interest and experience of local education leaders or individual classroom teachers (Hobbes, 2022).

After reviewing research written by Americans about the inconsistency of media literacy education in U.S. classrooms, it was interesting to note that a few international studies included the United States, along with the United Kingdom, Finland, Australia and others, as a country that mandated media literacy education in schools (Hattani, 2018; Weninger et al., 2017). While this is technically correct since a few U.S. states have integrated media literacy education into state standards, it is clear to American researchers that this country has a long way to go before the United States can be listed among countries with mandated and comprehensive media literacy education (Media Literacy Now, 2021).

One of the primary barriers to media literacy education examined in the literature regardless of the country was the limited understanding among teachers about what media literacy is and what is needed to support students in becoming media literate. In a study of 190 teachers in Morocco, Hattani (2018) found that just 65% of survey teachers were familiar with the term “media literacy education.” Of those who were familiar, only 43% could define it, and those who did focused on ways teachers could help students navigate the media landscape and use media messages effectively to succeed in the ever-evolving digital world (p. 13). A

Singapore-based survey of 202 English teachers by Weninger et al. (2017) found that most teachers considered media literacy solely as the ability to analyze media texts. They were less willing to embrace the extended definition of media literacy focused on media production and communicating with media (p. 433). A 2021 study of 71 American secondary teachers in Ohio reflected the same understanding of media literacy as focused primarily on analyzing and evaluating media as opposed to creating it (McNelly & Harvey, p. 123). A key outcome of this limited understanding of media literacy is that it also limits the type of media literacy learning that occurs in classrooms. McNelly and Harvey found that teachers were most likely to implement media literacy lessons on topics they felt the most confident teaching (p. 123). Given the findings of previous studies, it did not come as a surprise to read that the teachers surveyed by McNelly and Harvey reported the least amount of confidence in teaching students how to create media content, and the highest level of confidence helping students understand the targeted audience of a media message (p. 123). The Singapore study aligns with these results, finding that teachers were least likely to use media creation as an assessment of media literacy and were much more likely to assess media literacy through journal reflections or student presentations (Weninger et al., 2017, p. 435).

Given these factors, it is also not surprising, then, that the literature remains more sparse when it comes to media literacy professional development and how it should respond to teacher needs. While many researchers agree that teachers of all grade levels and content areas could use more media literacy professional development (e.g., Weninger et al., 2017; Hobbes, 2022), few offer suggestions that respond to identified needs or gaps in teachers' knowledge of media literacy topics. McNelly and Harvey, however, did offer specifics related to their finding that teacher confidence to teach an aspect of media literacy positively correlates to whether or not

they will teach it to students. Because teachers reported feeling strong confidence teaching media analysis and least confident teaching media creation, McNelly and Harvey recommend that media literacy professional development focus on extended elements of media literacy such as media creation to increase teacher confidence (p. 126). Such opportunities may prove effective, according to their research, which also found that teachers reported feeling more confident about teaching a media literacy topic after attending PD sessions on that topic and were more likely to pass that learning onto students (p.127).

These findings are relevant to my research because they demonstrate that media literacy education in the United States is inconsistent across states and regions despite general agreement that it is a needed aspect of education in our increasingly digital and screen-mediated world . Along the same lines, media literacy education continues to be viewed, as it has been for decades as primarily concerned with analyzing and evaluating media as opposed to creating it (Hobbes, 2022). Media literacy professional development has followed this pattern to the extent that many educators do not see media creation as part of media literacy education or feel confident to include it in classroom instruction. My research focuses on both teacher self-efficacy around media production and the implementation of student media into classrooms following professional development intentionally centered on teacher and student media creation. As shown in the reviewed research, this type of media literacy PD is not the norm, and teachers in the impact study may have experienced this type of PD for the first time during the study.

Summary

Bandura's theoretical framework of self-efficacy and Knowles' adult learning theory provided a foundation for this impact study. The research reviewed in this chapter explored the ways teacher self-efficacy positively influences student outcomes and the implications for

designing professional development to thus increase teachers' sense of self-efficacy. Also reviewed was literature that addressed what makes PD effective, especially bridging the knowledge-to-practice gap. Finally, this review looked at media literacy and effective practices around media literacy professional development. Some key findings included the need in the field of education for more studies that pinpoint the factors that lead to effective professional development for teachers and improved learning outcomes for students. The studies that do show effective PD point to the importance of teacher buy-in, as well as structural support, such as time and resources provided by school leadership. Designing PD to align with adult learning theory and methods shown to increase self-efficacy also play a role in effective PD. In the field of media literacy, teachers were shown to conceive of media literacy solely as the analysis and evaluation of media. This out-of-date understanding continues to limit the type of media literacy lessons teachers feel confident bringing into classrooms as well as the type of media literacy PD they pursue and receive. Because research on media literacy professional development focused on media creation is so limited, I hope this impact study helps to fill this gap.

The next chapter describes the methodology used to implement the study. An initial survey was used in an attempt to establish a baseline of teacher media literacy self-efficacy in Lion Unified. This was followed by an impact survey directed at teachers who had taken at least one KQED workshop on a media literacy topic, with a particular focus on media creation.

Chapter III

Methods

In the current information landscape, media literacy has never been more important. Americans spend an ever-increasing amount of time online, and young people are among the most connected. In 2022, 95% of American teenagers had a smartphone, and 42% reported being on YouTube "almost constantly" (Pew Research, 2022, p. 4). Despite the near-constant presence of media in the lives of students, and the increased access to laptops and tablets in classrooms post-pandemic, many teachers report being unprepared to teach media literacy topics. This includes asking students to communicate using media in core subject areas (Hobbes, 2022). Furthermore, media literacy instruction in the United States remains almost entirely voluntary, driven by the interest of individual teachers, school sites or communities (Hobbes, 2022). At the time of this research study, only four states have fully integrated media literacy into their state standards (Media Literacy Now, 2023).

Given the ever-present nature of media in the daily lives of teens, the need for media literacy education is only increasing in urgency (Media Literacy Now, 2023). However, media literacy education has impacts beyond the classroom and the latest TikTok craze. From its inception in the early 1990s, those at the vanguard of media literacy education such as Renee Hobbes of the University of Rhode Island and Chris Sperry at Project Look Sharp, viewed media literacy as a vital component of a healthy democracy (Goetze et al., 2005). Events in the recent past have only highlighted the power of media to impact on ideology and behavior when misinformation surrounding the 2020 election prompted many to dispute its outcome, leading to vitriol that cast doubt on the election process as a whole and to violence on January 6, 2021.

Concurrently, misinformation about the Covid-19 virus transformed the way many Americans viewed public health advice, which was previously seen as non-partisan. While media literacy education is important if we want students to thrive in an ever-evolving digital world, it is also a fundamental skill that can also help all Americans contribute productively to the democratic process and make informed decisions about their health and welfare.

As a media literacy educator at a large public media station in California, I develop and lead professional development workshops that focus on building teachers' media-making skills and helping them to authentically integrate media analysis, evaluation and creation into core content areas. During the 2022-23 school year, the public media station's education department entered into a partnership with Lion Unified, a semi-rural, K-6 district in coastal California. In the district of roughly 300 teachers, about 20% attended one or more media literacy professional development workshops between January and April 2023. Because many Lion Unified teachers attended these media-making workshops, I designed an impact study to examine the following research questions: *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* And, *what effect did attending media workshops have on the implementation of media projects by participating teachers?*

Setting

This study was designed to examine the impact of a series of synchronous, online media literacy professional development workshops hosted by the public media station's education department. The mission of the education department is to help educators and students make informed decisions and engage in civic discourse by creating and sharing stories, viewpoints and learning through media. To fulfill this mission, the station's education department hosts two

media literacy websites. One of these sites is dedicated to educator professional development in the form of both asynchronous, self-paced, online courses and synchronous online workshops. The other is a student publishing site for middle and high school classrooms that hosts youth-created media and supporting curriculum to implement media projects. The education department also provides limited in-person PD and limited in-person classroom support in the local area of the station. As the senior program manager on a three-person PD team, I work closely with colleagues to develop workshops, write and instruct online courses, and create media project curricula for classrooms. The professional development courses and workshops served over 8,000 educators from October 1, 2022, to September 30, 2023. Because the vast majority of the department's PD work takes place online and is free of charge, we serve a broad teacher audience, including teachers from California, the United States and internationally. The education department's work is folded into the budget of the public media station, which like most public media stations in the United States, is funded by audience donations, private foundations, corporate sponsorship and the Corporation for Public Broadcasting (CPB), a line item in the federal budget approved each year by Congress. In the case of the public media station where I work, 57% of the total budget comes from audience donations, 35% from local corporate sponsors, investments and private philanthropy, and about 8% from CPB.

The education department's professional development work uses a learn-by-doing approach designed to equip educators to address media literacy topics with students, regardless of the subject they teach. In fact, we design all media literacy PD for core subject teachers, rather than media arts, broadcast journalism or other media-focused electives. This is because the education department aligns with the National Association of Media Literacy Educators core

principles that locate media literacy in all content areas and advocate for its inclusion throughout the curriculum. For example, while media literacy may seem like a clear fit for language arts or social science classes, it is equally relevant in STEM. Few would dispute that the ability to evaluate sources of scientific data or display this data using graphic or visual media belong in a biology or chemistry class. Yet this too is media literacy.

Even when media literacy is included in core content areas like English or physics, all aspects of media literacy are not addressed equally. Analyzing and evaluating media is most likely to be viewed by educators as media literacy and integrated into curriculum, while media creation rarely is (McNelly & Harvey, 2021). As a result, the education department's PD most often focuses on filling this media-creation gap by supporting educators in planning and implementing media projects with students across content areas.

Teachers in Lion Unified were the focus of this impact study. Lion Unified is a mid-sized district located in an agricultural center of California's central coast. As of the 2020-21 school year, 89% of students were Latinx, 5% were white and 5% were Asian. About 1 percent of students identified as mixed race. About 90 percent of the students qualified for free or reduced meals, though in California all students are now able to receive free meals at school. About 64% of students were designated as English learners, and almost all English learners spoke Spanish at home (California Education Data Partnership). Since the pandemic emergency period in late 2020, access to technology expanded to the point where most schools in Lion Unified have at least one laptop or connected device for each student, although schools vary as to whether or not students are permitted to take this device home. As of 2021, the median household income in the community was $79,144, which put it slightly below the California average of $84, 097. About

23% of families were below the poverty level. Parental educational attainment was also lower than the state average. About 64% of parents in Lion Unified have not completed high school, 21% have completed high school, 15% have some post-secondary training and about 9% have a bachelor's degree (National Center for Education Statistics). Teacher data is less recent, but still provides a general snapshot. As of the 2018-19 school year, about 58% of Lion Unified teachers identified as Latinx, 25% were White, 4% were Asian, 8% chose not to report their race and fewer than 1% identified as Black, Native American or two or more races. (California Education Data Partnership). The racial background of Lion Unified teachers is significantly different than California as a whole where 63% of teachers are White and 20% of teachers identify as Latinx (California Department of Education). As of the 2018-19 school year, the average number of years in the classroom of Lion Unified teachers was eight, which matched the state average.

The six media literacy workshops in this study all occurred online in Zoom Meeting mode between January and April 2023. The workshops intentionally used Zoom Meeting mode rather than Webinar mode so that participants could engage with each other using the chat function, as well as unmute and speak to the group during discussions. Workshops were held between the hours of 4pm and 6pm Pacific time. One of the workshops was two hours in duration, one was 90 minutes, and the remaining four were one hour long. I was the lead designer of four of the workshops. I also co-facilitated all but one of the workshops with one or both of my colleagues. The workshop I did not facilitate was led by my two colleagues. The four workshops I designed focused on integrating different media project types into core subjects. These media project types were infographics, (60-minute workshop), photos essays (60-minute workshop), podcasts (two-hour workshop) and videos. (90-minute workshop). One workshop

focused on evaluating sources of STEM information. Another focused on analyzing bias, intended audience and production choices in entertainment and news media. All of these workshops were open to educators worldwide, and attendance ranged from 119 to 172 attendees.

Participants

The study used a non-probability convenience sampling of full or part-time teachers recruited from the 12 elementary schools in Lion Unified, a K-6 district. Convenience sampling occurs when the subjects of a study are selected based on availability within a specified population (McMillian, 2012). Convenience sampling was used in this case because both surveys in the study were provided to Lion Unified teachers, and those who were willing could choose to participate. Because both surveys relied on anonymous survey responses, participants' gender, race and ethnicity were not available. The survey did ask for participants' years of experience teaching and the grade level they taught or position they held. There were approximately 300 full or part-time teachers in the district in the 2022-23 school year. The study included participants from all grade levels offered at Lion Unified (PK-6), as well as a handful of district and school-based staff. About 25% of survey participants had been teaching more than 20 years, 15% had been teaching 16-20 years, 15% had been teaching 11-15 years, 23% had been teaching 6-10 years and 20% had been teaching 1-5 years.

Lion Unified is one of several district partners the education department worked closely with to provide media literacy PD to educators during the 2022-23 school year. Because all public media PD resources are free, districts approached access for their teachers in different ways. In the case of Lion Unified, the district's technology director added the media literacy workshops to a short list of PD offerings district teachers could be reimbursed for attending.

However, attendance was not mandated by the district. Therefore, teachers who attended the online media literacy workshops were paid for their time but attended voluntarily. Because the workshops were open to teachers anywhere, Lion Unified educators made up a subset of the attendees at all six workshops.

Data Collection Strategies

The focus of data collection was on the impact media literacy workshops had on Lion Unified teachers' self-efficacy around media literacy and whether or not they, in fact, implemented a media project with students during the 2022-23 school year. To do this I used an impact study model. According to the educational research company WestEd, impact studies "test whether one thing causes another" (2022). The gold-standard for impact studies is a randomized controlled trial, which randomly assigns two groups of similar participants to either a program or control group so as to measure the impact of whatever is being studied by comparing the results between the program group and the control group. I was not able to do a randomized control trial for this impact study. However, I did attempt to establish a baseline of media literacy self-efficacy and implementation in Lion Unified, which I will discuss in a few paragraphs, and then compare that baseline to the results of teachers who took at least one media literacy workshop.

I used two quantitative surveys and wrote three research memos, which I analyzed using qualitative methods in an attempt to measure the impact of the six media literacy workshops on teacher self-efficacy and media project implementation in Lion Unified. In this way, there was a triangulation of sources, which was intended to strengthen the credibility of these findings (McMillan, 2012).

The two surveys were used to measure the impact of the media literacy workshops on teacher self-efficacy and their subsequent implementation of media projects. Both surveys were created using Survey Monkey, an online survey tool. The surveys were designed to ask for the consent of the participants prior to beginning the survey. All communication around both surveys made clear that participation was entirely voluntary. No teacher was compensated by the public media station or Lion Unified for completing either survey.

Initial Survey

The first survey, the 10-question Initial Survey (see Appendix A), was administered to all teachers in Lion Unified during the first three weeks of April 2023 as the media literacy workshops were coming to a close. As a result, 34 percent of the participants in the Initial Survey had already taken media literacy workshops. However, most Initial Survey participants had not. The Initial Survey was an effort to establish a general understanding of teachers' sense of self-efficacy around media literacy and the extent to which they implemented media projects in their classrooms across the district. Because of the way the workshops were timed, I could not conduct a pre- and post-survey of only the teachers who attended the workshops, which would have been preferable for this type of impact study. Therefore, the district-wide Initial Survey, taken by workshop teachers as well as teachers who did not take media literacy workshops, was the method used to establish this baseline data. This survey was entirely quantitative and used a 9-point Likert scale modeled after the teacher self-efficacy surveys developed by Bandera et al. (2006). The Initial Survey asked teachers to rate their self-efficacy in four aspects of media project implementation: creating their own model of the media project, integrating media projects into their curriculum, instructing students how to make media and how to trouble-shoot

technical issues that arise during media project instruction. The survey also asked if teachers had implemented a media project with students during the 2022-23 school year or taken a workshop

Impact Survey

The second survey, the 13-question Impact Survey, was administered to the teachers who had taken at least one media literacy workshop two weeks after the final workshop in the first three weeks of May 2023 (see Appendix B). This survey asked specific questions about the number and type of media literacy workshop(s) teachers attended, in addition to questions intended to measure their sense of self-efficacy around media literacy and whether or not they implemented a media project with students. For example, one of the questions, a 4-point Likert scale, asked teachers to quantify the impact attending a media literacy workshop had on their decision to implement a media project with students. Another question asked them to select specific elements of the media workshop experience that had an impact on their decision to implement a media project. While most of the questions were quantitative, a few measured qualitative data, including an open-ended question at the end that invited teachers to comment on their experience of the workshops.

Researcher Memos

During the summer of 2023, I wrote three research memos that reflected on the planning of the workshops, with a focus on the ways my colleagues and I designed the PD with the goal of empowering teachers to implement a media project with their students. The research memos also explored the underlying reason for this study, and some of the gaps in the education department's knowledge of the teacher audience that my colleagues and I hoped the data from the two surveys would help fill.

Procedures

I was the lead designer of the four media production workshops attended by Lion Unified educators between January and April 2023. I provided feedback on the analysis and evaluation workshops designed by colleagues.

All workshops were designed using a learn-by-doing model created in response to my colleagues' and my experience as educators who had to sit through too many PDs we considered boring, irrelevant or both. I have come to realize through conducting this study that the design of the six workshops was also grounded in several key aspects of adult learning theory (Knowles, 1972). For example, all PD workshops centered the teachers as knowledgeable professionals who were there for practical, applicable information. To this end, workshop activities included brainstorming, online discussion and, most importantly in the case of media production workshops, tool training and time to start actually making the type of media featured in the workshop. For media production workshops, my fellow facilitators and I always created our own media model and walked participants through production in a similar way they would engage students in the same process. The media production time, even if brief, was designed to empower teachers to practice using media in a supportive setting. Workshops often included encouragement from the facilitators. Finally, most media workshops ended with a share time, where educators could choose to share what they created with the group and be celebrated by facilitators and participants. While not designed specifically with Bandura's self-efficacy framework in mind, the education department's PD workshop design included three of the key methods that increase self-efficacy: guided practice (performance accomplishments), modeling by experts (vicarious experiences), and positive encouragement or verbal persuasion (Bandura, 1977). The workshop on photo essays also featured a brief talk and Q & A from an outside

expert, the public media station's lead photojournalist. The three other media workshops featured multiple student-created examples of the media type. Below is an overview of each workshop.

Facts Not Fiction: Spot Bad Science Reporting in the News and Media

This one-hour workshop helped teachers learn to analyze and evaluate sources of science information, which is often oversimplified or sensationalized in order to get views. During the workshop, teachers learned how to spot inaccurate or exaggerated science reporting and practiced identifying and evaluating credible sources, in addition to receiving teaching tips and ready-to-use resources to use in the classroom. An outline of this workshop may be found in Appendix C. My colleague, the STEM program manager, was the lead designer of this workshop. Of the 133 educators who attended the workshop, 52 or 39% were from Lion Unified.

Data Storytelling with Infographics

This one-hour workshop explored the elements of infographic design and infographic projects as a creative and potentially motivating way to help students communicate information and demonstrate learning. Participants brainstormed how they could use infographics in their classroom setting and had time to start their own infographic to use as a model for a future project, as well as receiving teaching tips, design techniques and modifiable classroom resources. An outline of this workshop may be found in Appendix D. I was the lead designer of this workshop. Of the 172 educators who attended, 58 or 33% were from Lion Unified.

Go Behind the Camera to Analyze Media Messages

This one-hour workshop helped teachers critically analyze or "read" media whether the source was advertisements, memes or social media videos. The workshop also discussed influencer culture and the nuts-and-bolts of how media messages are often created to play on our biases, pull at our heart strings and motivate actions. An outline of this workshop may be found

in Appendix E. My colleague, the online learning manager, designed this workshop. Of the 120 educators who attended, 17 or 14% were from Lion Unified.

Learning Through a Lens: Photo Essays Across the Curriculum

This one-hour workshop explored the medium of photo essays as a way to help students share their learning, celebrate an important event, or communicate something important to them. The public media station's photo journalist was a guest speaker at this workshop and unpacked the process of creating photo essays as a professional journalist. Participants also had time to start their own photo essay, as well as gain access to templates and other project resources they can use with students. An outline of this workshop may be found in Appendix F. I was the lead designer of this workshop. Of the 119 educators who attended, 51 or 42% were from Lion Unified.

Hear the Year: Finish Strong with Audio Storytelling

In this two-hour workshop, teachers made their own mini-podcasts and brainstorm ways to use audio as a culminating project for the school year. As part of the workshop, teachers explored audio storytelling curriculum, heard student-created mentor texts and learned about ways students could publish their audio stories beyond the classroom. An outline of this workshop may be found in Appendix G. I was the lead designer of this workshop. Of the 129 educators who attended, 28 or 21% were from Lion Unified.

The Power of Video Storytelling for Reflection and Celebration

In this 90-minute workshop, teachers started their own end-of-year video and discussed ways to use video storytelling to recap the year, celebrate success and reflect on learning. This workshop also explored video storytelling curriculum, watched student-created video mentor

texts, and learning ways students could publish their videos beyond the classroom. An outline of this workshop may be found in Appendix H. Although I did not facilitate this workshop, I was the lead designer. Of the 155 educators who attended, 48 or 30% were from Lion Unified.

All workshops, regardless of topic, included links to curriculum resources in Google format, which teachers were invited to copy and modify based on their students' needs. Teachers were also given access to the workshop slides, most of which were designed to be modified for classroom use. When available, student-facing resources were translated into Spanish in an effort to serve students who speak Spanish in California and nationwide.

It is important to note again that while this study focused on the experience and outcomes of Lion Unified teachers, the six media literacy workshops were not designed specifically for Lion Unified teachers or even K-6 teachers generally, but primarily for a broad audience of K-12 teachers who accessed the workshops online from many districts and regions. In fact, the podcasting workshop was designed for middle and high school teachers and labeled as such on the website, though elementary teachers were able to register and attend if they chose.

Both the Initial and the Impact Surveys were administered with the support of Lion Unified's director of technology and the public media station's education department. The district's technology director sent a series of three emails to all of the teachers in the district in the first three weeks of April 2023 to let them know about the Initial Survey and pass along my invitation to participate, which included a link to the survey. During the final PD workshop in the third week of April 2023, which I did not facilitate or attend, my colleague read an oral invitation directed at Lion Unified teachers inviting them to participate in the Initial Survey and to remind their colleagues to do the same.

Because the Impact Survey was administered to the 68 Lion Unified teachers who had attended online workshops, their names and emails were known because they had registered through the education department's Zoom account. As a result, I sent three emails inviting those teachers to participate in the Impact Survey along with a link to the survey. The district's director of technology also sent two emails to those teachers passing along my invitation to participate. All emails related to the Impact Survey were sent during the first three weeks of May 2023.

Plan for Data Analysis

All of the data for this study was collected in the hopes of answering the research questions: *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* And, *what effect did attending media workshops have on the implementation of media projects by participating teachers?* Teachers who participated in the study took two surveys that asked them to self-report their sense of self-efficacy to create media for instruction and to implement media projects with their students. I also wrote several research memos after administering both surveys. These data provide triangulation of sources in order to allow for multiple viewpoints when examining the results for this study.

I used quantitative analysis for the results of the two surveys. Using the Statistical Package for Social Science (SPSS) program, I conducted four independent samples t-test analyses using the same comparison group to measure the self-efficacy of Lion Unified teachers who had taken media literacy PD workshops to enact four elements of media project implementation: to create media themselves, to integrate a media project into their curriculum, to instruct a media project with their students, and to trouble-shoot tech issues that come up during classroom media projects. The t-test measured the self-efficacy of teachers who had taken workshops and teachers from the same district who had not. I also conducted a Pearson

correlation to see if the number of workshops taken by Lion Unified teachers correlated with whether or not these same teachers did a media project in their classroom, compared to those teachers in Lion Unified who had not taken a workshop. Finally, I conducted frequency analyses that measured whether teachers who had taken a PD workshop attributed their improved self-efficacy to implement media projects and their decision to implement media projects in any way to the media literacy PD workshops.

I also wrote three research memos after I administered the surveys. The first research memo reflected on the ways teacher self-efficacy around media has increased since I first began my work as a media literacy educator in 2016, especially the way the Covid-19 pandemic affected a sea-change in students' access to technology and teachers' use of technology as a central component of instruction. The second memo explored the elements my colleagues and I included in each workshop that aligned with methods known to boost self-efficacy. These self-efficacy moments were consistent across workshops and were initially planned to add encouragement and warmth to the online learning environments. After doing research for this study, I also realized that these moments align with several of the key ways to boost self-efficacy, such as expert modeling and verbal persuasion (Bandera, 1977). The third research memo reflected generally on the workshop series overall, including the sequence of workshops and the media-making or media-analysis components.

Summary

The purpose of this impact study was to investigate how six media literacy professional development workshops affected participating Lion Unified educators' sense of self-efficacy to implement a media project, as well as whether or not these teachers, in fact, implemented a media project with students. Because media literacy education is increasingly relevant in today's

ever-expanding digital media landscape and because media literacy PD remains relatively rare, I hoped to find that attending the workshops had a measurable impact on participating teachers' self-efficacy to implement media projects in their classrooms and that many of them chose to do so. In an attempt to discover this impact, I administered two primarily quantitative surveys to teachers in Lion Unified and reflected on the process via researcher memos.

This chapter provided an overview of the setting, participants, methods and procedure of this impact study, as well as the triangulation of data sources used to collect and measure impact. The next chapter will discuss and analyze the data that was collected.

Chapter IV

Findings

The purpose of this impact study was to examine whether or not online professional development workshops designed to improve teachers' media literacy skills had an impact on teacher self-efficacy with media literacy instruction, as well as their subsequent willingness to incorporate student media-making projects into their curriculum. The research questions were: 1) *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* and 2) *What effect did attending media workshops have on the implementation of media projects by participating teachers?* As a media literacy educator at a large public media station who provides professional development to help teachers integrate media literacy into core academic subjects, I have found it is difficult to measure the impact of media literacy PD workshops on instruction in the classrooms. I have tried to gauge teacher confidence or sense of self-efficacy with informal polls and check-in questions during the workshops, but this paints an incomplete picture and does not capture whether or not teachers subsequently integrate media-making into their curriculum. Because of my role as an external PD provider, it is also difficult to follow-up with teachers to see if they ever implement what they have learned in media literacy workshops.

Bandura's theoretical framework of self-efficacy and Knowles' adult learning theory provided a foundation for this impact study. The literature reviewed suggested that teacher self-efficacy positively influences student outcomes (Bandura, 1997; Tschannen-Moran et al., 1998; Bates & Bray-Clark, 2003). This, therefore, has implications for designing professional development that increase teachers' self-efficacy. Also reviewed was literature that addressed the elements that make PD effective, especially PD designed to bridge the knowledge-to-practice

gap. Finally, this review looked at the state of media literacy instruction and how it is currently implemented in secondary classrooms, as well as current practices around media literacy professional development. Some key findings included the need in the field of education for more studies that pinpoint the factors that lead to effective professional development for teachers and improved learning outcomes for students in all content areas (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021). The studies that do show effective PD point to the importance of teacher buy-in, as well as structural support, such as time and resources provided by school leadership (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021). Designing PD to align with adult learning theory and methods shown to increase self-efficacy also play a role in effective PD (Bandura, 1997, Tschannen-Moran et al., 1998). When reviewing literature specifically related to media literacy, studies suggest that most teachers conceive of media literacy solely as the analysis and evaluation of media, even though the definition of media literacy includes the ability to create or produce media (McNelly & Harvey, 2021, Weninger et al., 2017). The exclusive focus on analysis and evaluation continues to limit the type of media literacy lessons teachers feel confident bringing into classrooms as well as the type of media literacy PD they pursue and receive (Hobbes, 2022). Because research on media literacy professional development focused on media creation is so limited, I hope this study helps to fill this gap and draws attention to the need for further work to measure the impact of media literacy PD on media literacy instruction related specifically to student media creation.

Overview of Methods and Data Collection

The data for this study were collected in April and May 2023 in an attempt to measure the impact of the six media literacy workshops on teacher self-efficacy and media project

implementation in Lion Unified, a K-6, semi-rural district in coastal California. The six workshops took place between January and April 2023. I used two quantitative surveys: an Initial Survey administered to all teachers in Lion Unified (Appendix A) and an Impact Survey (Appendix B), which was administered only to those Lion Unified teachers who had attended at least one of the six media literacy workshops.

Demographics of Participants

Survey research was conducted among full- and part-time instructional staff at Lion Unified, including classroom teachers, teaching assistants, school-site instructional coaches and district staff members focused on curriculum and instruction. Administrative staff, such as principals and superintendents, and classified staff, such as bus drivers and cafeteria workers, were not included. As of the 2018-19 school year, about 58% of Lion Unified teachers identified as Latinx, 25% were White, 4% were Asian, 8% chose not to report their race, and fewer than 1% identified as Black, Native American or two or more races (California Education Data Partnership). The racial and ethnic background of Lion Unified teachers differs significantly from California as a whole where 63% of teachers are White and 20% of teachers identify as Latinx (California Department of Education). As of the 2018-19 school year, the average number of years teaching in Lion Unified was eight, which is the same as the state average.

Analysis of the Initial Survey

In order to understand how media literacy professional development workshops had an impact on teacher self-efficacy and classroom practice in Lion Unified, the Initial Survey was conducted in April 2023 among all teachers in Lion Unified to establish a baseline understanding of media literacy self-efficacy and implementation in the district. In all, 344 teachers were invited to participate in the Initial Survey, and 141 chose to respond. Of those 141 who

responded, 131 agreed to participate. Of the participants in the Initial Survey, 20% had been teaching 1-5 years, 24% had been teaching 6-10 years, 15% had been teaching 11-15 years, 15% had been teaching 16-20 years, and 26% had been teaching more than 20 years. Thus, 56% of the Lion Unified teachers who chose to respond to the Initial Survey had more years of teaching experience on average than eight, which was the average number for the district as a whole, as reported in 2018-19.

This survey was entirely quantitative and used a 9-point Likert scale modeled after the teacher self-efficacy surveys developed by Bandera et al. (2006). The Initial Survey asked teachers to rate their self-efficacy in four aspects of media project implementation: 1) creating their own model of the media project, 2) integrating the media project into their curriculum, 3) instructing students how to make media, and 4) trouble-shooting technical issues that arise during media project instruction. The survey also asked if teachers had implemented a media project with students during the 2022-23 school year or taken a media literacy workshop.

Because the Initial Survey included responses from Lion Unified teachers who had attended the media literacy workshops as well as teachers who had not attended those workshops, this allowed for a series of four independent samples t-tests to be run to compare levels of self-efficacy between instructors who had taken the workshops and those who had not, using the four aspects of media project implementation (creating, integrating, instructing, and trouble-shooting) addressed in the Initial Survey. The results of all four t-tests revealed a statistically significant difference in self-efficacy between teachers who had taken at least one media literacy professional development workshop and those who had not taken a workshop.

Self-Efficacy to Create Media

The first t-test was performed to compare the sense of self-efficacy to create media among Lion Unified teachers who attended at least one media literacy workshop during the period of January to April 2023 and those teachers who had not. Results indicated that there was a significant difference in self-efficacy to create media between teachers who had attended workshops (M = 4.8, SD = 2.4) and teachers who had not attended a workshop (M = 3.8, SD = 2.1); 2.1(83) =174.3, p = 0.19 (see Table 1).

Table 1

Teacher Self-Efficacy to Create Media

Teacher self-efficacy to create digital media

		N	Mean	Standard Deviation	Standard Error Mean	F*	Sig.	t	df	one-sided p value
Did you attend any media literacy workshops during the 2022-23 school year?	Yes	31	4.8	2.4	0.43	0.854	0.358	2.1	83	0.019
	No	52	3.8	2.0	0.28					

**Note.* Equal variance assumed

Self-Efficacy to Integrate Media Projects into Curriculum

A t-test was performed to compare the sense of self-efficacy to integrate media projects into their curriculum among Lion Unified teachers who attended at least one media literacy workshop during the period of January to April 2023 and those teachers who had not. Results indicated that there was strong significant difference in self-efficacy to integrate media projects between teachers who had attended workshops (M = 5.3, SD = 2.0) and teachers who had not attended a workshop (M = 3.8, SD = 2.4); 2.9(83) =240.7, p = 0.002 (see Table 2).

Table 2

Teacher Self-Efficacy to Integrate Media Projects Into the Curriculum

Teacher self-efficacy to integrate media projects into the curriculum

		N	Mean	Standard Deviation	Standard Error Mean	F*	Sig.	t	df	one-sided p value
Did you attend any media literacy workshops during the 2022-23 school year?	Yes	31	5.3	2	0.36	2.24	0.14	2.9	83	0.002
	No	52	3.8	2.4	0.33					

**Note.* Equal variance assumed

Self-Efficacy to Instruct Students to Create Media

A third t-test was performed to compare the sense of self-efficacy to instruct media projects into their curriculum among Lion Unified teachers who attended at least one media literacy workshop during the period of January to April 2023 and those teachers who had not. Results indicated that there was a significant difference in self-efficacy to integrate media projects between teachers who had attended workshops (M = 4.0, SD = 2.3) and teachers who had not attended a workshop (M = 3.0, SD = 2.0); 2.0(83) =166, p = 0.026 (see Table 3).

Table 3

Teacher Self-Efficacy to Instruct Media Projects

Teacher self-efficacy to instruct media projects

		N	Mean	Standard Deviation	Standard Error Mean	F*	Sig.	t	df	one-sided p value
Did you attend any media literacy workshops during the 2022-23 school year?	Yes	31	4	2.3	2.3	0.23	0.63	2	83	0.026
	No	52	3	2.0	2					

**Note.* Equal variance assumed

Self-Efficacy to Troubleshoot Technical Issues During Media Project Instruction

A final t-test was performed to compare the sense of self-efficacy to troubleshoot technical issues that may arise during media project instruction among Lion Unified teachers who attended at least one media literacy workshop during the period of January to April 2023

and those teachers who had not. Results indicated that there was again a significant difference in self-efficacy to troubleshoot technical issues between teachers who had attended workshops (*M* = 5.1, *SD* = 2.3) and teachers who had not attended a workshop (*M* = 4.3, *SD* = 2.1); 1.8(83) =149.4, p = 0.041 (see Table 4).

Table 4

Teacher Self-Efficacy to Troubleshoot Technical Issues

Teacher self-efficacy to troubleshoot technical issues

		N	Mean	Standard Deviation	Standard Error Mean	F*	Sig.	t	df	one-sided p value
Did you attend any media literacy workshops during the 2022-23 school year?	Yes	31	5.1	2.3	0.4	0.19	0.67	1.8	83	0.041
	No	52	4.3	2.1	0.28					

**Note.* Equal variance assumed

These data strongly suggest that Lion Unified teachers who took a media literacy workshop between January and April 2023 developed a stronger sense of self-efficacy than teachers who had not attended any workshops around four key aspects of media literacy instruction: the ability to create media themselves, the integration of a media project into their curriculum, their ability to deliver media literacy instruction to students, and the skill to troubleshoot technical issues that arise during media projects in the classroom. The data show that the two most statistically significant results were around teachers' self-efficacy in creating media themselves and then being able to envision where media may fit productively when integrated into their curriculum. There was almost as strong a result for self-efficacy around media literacy instruction with students. There was less of a difference around troubleshooting technical issues among teachers who had taken media literacy workshops and those who had not, although the result did still show a statistically significant difference.

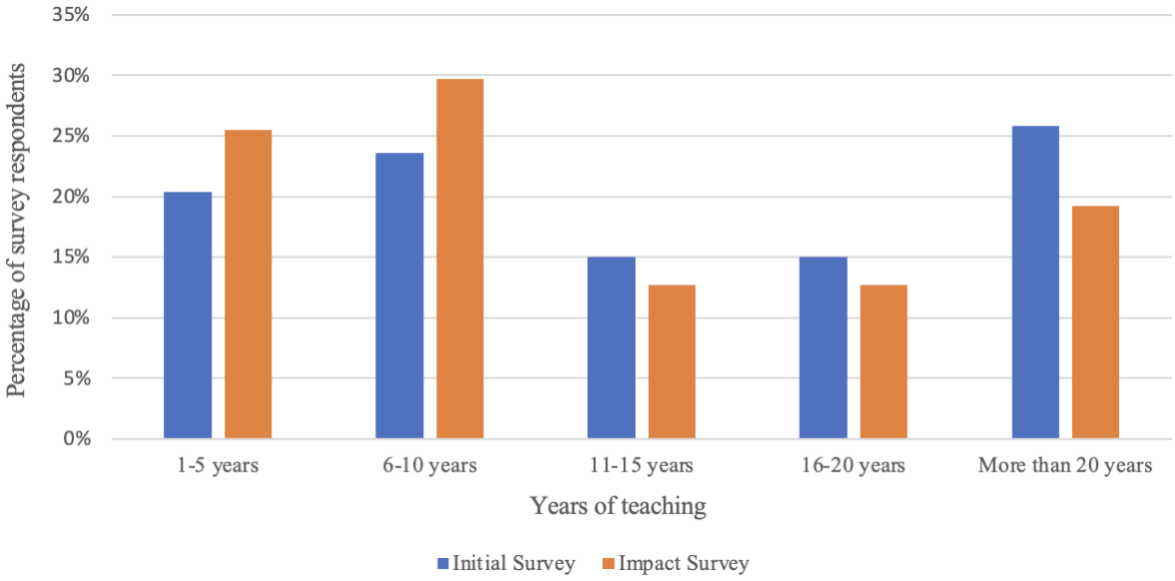
The results from the Initial Survey compared Lion Unified teachers who had attended at least one media literacy workshop with teachers from the same district who had not. In the next section, the Impact Survey is analyzed. This survey focused solely on teachers who took at least one media literacy workshop between January and April 2023.

Analysis of the Impact Survey

In order to explore the impact of attending media literacy workshops had on classroom practice and media project implementation, a 13-question Impact Survey was conducted in May 2023. The 68 Lion Unified teachers who had attended at least one media literacy workshop were invited to participate in the survey. Of the 68, 50 teachers agreed to participate in the Impact Survey. Of those 50 teachers, 26% had been teaching for 1-5 years, 30% had been teaching for 6-10 years, 13% had been teaching for 11-15 years, 13% had been teaching for 16-20 years, and 19% had been teaching for more than 20 years. It is notable that the participants in the Impact Survey, representing those who had attended at least one media literacy workshop, had fewer years teaching, on average, than participants in the Initial Survey (see Figure 1).

Figure 1

Years of Experience Teaching of Respondents to the Initial and Impact Surveys



Overview of Results Related to Classroom Media Creation in the 2022-23 School Year

Of the Lion Unified teachers who participated in the Impact Survey, 13% took just one workshop, 34% took two workshops, 30% took three workshops, 15% took four workshops and 9% took more than four workshops. The two most attended workshops by Lion Unified teachers were *Data Storytelling with Infographics* (57%) and *Learning Through the Lens: Photo Essays Across the Curriculum* (53%). Of the other workshops, 49% attended *The Power of Video Storytelling for Reflection and Celebration*, 40% attended *Go Behind the Camera to Analyze Media Messages*, and 38% attended *Hear the Year: Finish Strong with Audio Storytelling*.

The majority of Lion Unified teachers who took at least one media workshop (71%) reported implementing a video, infographic, photo essay or audio media project with students during the 2022-23 school year. The remaining 29% took at least one workshop but did not implement a media project. Of those teachers who did not implement a media project, 15%

occupied positions such as an instructional coach where they did not directly teach students. The two most common types of media projects teachers reported that their students created were infographics and photo essays. In fact, 24% of teachers who took at least one workshop reported implementing either a photo essay or infographic project.

Correlation Between Number of Workshop Taken and Media Project Implementation

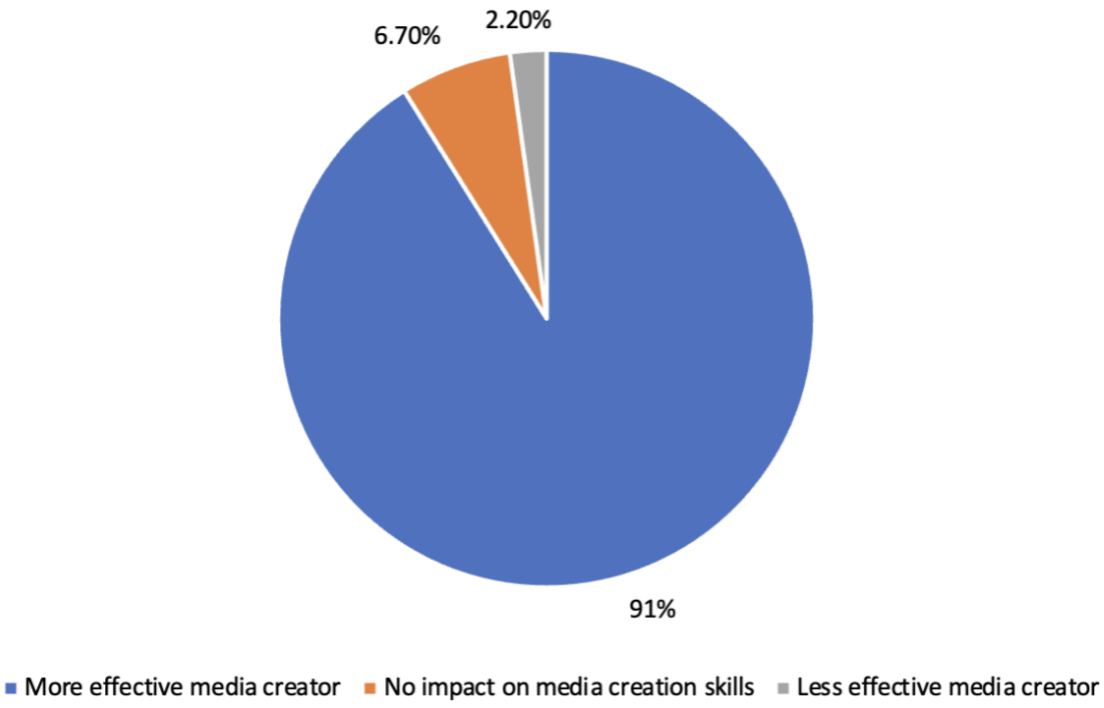
A Pearson correlation coefficient was computed to assess the linear relationship between the number of workshops attended by Lion Unified teachers and the number of media workshops they implemented in their classroom. There was a positive correlation between these two variables, $r = .31$, $p = .016$. This positive correlation suggests that the more media workshops a Lion Unified teacher attended, the more media projects they implemented with students.

Impact of Media Literacy Workshops on Self-Efficacy and Decision to Implement a Media Project

An overwhelming majority of teachers (91%) who took at least one media literacy workshop reported that they became more effective media creators as a result (see Figure 2).

Figure 2

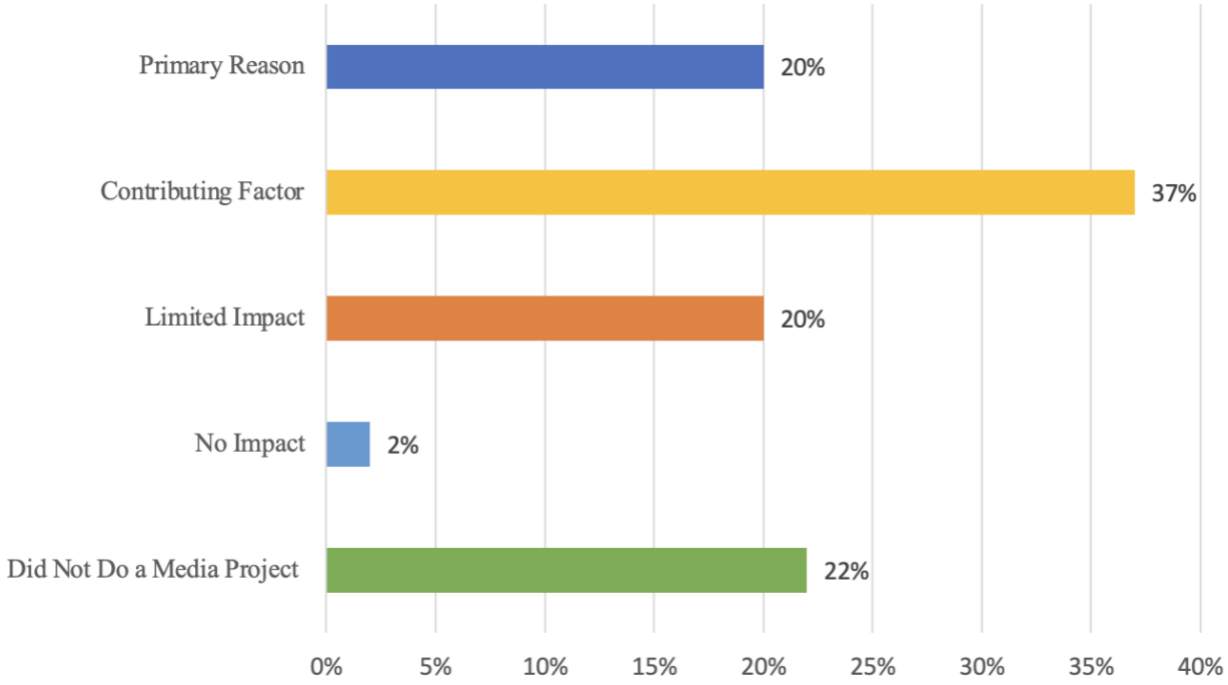
Impact of Media Workshops on Teacher Effectiveness as a Media Creators



A majority of the teachers who attended at least one media literacy workshop reported that this professional development experience influenced their decision to implement a media project with students. Of the teachers who attended at least one workshop, 20% said this was the primary reason they implemented a media project; and 37% said attending a workshop was a contributing factor in their decision to implement a media project in their classroom (see Figure 3).

Figure 3

Impact of Workshops on Decision to Implement a Media Project



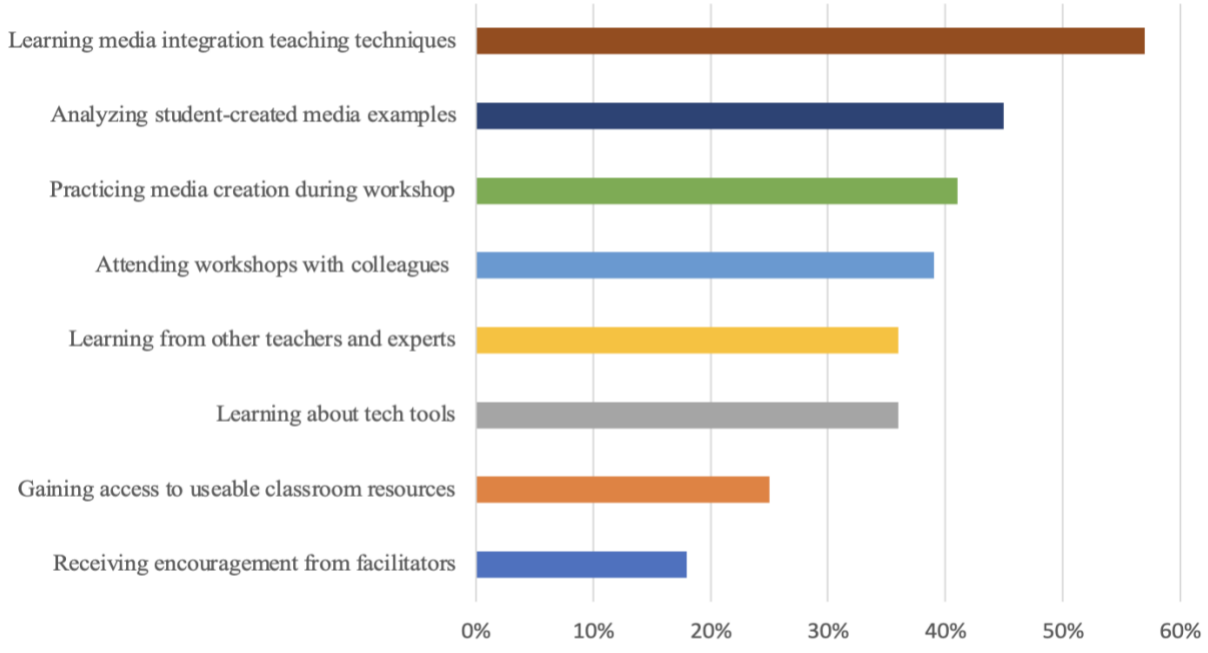
Results Related to Adult Learning Elements In Workshops

The Impact Survey also asked teachers to rate certain elements in each workshop that aligned with adult learning theory and best practices shown to increase self-efficacy. According to Knowles (1972), adult learners are goal-oriented and pursue learning to solve a specific problem or to fill an immediate need. This was reflected in the results of the Impact Survey when teachers were asked which specific aspects of the media literacy workshop(s) had an impact on their decision to implement a media project. Learning specific ways to integrate the media literacy skill into their curriculum was the only element chosen by a majority of workshop attendees (57%) as having an impact. Other media workshop elements aligned with Bandura's self-efficacy framework (1972). In this framework, performance accomplishments (doing the

task itself), seeing the task modeled, and positive verbal persuasion (being encouraged to do the tasks) are three methods shown to increase self-efficacy. In the media workshops, 45% of teachers reported that seeing models of student-created media had an impact on their decision to implement a media project; 41% reported that having a chance to make the media or practice the skill had an impact on their decision to implement a media project. Citing two other forms of modeling, 36% of teachers reported that hearing how another educator or expert in the field had an impact on their decision, and similarly 36% reported that learning more about the tech tools involved in media creation had an impact on their decision. Only 18% of teachers reported that receiving positive feedback and encouragement from facilitators had an impact on their decision to implement a media project with students. (see Figure 4)

Figure 4

Adult Learning Elements That Had an Impact on Teachers' Decisions to Implement a Media Project



Building on the results of the Initial Survey, the Impact Survey results suggest that media literacy workshops did have an impact on the decision of participating teachers to implement media projects in their classrooms. The data also show a positive correlation between the number of media workshops attended and the number of media projects implemented in classrooms of teachers who attended media literacy workshops. Finally, the way the workshops activated elements of adult learning theory and methods for building self-efficacy had some impact on teachers' decision to implement a media project.

Researcher Memos

I also wrote three research memos in the summer of 2023 that were reflections on my practice as a media literacy educator both during this project and throughout the years I have worked at the public media station. One memo reflected on adult learning practices that were part of every media literacy workshop regardless of topic. For example, according to Knowles (1972), adult learners seek usable, practical solutions to the problem they seek to address through learning. An example of the way my colleagues and I attempt to meet this adult learning need is by designing workshop slides to be repurposed for classroom use. During the workshop, we repeatedly share access to the slides and encourage participants to make their own copy and use them in any way they see fit. Our slides link to modifiable curriculum documents, step-by-step guides to using tech tools, and other useful materials.

Another way we try to serve adult learners is by providing time during each workshop to model the skill being taught and give time for all participants to practice in whatever way best aligns with their classroom setting. We do not all do one lock-step activity, but invite participants to learn and then offer suggestions for how they might practice. However, the choice is up to the adult learner. Another memo outlined how media literacy professional development has changed

since I became a media literacy educator with a particular focus on how the Covid-19 distance learning period. This period of trauma and disruption also resulted in greatly increased access to student laptops at almost every school. Before the pandemic, it was often challenging for educators, especially in less-resourced schools, to even get access to devices students needed to create media. Teachers were also less versed in the wide range of digital tools that can be used to create projects such as infographics, photo essays, podcasts and videos. Learning online during the Covid emergency period and beyond required teachers to use more of these tools thanks again to greater access provided through districts. After the distance learning period, I noticed that access to devices was no longer a barrier reported by teachers who attended media literacy workshops. I also noticed a stronger sense of self-efficacy around digital media use overall. Before the pandemic, many participants reported being complete novices, which was made clear when they could not even create an online account without support. After the distance learning period, this issue completely disappeared, along with other beginner struggles, including the not-infrequent frustration expressed by many novices that they even had to learn to use technology. Furthermore, teachers had a stronger understanding of the tech tools available and paid closer attention to what their districts provided, even advocating for more tools.

As I reflected in the memo, this greater access and sense of empowerment around technology means that my colleagues and I can now focus on media project implementation and media literacy alignment to grade level and content standards rather than convincing teachers that media literacy skills are vital and worth developing in students. This was the paradigm in which we facilitated the six media literacy workshops that were part of this study. The final memo reflected on my own practice as a media literacy teacher leader and the way my colleagues and I work to implement best practices around critical media literacy in our work with

educators. During the same year this study took place, from October 2022 to August 2023, my colleagues and I embarked on a study of critical media literacy practices as outlined by UCLA education lecturer Jeff Share (2019), as well as other contributors in the field of media studies such as danah boyd (2018) and Guy Debord (1967).We also related the practice of critical media literacy to the ongoing need for educators to engage in praxis (Friere, 1970) and the importance of engaging cultural humility (Tervalon & Murray-Garcia, 1998). This collective study of critical media literacy contributed to the design of the six workshops, especially the way we reflected on how each workshop went and made changes intended to be more inclusive of all workshop participants. An example of an inclusion practice was changing a quick activity at the end of an online workshop meant to gauge how confident participants were in what they had just learned. Instead of rating themselves on a scale of 1-3, participants were asked to articulate their learning and make a plan for a personal next step to share in the chatbox if they chose. In this way, they could see how others had experienced the same learning, offer encouragement, and learn from each other about possible next steps.

Summary

In the next chapter, I will discuss the results and implications of this study, especially given that the impact of media literacy professional development focused on classroom media-making has not been widely studied. I will also compare and contrast the results to other studies in the literature review. Chapter 5 will conclude with my plans for future work as a transformative teacher leader and media literacy PD facilitator as a result of this project.

Chapter V

Conclusions and Next Steps

In 2023, 97% of adults and 95% of teens (Gallup, 2022, Pew Research, 2022) in the United States owned a device to connect them to an ever-growing media landscape. Videos, images and information on any topic, along with opinions, advertisements, political calls to action, and breaking news are now accessible with a single swipe. Schools, classrooms, educators and students exist in the world too, and must also learn to navigate the ever-growing currents of information, entertainment and commentary. The need for media literacy education has never been greater. Yet learning about media literacy, which includes the ability to analyze media messages, evaluate media sources, and create media, is not yet integrated into content standards except in a handful of states. Media literacy professional development for teachers is likewise rare and, in almost all cases, voluntary. Teachers may seek it out, but it is not required by schools, districts and states (Media Literacy Now 2022).

As a media literacy educator at a public media station who works primarily with teachers to integrate media literacy into all core academic subjects, I wanted to increase my understanding of the impact of media literacy workshops on teacher self-efficacy and on classroom practice. Previously to this study, only self-reported data from teachers had been available about these workshops. For example, teachers would often rate their experience at media literacy workshops highly. They would also report that they planned to incorporate media literacy practices into their curriculum, such as doing a media project with students after attending a workshop focused on a particular media format. However, once the workshop ended, my colleagues and I had no way of knowing whether or not our workshops had helped bridge the “knowledge to practice” gap that often occurs when teachers return to their classrooms after attending professional development.

Therefore, the research questions for this study focused on this lack of understanding of the impact of media literacy workshops on teachers and their practice: 1) *What effect did attending a media workshop have on teachers' self-efficacy to implement a media project?* and 2) *What effect did attending media workshops have on the implementation of media projects by participating teachers?* The study focused on teachers in Lion Unified, a K-6 semi-rural district in coastal California. During January to April of 2023, 69 teachers, or about 20% of Lion Unified's total teacher population, attended at least one media literacy workshop.

Chapter 4 presented the findings of two surveys designed to measure the impact of attending at least one of six media literacy workshops. One survey, the Initial Survey, found a statistically significant difference in media literacy self-efficacy between Lion Unified teachers who had attended a workshop and teachers who had not. The second survey, the Impact Survey, showed that a majority of teachers who had attended at least one media literacy workshop (71%) did implement a media project in their classroom. Furthermore, the more workshops they took, the more media projects they implemented. The next two sections will summarize the findings and offer an interpretation of these findings. Later, I will discuss the limitations of this study and plans for future action.

Summary of Findings

To research the two questions listed above, I designed an impact study that was primarily quantitative. However, I also wrote three qualitative research memos to provide data triangulation and arrive at a mixed-methods approach. The quantitative elements of the impact study included an Initial Survey (see Appendix A), which was administered to all teachers in Lion Unified and was designed to establish a means to compare the medial literacy self-efficacy of district teachers who had attended at least one media literacy workshop to those who had not

attended any workshops. The second survey, the Impact Survey (see Appendix B) was administered only to Lion Unified teachers who had attended at least one media literacy workshop between January and April 2023. The three research memos were written in the summer of 2023 after the surveys were administered.

Initial Survey

In order to understand how media literacy professional development workshops had an impact on teacher self-efficacy and classroom practice in Lion Unified, the Initial Survey was conducted in April 2023 among all teachers in Lion Unified to establish a baseline understanding of media literacy self-efficacy and implementation in the district. The Initial Survey asked teachers to rate their self-efficacy in four aspects of media project implementation: 1) creating their own model of the media project, 2) integrating the media project into their curriculum, 3) instructing students how to make media, and 4) trouble-shooting technical issues that arise during media project instruction.

Because the Initial Survey included responses from Lion Unified teachers who had attended the media literacy workshops as well as teachers who had not attended those workshops, this allowed for a series of four independent samples t-tests to be run to compare levels of self-efficacy between instructors who had taken the workshops and those who had not, using the four aspects of media project implementation (creating, integrating, instructing, and trouble-shooting) addressed in the Initial Survey. The results of all four t-tests revealed a statistically significant difference in self-efficacy between teachers who had taken at least one media literacy professional development workshop and those who had not taken a workshop.

Impact Survey

Building on the results of the Initial Survey, the Impact Survey was administered only to Lion Unified teachers who had attended at least one media literacy workshop between January and April 2023. The results of the Impact Survey suggest that media literacy workshops did have an impact on the decision of participating teachers to implement media projects in their classrooms. An overwhelming majority of teachers (91%) reported that attending at least one workshop helped them become more effective media creators. The data also show a positive correlation between the number of media workshops attended and the number of media projects implemented in classrooms of teachers who attended media literacy workshops. Finally, the way the workshops activated elements of adult learning theory and methods for building self-efficacy had some impact on teachers' decision to implement a media project.

This mixed-method study produced convincing data that suggested that attending at least one media literacy workshop increased teacher self-efficacy to implement media projects with students compared to other teachers in the same district who did not attend a media literacy workshop. The data from this study also indicate that a substantial majority of teachers who attended at least one media literacy workshop did go on to implement a media project with students and that the more workshops that attended positively correlated with the number of media projects their students did. Furthermore, evidence suggests that techniques shown to increase self-efficacy and serve adult learners as outline by Bandera (1977, 1997) and Knowles (1972), including modeling new learning and time to practice that new learning, contributed to increase self-efficacy and media project implementation among teachers who had attended at least one workshop.

Interpretation of Findings

The data analyzed from the Initial survey provided statistically significant evidence that Lion Unified teachers who took a media literacy workshop between January and April 2023 developed a stronger sense of self-efficacy than teachers who had not attended workshops around four key aspects of media literacy instruction: the ability to create media themselves, the integration of a media project into their curriculum, their ability to deliver media literacy instruction to students, and the skill to troubleshoot technical issues that arise during media projects in the classroom. Furthermore, a significant majority of teachers who attended at least one media literacy workshop implemented a media project with students and also reported that the workshop increased their ability to create media for instruction.

Link Between Increased Teacher Self-Efficacy and Media Project Implementation

In this study, teachers who took workshops learned or continued their learning around one of six media literacy topics, including how to create infographics, photo essays, audio stories and videos. Data show that teachers who attended media literacy workshops had a greater sense of self-efficacy around media literacy than teachers in the same district who did not attend workshops. Moreover, 71% of the teachers who attended at least one media literacy workshop implemented a media project with students in their own classrooms. This connection between teachers' increased sense of self-efficacy and a subsequent decision to implement classroom learning aligns with literature that links self-efficacy to a greater ability to engage in new learning, habits or practices (Bandera, 1977). In the field of education, increased teacher self-efficacy has been shown to lead to decisions around classroom practice and student outcomes (Tschannen-Moran et al., 1998).

The Pearson correlation coefficient examined as part of this study also strengthens the link between teacher self-efficacy around media literacy and media project implementation in the case of Lion Unified teachers. The numbers of media literacy workshops attended by Lion Unified teachers positively correlated to the number of media projects they did with students. This correlation could suggest that teachers who attended multiple workshops increasingly strengthened their self-efficacy as a result of attending workshops. Thus, gaining a strong sense of self-efficacy around media literacy after multiple exposures to workshops may have contributed to their choice to implement more than one media project with students. This finding recalls the "positive, cyclic efficacy performance spiral" Bray-Clark and Bates described in 2003. In this cycle, teachers with increased self-efficacy not only feel empowered to implement new classroom practices but also have a greater desire to continue learning and seeking professional development regardless of the topic.

One of the research memos I wrote also reflected on the ways the distance learning period during the Covid-19 pandemic may have boosted teachers' sense of self-efficacy around using media for instruction, since they were required to do so during school closures. In California where Lion Unified is located, most school buildings closed in mid-March 2020 and remained closed for almost all of the following 2020-21 school year. According to Impact Survey results, the majority of teachers who took at least one media literacy workshop, 74%, had been teaching for more than 5 years. Therefore, many Lion Unified teachers who attended workshops in January to April 2023 would have taught remotely during school closures. Thus, it is possible that they brought an increased sense of self-efficacy around using media and digital tools into the workshop and that this foundation further contributed to their increased sense of self-efficacy around media literacy. This also adds strength to the impact of the workshops on

teacher self-efficacy around media literacy, since Lion Unified teachers who did not attend a media literacy workshop also taught during the distance learning period. Thus, all teachers in Lion Unified may have gained greater self-efficacy with media during the Covid school closures, but the evidence still indicates that Lion Unified teachers who attended at least one media literacy workshop had a greater sense of self-efficacy compared to colleagues in the district who did not attend.

Teacher Choice, Adult Learning Elements and Bridging the "Knowledge-to-Practice" Gap

As previously discussed in Chapter 3, teachers in Lion Unified were not required to attend any of the six media literacy workshops. However, teachers who chose to attend were compensated for their time. In this way, Lion Unified teachers were empowered with choice around PD and also supported with resources to encourage attendance. This connects to literature around effective professional development that emphasizes both teacher choice and support from administrators as vital components of successful PD (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021). While nearly all educators would recognize the importance of choice and administrative support, it should be noted that these two factors primarily address a teacher's mindset going into PD rather than the content of the PD itself. Being empowered with choice and support, however, is significant to adult learners who do not want to be told what to do as if they were young children or feel their experience is not valued (Knowles, 1972). One of my favorite adult learning concepts comes via Knowles (1970) who suggested the basic definition of successful adult learning is whether or not anyone shows up and stays. In other words, adults show up to gain practical learning they can use. They choose to stay in learning environments that make them feel comfortable physically and psychologically (Knowles, 1970, 1972). Knowles, of course, was writing about adult learning in general.

However, it has some relevance to this study. The ability of Lion Unified teachers to choose to attend the media literacy and the fact they were compensated for their attendance suggests that they entered into the workshop(s) interested in media literacy learning and in a positive frame of mind.

Because adult learning practices are so vital to successful PD, the Impact Survey asked teachers who had attended at least one media literacy workshop which adult learning elements of the workshop most contributed to their decision to implement a media project with students. The only element that a majority of participants (57%) chose was "learning media integration teaching techniques." This also aligns with the literature around effective professional development, which also emphasizes that PD be recognizably useful to teachers in their classroom practice (King, 2016; Kennedy, 2005, 2014; Gusky & Yoon, 2009; Gusky, 2014; Sims et al., 2021). Thus, it is not surprising to see data that demonstrates teachers in Lion Unified who chose to attend media literacy workshops that emphasized media project integration would find techniques around media project integration the most useful part of the workshops. Because of the success of the workshops at increasing teacher self-efficacy around media literacy, it also aligns with the literature emphasizing PD that meets teacher needs and is focused on practical, applicable topics.

The Effectiveness of "One-Off" Workshops

The six workshops included this impact study were conducted by my colleagues and I as media literacy educators at a local public media station. We were not colleagues of the participating teachers or district employees but outside subject-matter experts conducting workshops. There is a growing consensus in teacher professional development that school-based PD in the form of professional learning communities or coaching is preferred. I came across

several studies in the literature that pointed to the effectiveness of school-based teacher coaching as part of teacher professional learning, especially once a new skill or method is being implemented rather than first learned (Kennedy, 2005, 2014; Tschannen-Moran & McMasters, 2009). However, a large meta study conducted by Gusky and Yoon in 2009 found that all of the professional development deemed successful was led by outside providers. Gusky and Yoon emphasized that this finding was not conclusive, especially since their study used student standardized test scores as the sole measure of student success. At the same time, the data from this study support the finding that PD from outside experts can be effective in boosting teacher self-efficacy in a way that is also reflected in classroom practice. More research is certainly needed around effective professional development as a whole and the role of non-school-based providers in this landscape.

Reflections and Limitations

A significant limitation of this study is that teachers from Lion Unified self-selected into the workshops. They were not mandated by the district, although they were paid for their time using district funds earmarked for teacher professional development. Therefore, teachers already more comfortable with media literacy instruction may have attended and those less familiar may have decided not to learn more about a subject they were unfamiliar with, especially during second semester when California state testing occurs.

Another major limitation has to do with the design of the study. While teachers who took workshops did show a statistically significant increase in self-efficacy around media literacy, it is not possible to gauge the strength of the connection between teacher self-efficacy and media project implementation because the level of media literacy learning the teachers started with is not known. This study was only able to compare teachers from the same district. In designing the

study, I was not able to conduct a pre-test to determine a baseline level of self-efficacy around media literacy in the district before the six workshops began. In the same way, I was also not able to do a post-test to more cleanly isolate the impact of the workshops after they wrapped up in April 2023. A pre- and post-test model is the preferred method for an impact study since it allows the researcher to more clearly establish the impact of whatever is being measured.

Finally, this project focused on a K-6 district and cannot be generalized to a K-12 district. Teaching practices, number of students taught, prep periods and opportunities for collaboration are very different in elementary and secondary learning environments. These differing factors would affect the ability of teachers to implement media projects with students. For example, leading 30 students through an audio project is quite different from leading a total of 120 students across four class periods through an audio project. In all cases further research is needed to address these limitations.

Plan for Future Action

Despite these limitations, these findings demonstrate the impact of media literacy workshops to increase teacher self-efficacy around media literacy in a way that empowers teachers to implement media projects with students. I plan to present these findings to my colleagues as well as to administrators at Lion Unified. I hope this study contributes to continued investment in Lion Unified in teacher choice and support around professional development, as well as continued interest in media literacy PD. The results of this study will also be shared with other districts. Given how relatively short the workshops were and that each workshop topic was only given one time, the data indicate that even a small dose of media literacy instruction can make a difference to classroom practice. Because of this study's limitations, my colleagues and I will also be careful not to overstate the case.

This study also presents several avenues for future research. There is no doubt that more data are needed around how to create effective media literacy professional development that supports teachers to incorporate media literacy learning into their classrooms. Given the lack of research around media literacy PD, any type of study would contribute to this very small field. A clear next step stemming from this research is to conduct a similar study using a more formalized pre- and post-test model in a district like Lion Unified to more cleanly isolate the impact of the media literacy workshops. However, the aspect I am most interested in pursuing would be conducting a similar study in a K-12 district or a high school district rather than an elementary district, to see if the data can be generalized to a secondary setting. At the public media station, the majority of our PD work is designed for secondary learning environments. The opportunity to study the impact of PD in a relatively small setting like Lion Unified where we already had strong relationships with district administrators made this project possible. However, a study in a K-12 environment would be more relevant to our work overall, though very difficult to conduct given my current position. K-12 districts are often larger than K-6 districts and gathering a large enough sample size to measure the impact of media literacy workshops would be challenging without significant support at the district and school level.

The more doable next steps relate to my own practice as a media literacy educator and teacher leader. This project has helped shed light on parts of the work I previously had no data on: namely, how teachers took what they learned in a workshop and used it in their classrooms. The data from this project clearly point to the importance of continuing to emphasize implementation strategies, student models and time for teachers to practice media creation during the workshops. As a result, my colleague and I plan to revise workshops to emphasize these elements. While elements like encouragement and tech tool exposure are important, the data

from this project show that the foundations of adult learning best practices hold true. Teachers want immediate and practical ways to apply media literacy learning, clear models and opportunities to practice what is most relevant, in this case media creation.

Summary

As the 21st century marches on, the need for student media literacy grows ever greater, along with the need for media literacy professional development for teachers. My colleagues and I have been collecting teacher feedback on our media literacy PD workshops for many years. This feedback has been almost entirely positive, and most teachers said they planned to implement a media project based on the learning gained in the PD. However, we had no way of knowing how their intentions align with actual classroom implementation or if our workshop content, which emphasized adult learning practices, helped empower teachers in their media literacy instruction.

Thus, I embarked on this project hoping to gain insight into whether or not media literacy workshops increased teacher self-efficacy around media literacy as well as whether or not they took that learning and put it into practice. Because media creation is a key part of media literacy and the focus of most of our PD workshops, I focused on media project implementation specifically. The theoretical rationale that provided the foundation for this study focused on common practices that both build self-efficacy and support adult learning. Bandura's self-efficacy framework (1977) and Malcolm Knowles' adult learning theory (1970) emphasize practical, experiential learning, clear modeling, and supportive environments as key to successful adult learning. After reviewing the literature, I decided to conduct a study to measure the impact of a series of media literacy workshops on teacher self-efficacy and classroom practice at Lion Unified, a K-6 district where about 20% of teachers had attended at least one media literacy

workshop between January and April 2023.

The data from the impact study showed a statistically significant increase in teacher self-efficacy around four key elements of media literacy instruction. Furthermore, 71% of teachers who attended at least one media literacy workshop implemented a media project with students. In this way, my colleagues and I were able to see what we had not known before, at least in the case of Lion Unified. Teachers who attended media literacy workshops did, indeed, put that learning into practice. However, the limitations of this study show that more research is needed around the impact of media literacy professional development on teacher self-efficacy and classroom practice. One promising avenue for further research could include replicating this study using a pre- and post-test model to more clearly isolate the effects of media literacy PD in a way this study was unable to do. Another opportunity for further research would be to conduct focus on a K-12 or high school district to examine whether or not the results could be replicated in secondary classrooms, since this study was conducted in a K-6 district. However, the data from this study will have immediate use in my own teacher leader practice. My colleagues and I plan to further strengthen the connections between the content of our PD workshops and adult learning best practices. I also plan to share this data with this district and other districts in the hopes that more teachers gain access to media literacy PD that empowers them to bring this vital topic into their classrooms.

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Appendices

Appendix A

Initial Survey

Initial Survey for Alisal Union Educators (2022-23)

Participant informed consent

My name is Rachel Roberson, and I'm one of KQED's professional learning leads. I'm also currently a masters student at St. Mary's College of California. This survey is part of in my research project, a study investigating how KQED's media literacy professional development workshops impact teacher's sense of efficacy, both to create media and to implement media projects with students.

I'm seeking data from all Alisal teachers in this survey. Some of you have attended one or more of KQED's online workshops. Some of you haven't. However, when establishing impact, it's important to hear from everyone. Both KQED and Alisal Union School District seek to learn how to best support classrooms in building media literacy skills. This study is intended to address that question. This initial survey is 10 questions and will take an estimated 4 minutes to complete.

* 1. By clicking yes to complete this survey, I agree to participate in this research study. I understand the purpose and nature of this study, and I am participating voluntarily. I understand that I can withdraw from this study at any time or choose not to answer any of the questions, without any penalty or consequences. I understand that the data generated from this survey will be used in the researcher's thesis on this topic.

- ◯ Yes, I agree to participate in this impact study.
- ◯ No, I do not agree to participate in this impact study.

Initial Survey for Alisal Union Educators (2022-23)

Survey questions

2. School assignment in the 2022-23 school year (Choose from the drop-down menu.)

3. Grade level assignment in the 2022-23 school year:

- ◯ PK/TK
- ◯ Kindergarten
- ◯ 1st grade
- ◯ 2nd grade
- ◯ 3rd grade
- ◯ 4th grade
- ◯ 5th grade
- ◯ 6th grade
- ◯ SPED (multiple grade levels)
- ◯ ELL/ELD/bilingual specialist (multiple grade levels)
- ◯ PE (multiple grade levels)
- ◯ Art/Music (multiple grade levels)
- ◯ Other (please specify)

4. How many years have you been a classroom teacher?

- ◯ 1-5 years
- ◯ 6-10 years
- ◯ 11-15 years
- ◯ 16-20 years
- ◯ More than 20 years

5. In your opinion, how effective are you in creating the following types of digital media to use as part of classroom instruction?

	Not effective		A little effective		Somewhat effective		Quite a bit effective		Very effective
A 1-3-minute video connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
A 1-3-minute podcast or audio story connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
An infographic connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
A photo essay connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○

6. In your opinion, how effective are you at integrating student media-making into your curriculum as a way to demonstrate learning?

Not effective		A little effective		Somewhat effective		Quite a bit effective		Very effective
○	○	○	○	○	○	○	○	○

7. In your opinion, how effective are you in instructing students to make the following types of digital media?

	Not effective		A little effective		Somewhat effective		Quite a bit effective		Very effective
A 1-3-minute video connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
A 1-3-minute podcast or audio story connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
An infographic connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○
A photo essay connected to specific curriculum content or classroom culture goal.	○	○	○	○	○	○	○	○	○

8. In your opinion, how effective are you at troubleshooting technical issues or questions that arise when students are making digital media?

Not effective		A little effective		Somewhat effective		Quite a bit effective		Very effective
○	○	○	○	○	○	○	○	○

9. Did your students make any of the following digital media in your classroom during the 2022-23 school year? (Check all that apply)

- ☐ A video connected to specific curriculum content or aspect of classroom culture
- ☐ A podcast or audio story connected to specific curriculum content or aspect of classroom culture?
- ☐ An infographic connected to specific curriculum content or aspect of classroom culture?
- ☐ A photo essay connected to specific curriculum content or aspect of classroom culture
- ☐ My students didn't make media in my classroom during the 2022-23 school year.
- ☐ Other (please specify)

10. Did you attend any of KQED's online workshops during the 2022-23 school year?

- ◯ Yes
- ◯ No
- ◯ Not sure

Appendix B

Impact Survey

Media Literacy Workshop Impact Survey for Alisal Educators (2022-23)

Participant informed consent

My name is Rachel Roberson, and I'm one of KQED's professional learning leads. I'm also currently a masters student at St. Mary's College of California. This survey is part of in my research project, a study investigating how KQED's media literacy professional development workshops impact teacher's sense of efficacy, both to create media and to implement media projects with students.

In this survey, I'm seeking data from Alisal teachers who have attended a KQED media literacy workshop during the 2022-23 school year. Both KQED and Alisal Union School District seek to learn how to best support classrooms in building media literacy skills. This study is intended to address that question. This survey has 11 questions and is estimated to take 5 minutes to complete.

* 1. By clicking yes to complete this survey, I agree to participate in this research study. I understand the purpose and nature of this study, and I am participating voluntarily. I understand that I can withdraw from this study at any time or choose not to answer any of the questions, without any penalty or consequences. I understand that the data generated from this survey will be used in the researcher's thesis on this topic.

- ◯ Yes, I agree to participate in this impact study.
- ◯ No, I do not agree to participate in this impact study.

Media Literacy Workshop Impact Survey for Alisal Educators (2022-23)

Survey questions

2. School assignment in the 2022-23 school year (Choose your school from the drop-down menu.)

3. Grade level/teaching assignment in the 2022-23 school year:

- ◯ PK/TK
- ◯ Kindergarten
- ◯ 1st grade
- ◯ 2nd grade
- ◯ 3rd grade
- ◯ 4th grade
- ◯ 5th grade
- ◯ 6th grade
- ◯ SPED (multiple grade levels)
- ◯ ELL/ELD/bilingual specialist (multiple grade levels)
- ◯ PE (multiple grade levels)
- ◯ Art/music (multiple grade levels)
- ◯ Other (please specify)

4. How many years have you been a classroom teacher?

- ◯ 1-5 years
- ◯ 6-10 years
- ◯ 11-15 years
- ◯ 16-20 years
- ◯ More than 20 years

5. How many KQED media literacy workshops did you attend in the 2022-23 school year?

- ◯ 1 workshop
- ◯ 2 workshops
- ◯ 3 workshops
- ◯ 4 workshops
- ◯ More than 4 workshops

6. What was the topic(s) of the workshop(s) you attended? (Check all that apply.)

- ☐ Making videos
- ☐ Making podcasts or audio stories
- ☐ Making infographics
- ☐ Making photo essays
- ☐ Making editorial cartoons
- ☐ Analyzing media messages
- ☐ Other (please specify)

7. How did attending KQED online workshop(s) impact your effectiveness to create media for your classroom?

- ◯ I feel I became a more effective media creator.
- ◯ I feel that the workshops had no impact on my effectiveness as a media creator.
- ◯ I feel I became less effective as a media creator.

8. Did your students make any of the following digital media in your classroom during the 2022-23 school year? (Check all that apply)

- ☐ A video connected to specific curriculum content or aspect of classroom culture.
- ☐ A podcast or audio story connected to specific curriculum content or aspect of classroom culture.
- ☐ An infographic connected to specific curriculum content or aspect of classroom culture.
- ☐ A photo essay connected to specific curriculum content or aspect of classroom culture.
- ☐ My students didn't make media in my classroom during the 2022-23 school year.
- ☐ Other (please specify)

9. Did attending KQED workshop(s) have any impact on your decision to implement a media project with students during the 2022-23 school year?

- ◯ My experience attending a KQED workshop(s) was the primary reason I decided to implement a media project(s) with students.
- ◯ My experience attending a KQED workshop(s) was a contributing factor in my decision to implement a media project(s) with students.
- ◯ My experience attending a KQED workshop (s) had a limited impact on my decision to implement a media project(s) with students.
- ◯ My experience attending a KQED workshop(s) had no impact on my decision to implement a media project(s) with students.
- ◯ I did not implement a media project with students during the 2022-23 school year.

10. Which aspect(s) of KQED's workshop(s) made an impact on your decision to implement a media project with students? (Check all that apply.)

- ☐ Learning about ways to integrate the media format into my curriculum
- ☐ Seeing or hearing examples of student-created media
- ☐ Hearing from fellow educators or professionals who are experienced media creators
- ☐ Having time to practice the media format during the workshop
- ☐ Having access to KQED-created resources
- ☐ Learning about specific online tools to use with students
- ☐ Receiving encouragement from the facilitators and fellow participants
- ☐ Having the opportunity to attend KQED workshops with others from my school or grade level
- ☐ Other (please specify)

11. If you recommended a KQED workshop to a colleague or teacher friend this year, what was your reason? (Check all that apply.)

- ☐ KQED's workshops helped me to integrate media literacy into my curriculum.
- ☐ KQED's workshops helped me become a more effective media creator.
- ☐ KQED's workshops helped me become a more effective instructor of media projects with students.
- ☐ KQED workshops modeled effective media literacy instruction.
- ☐ KQED workshops involved hands-on learning and time to make media.
- ☐ KQED workshops were a supportive learning environment.
- ☐ I learned things at KQED workshops that I could share with my grade level team or school site.
- ☐ Teachers were financially compensated by the district to attend KQED workshops.
- ☐ I did not recommend KQED workshops to a colleague or teacher friend.
- ☐ Other (please specify)

12. How else could KQED workshops have supported your media literacy learning? (Check all that apply.)

- [ ] More time to create media during the workshop
- [ ] More focus on specific content areas (ex: science, language arts, social studies, etc.)
- [ ] More student-created examples
- [ ] More opportunities to hear directly from classroom educators
- [ ] Offer workshops on a variety of days and times
- [ ] Other (please specify)

13. Is there anything else you would like to share that you haven't been asked?

Appendix C

Workshop #1: Facts not Fiction: Spot Bad Science Reporting in the News and Media

I. Introductions and catalyst question

a. Catalyst question: Where do your students get their news?

II. What do "good" and "bad" science news look like?

a. Outline of the "telephone game" that shows how information travels from a science journal article to the popular media and the way science data gets garbled or misinterpreted along the way, often because of confusion and not ill intent
b. Reminder of the importance of teaching the scientific process and that revised data isn't "wrong" but new information has come to light—that's how science works.
c. Overview of resources for teaching students how to identify reliable sources in general and reliable sources in science in particular

III. How do you spot bad science news? Be GLAD

a. View "4 Tips to Spot Bad Science Reporting" video for classrooms

b. Unpack and discuss examples using the GLAAD method: **G**et past the clickbait, **L**ook out for crazy claims, **A**nalyze source data, **D**etermine if outside experts know what they are talking about (or not!)
c. Go over how to do lateral reading, a source evaluation method used by professional fact checkers.

IV. Interactive game: Share or Beware!

a. This game asks participants to determine the reliability of a series of social media posts using the source-evaluating methods taught in the workshop (GLAD and lateral reading). Participants then post in the chat whether they would share (the post is reliable) or beware (the post is inaccurate, misleading or false).

V. Final resource share and close

Appendix D

Workshop #2: Data Storytelling with Infographics

I. Introduction and chat waterfall (a quick get-to-know-you activity in a large Zoom setting)

a. Chat waterfall question: Name, school, grade level or class and an emoji that shows what you'd like to be eating right now

II. What is Data Visualization?

a. Define data visualization and provide examples of the power of data visualization to communicate data effectively and creatively.

i. Compare/Contrast a simple table data set with an infographic

III. Infographics in Practice

a. Go over many examples in STEM and humanities of how teachers have used infographics to help students communicate learning, build media literacy skills and bring information to life

b. Explore how the sample projects align with national and state standards

IV. Getting Started with Infographics

a. Analyze a selection of three professionally-produced infographics to encourage participants to unpack the elements that go into successful data visualization. Not all the pro-infographics have all the necessary elements (one is fairly terrible). Take notes as participants analyze infographics by commenting in the chat or unmuting to develop a "class" list of the elements effective infographics include,

b. Show model infographics created by instructors (Angel and Rachel, in this case) and do a quick "think aloud" pointing out the elements we included that match the list of elements the group generated.

V. Infographic Making Workshop

a. Provide a list of free infographic creation tools

b. Do a quick demo of one of the tools to get folks started

c. Set a timer for 12 minutes where participants are working to start a model of an infographic they could use in their classroom as a model for a student project or to communicate information to students.

d. Infographic share time (volunteers share the infographic they started with the group and post a link to their piece in a "share doc" accessible to all participants)

VI. Final resource share and close

Appendix E

Workshop #3: Go Behind the Camera to Analyze Media Messages

I. Introduction and Catalyst question

a. Catalyst question: What is something you feel confident making or producing? (ex: crafts, cooking, music, etc.)

II. Media Production Choices

a. Remind participants: All media is created through a series of producer choices, understanding those choices and why they are made helps us become better consumers and creators of media.
b. Outline a selection of of media production choices: medium (video, audio, etc.), color, tone/music and types of camera shots or angles.

III. Bias in Media Production

a. Remind participants: Biases are something everyone has, no media is "unbiased" But being aware of possible biases can help avoid them. The Society of Professional Journalists doesn't use the word 'unbiased' in its code of ethics. Instead, it uses more descriptive words like "accurate," "fair" "accountable," etc.
b. Go over and discuss bias in media production Example: story selection bias (what news stories are pushed out, what are buried?), editing bias (what is included? What is cut?), distribution bias/ filter bubbles

IV. Media Analysis in Practice

a. As a group, analyze a Barbie commercial for production choices, go over things like camera angle, color choice, tone, music, etc.

V. Bringing Media Analysis to Your Classroom

a. Provide a list of media analysis lesson plans from a mix of K-12 classrooms and give participants time to brainstorm their own ideas, explore the plans or jump right into a lesson plan of their own.
b. Discuss: What is your next step for media analysis in your classroom context?

VI. Final resource share and close

Appendix F

Workshop #4: Learning Through a Lens: Photo Essays Across the Curriculum

I. Introductions and chat waterfall question (a quick get-to-know-you activity in a large Zoom setting)

a. Name, grade level and the last thing you took a photo of

II. What Is a Photo Essay?

a. Define photo essay and explore examples of pro photo essays (National Geographic) and photo essays created by or about children and youth

b. Participants choose from a selection of 4 photo essays to analyze answering the question in the chat or unmute: What are the strengths of your chosen photo essay? What stands out as inspiring or memorable? Why?

III. Pro Tips from Beth L!

a. Beth, the public media station's lead photo journalist, speaks about how she created a recently published photo essay on the last showing of "The Rocky Horror Picture Show" at a local theater. She highlights the need to take lots of photos, focus on people and shoot from a variety of angles.

b. Beth also speaks about the difference between photo journalism and art photography (most photography on social media is art photography)

IV. Photography Basics and Production Choices

a. Go over some basic photographic techniques, such as the rule of thirds, framing and simplicity using actual photos taken by the instructors (Angel, Rachel and Rik)

V. Photo Essays in Your Learning Context

a. Explore ideas for the kind of photo essays students could create in various classroom settings to demonstrate learning or share something about themselves (ex: capturing a change over time with a seed project, photographing the community, etc.)

VI. Photo Essay Workshop

a. View a model photo essay Rachel created

b. Using a provided template or the template of their choice, participants start their own photo essay as a model of a student project or for instruction.

VII. Final resource share and close

Appendix G

Workshop #5: Hear the Year: Finish Strong with Audio Storytelling

I. Introduction and chat waterfall

a. Chat waterfall question: Name, grade level/class and an emoji that describes how the year is going now that we are almost halfway through second semester

II. The Power of Audio for Connection and Reflection

a. Participants listen to and analyze a student-created audio essay reflecting on a lesson they learned during their high school years as well as discuss three reasons to bring audio storytelling to their classrooms: to help students empathize and connect, to focus on learner-centered best practices (like project-based learning), and to teach both traditional and media literacy skills.
b. Using the Menti.com tool, participants share the end-of-year projects or reflection prompts they use, thus creating a list of ideas viewable by everyone in the workshop.

III. Share Student Reflections Beyond the Classroom

a. Participants learn about the public media station's youth media showcase site where students can publish media they have created to an audience beyond the classroom.
b. Participants learn about an interactive audio "gallery" template they can also use to share student audio pieces within the school community.

IV. Getting Started with Audio Production: Layering Words and Sound

a. Explore what a podcast is (narration + soundscape) and the array of accessible tools that make this possible.
b. Hear two model end-of-year reflection mini-podcasts from instructions (Rachel and Angel)
c. Write a quick script for a mini-podcast reflecting on their school year or using one of the many prompts generated on the Mentimeter board.
d. Watch a demo of Soundtrap, a web-based audio production tool

V. Audio Production Workshop

a. Participants work independently to make their quick podcast
b. Those who finish and want to share post a link into the workshop "share doc," which is accessible to all participants. Pieces from the share doc are celebrated at the end of the production time.

VI. Final resource share and close

Appendix H

Workshop #6: The Power of Video Storytelling for Celebration and Reflection

I. Introductions and chat waterfall question

a. Chat waterfall question: Name, grade level/subject, what two emojis represent your school year?

II. Exploring the Power of Video for Reflection and Celebration

a. Participants listen to and analyze a student-created short film reflecting something they are passionate about as well as discuss three reasons to bring video storytelling to their classrooms: to help students empathize and connect, to focus on learner-centered best practices (like project-based learning), and to teach both traditional and media literacy skills.
b. After the group analysis, participants choose from a list of student-created reflections and celebrations and brainstorm ways they can use video at the end of the school year in their classrooms.
c. Participants learn about an interactive video "streaming service" template they can use to share student videos pieces within the school community

III. Create Your Own Model Video!

a. Review the three stages of video creation: pre-production, production and post-production, choose a prompt for a mini-documentary related to the end of the school year (ex: highlight of the year).
b. View two model videos created by instructors (Angel and Rik)
c. Write a short script for their mini-doc

IV. Moving from Production to Post-Production

a. Review an array of digital video production tools
b. Participants choose a tool and gather footage from their mini-doc from within the tool or on their cameras, etc.
c. Participants put together their mini-doc, getting as far as they can
d. Participants post a link to their video in the workshop "share doc," which all participants have access to. Videos are celebrated at the end of production time.

V. Final resource share and close