


**AD FONTES
MEDIA**



**INSTRUCTOR RESOURCE
MANUAL (IRM)**

TABLE OF CONTENTS

Introduction to Media Literacy	01
News Literacy	02
IRM Overview	04
How to Guide	05
About the Media Bias Chart	08
Tips and Strategies	11
Methods for Assessing	15
Ethical Implications	19
Goals and Objectives	23
Glossary of Terms	25
Common FAQs	30
Student Challenge	34
Additional Resources	35



INTRODUCTION TO MEDIA LITERACY AND NEWS LITERACY

In today's digitally connected world, information flows rapidly and abundantly through various channels. While this accessibility to information is empowering, it also presents a significant challenge: distinguishing between credible, accurate content and unreliable, biased, and sensational content. As a result, teaching media literacy, with a specific focus on news literacy, has become an essential endeavor in education.

The Purpose of Teaching Media Literacy in News

The primary purpose of teaching media literacy, particularly in news, is to equip students with the critical thinking skills they need to navigate the complex landscape of news and information. News, as a vital source of information and a cornerstone of democratic societies, shapes public opinion, influences decisions, and impacts policy making. Thus, ensuring that individuals are capable of discerning credible news from unreliable or misleading content is crucial for maintaining an informed citizenry and fostering active participation in civic life.



NEWS LITERACY

A PILLAR OF INFORMED CITIZENSHIP

1. **Navigating the Information Tsunami** The sheer volume of news stories, articles, and headlines available online can be overwhelming. Without the ability to critically evaluate sources, students might struggle to sift through the noise and identify information that is relevant, accurate, and trustworthy.

2. **Fighting Misleading and Biased Information** Unreliable and biased reporting has the potential to shape opinions and beliefs. By teaching news literacy, educators empower students to spot problematic information and recognize the subtle ways bias can influence reporting, helping them make informed judgments.

3. **Preserving Democracy** In democratic societies, well-informed citizens are the backbone of effective governance. Citizens must be capable of making decisions based on accurate information, not distorted narratives or fabricated stories.

4. **Building Digital Resilience** As digital natives, students are exposed to news from a young age. Teaching them news literacy fosters resilience against the potential negative effects of misleading or emotionally manipulative content.

NEWS LITERACY



5. **Encouraging Thoughtful Discourse** News literacy encourages students to engage in thoughtful discussions about current events, fostering critical dialogue and the exchange of diverse perspectives.

6. **Preparing for Future Challenges** The digital landscape is continuously evolving. By imparting news literacy skills, educators provide students with tools that will serve them throughout their lives, helping them adapt to new technologies and information sources.

7. **Promoting Media Responsibility** Educated news consumers are more likely to demand high-quality, ethical journalism. By teaching news literacy, we contribute to the demand for accurate reporting and journalistic integrity.

Incorporating news literacy into media literacy education is not only timely but also imperative. As educators, we play a crucial role in empowering the next generation to critically engage with news, to question information, and to make well-informed decisions. By nurturing these skills, we contribute to the cultivation of an informed, responsible, and active citizenry that can navigate the complexities of the information age and actively participate in shaping the future.

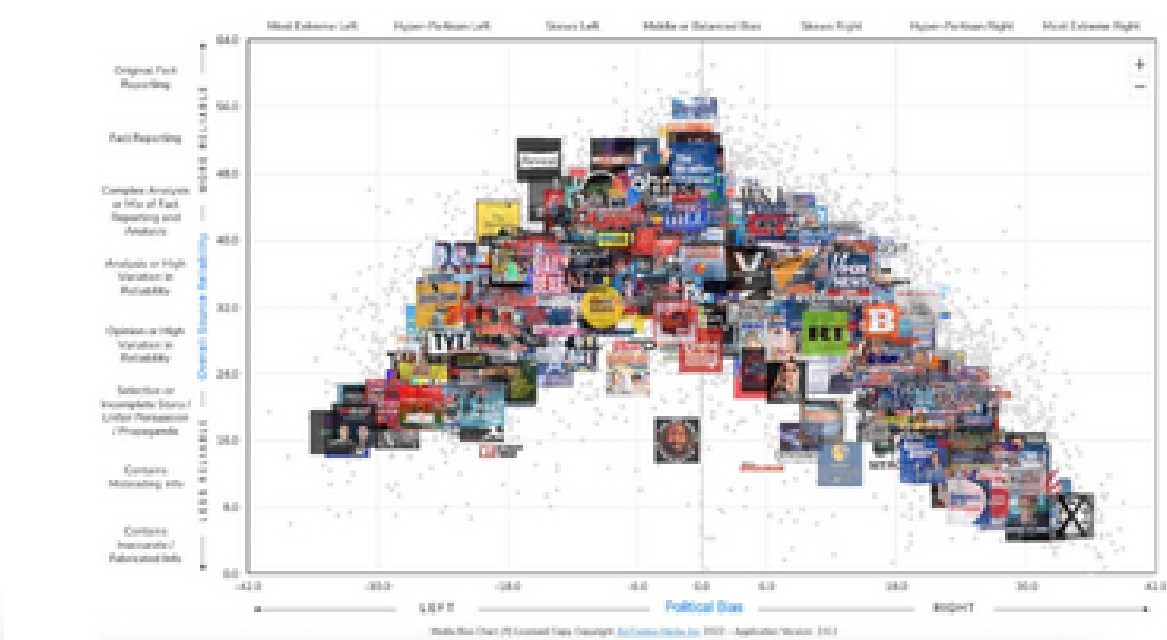


IRM OVERVIEW

TEACHING MEDIA LITERACY

USING THE MEDIA BIAS CHART®

This instructor resource manual is designed to provide educators with a comprehensive toolkit for effectively teaching media literacy, with a specific focus on utilizing the Media Bias Chart as a powerful teaching tool. As our digital world becomes increasingly inundated with information, it's essential for students to develop critical thinking skills that enable them to navigate the complexities of media bias, credibility, and reliability. This manual equips instructors with a structured approach to guiding students through these vital skills, fostering their ability to become discerning consumers of news and information.



HOW TO GUIDE

UNLOCKING INSTRUCTOR SUCCESS

1. **Clear Lesson Plans** This manual includes ready-to-use lesson plans that outline step-by-step instructions for teaching media literacy using the Media Bias Chart. Each lesson plan is meticulously crafted to engage students and build their understanding progressively.

2. **Educational Activities** Engaging activities are provided to help students analyze news sources, critically evaluate content, and practice placing sources on the Media Bias Chart. These activities are adaptable to different age groups and learning styles.

3. **Discussion Prompts** Thought-provoking discussion prompts encourage meaningful conversations about media bias, reliability, and the broader impact of information consumption. These prompts help instructors guide students in exploring nuanced topics and perspectives.

4. **Real-world Examples** This manual includes samples from various sources, enabling instructors to facilitate hands-on analysis exercises. These examples demonstrate how to apply the concepts of media bias and reliability to actual news stories.

5. **Visual Aids**, including diagrams and sample Media Bias Charts, clarify complex concepts and enhance students' understanding of how to assess bias and reliability.

HOW TO GUIDE

6. **Assessment Strategies** Instructors are provided with guidance on assessing students' comprehension and critical thinking skills. Various assessment methods are suggested, allowing instructors to tailor evaluations to their teaching context.

7. **Extension Activities** Optional extension activities challenge students to apply their newfound media literacy skills to current events, encouraging independent research and analysis.

8. **Ethical Considerations** The manual addresses potential challenges related to discussing bias and controversial topics. Advanced Topics of the Week activities may sometimes link to content that some readers find disturbing and/or otherwise challenging. For classrooms where age-appropriate content is a concern, Starter Topics of the Week are offered. This manual also offers strategies for fostering respectful and inclusive classroom discussions.

9. **Additional Resources** A curated list of recommended resources, including books, articles, and videos, supports both instructors' professional development and students' deeper exploration of media literacy concepts.

10. **Practical Tips** This manual offers practical tips for managing classroom dynamics during discussions of sensitive topics, ensuring a safe and inclusive learning environment.

HOW TO GUIDE

11. **Customization** While this manual provides structured lesson plans, it acknowledges the diverse needs of educators. Instructors can adapt the content to suit their teaching styles, grade levels, and classroom objectives.

12. **Feedback Loop** Educators are encouraged to provide feedback to education@adfontesmedia.com on the manual's effectiveness and contribute to its continuous improvement.

By integrating the Media Bias Chart into media literacy education, this manual empowers instructors to guide students in developing essential skills that transcend the classroom. These skills enable students to become informed, critical consumers of news, equipping them to engage thoughtfully with the information they encounter and to navigate the dynamic world of media with confidence and competence.

ABOUT

THE MEDIA BIAS CHART & ITS CREATOR, VANESSA OTERO

The Media Bias Chart is a powerful visual tool designed to help individuals assess the political bias and reliability of various news and news-like sources. In an era of abundant information and diverse news outlets, the chart serves as a practical aid for media consumers to navigate the complex landscape of news reporting. This section provides an overview of the Media Bias Chart, its creator, and the rationale behind its design.

VANESSA OTERO

The Media Bias Chart was created by Otero, a lawyer and entrepreneur with a passion for promoting media literacy. Otero developed the chart in response to the increasing challenges of identifying trustworthy news sources in a polarized media landscape. Her goal was to provide media consumers, including educators and students, with a user-friendly tool that enables them to critically analyze news sources and make informed judgments about the information they encounter.



THE MEDIA BIAS CHART

The Media Bias Chart is a multi-dimensional grid that categorizes media sources based on two main axes: bias and reliability. The horizontal axis represents the political bias of sources, ranging from extreme left to extreme right. The vertical axis indicates the reliability of sources, with factual reporting placed toward the top and unreliable reporting toward the bottom. This chart visually positions media sources within these dimensions, offering a clear representation of their relative bias and credibility.

RATIONALE BEHIND THE DESIGN

The design of the Media Bias Chart is rooted in the recognition that media bias is a nuanced and multi-faceted phenomenon. Otero's approach was to avoid oversimplification and capture the diversity of bias and reliability across a wide spectrum of media sources. By placing sources on a grid with two distinct axes, the chart acknowledges that bias and reliability are not binary but exist on a continuum.

The chart's visual nature simplifies the process of assessing sources' political leanings and credibility. By positioning sources in specific quadrants, the chart allows users to quickly grasp the relationship between a source's bias and its reliability. This empowers individuals to make more informed decisions about which sources to trust and rely on for accurate and balanced information.

To keep up with what's happening at Ad Fontes Media, [subscribe to our weekly newsletter!](#)



TIPS & STRATEGIES FOR FACILITATING GROUP DISCUSSIONS ABOUT MEDIA BIAS & RELIABILITY

Group discussions are a valuable way to engage students in exploring complex topics, sharing diverse perspectives, and honing their critical thinking skills. However, managing discussions and navigating potential disagreements effectively requires careful planning and facilitation. Discussions about whether a particular piece of media content is reliable and how biased it may be inherently involves political topics, some of which can elicit strong emotions.

The most helpful ground rule for discussions about the reliability and bias of a particular piece of media content is to focus on analyzing the content (e.g., the article) and not arguing for or against the underlying political issue. This allows students to discuss political topics through a layer of abstraction – the article – which usually makes the discussion less personal.

Here are some additional tips and strategies to create a conducive environment for productive discussions:

Preparation

1. **Clear Objectives** Clearly define the goals of the discussion and communicate them to students. This helps set expectations and keeps the conversation focused.

TIPS & STRATEGIES

2. **Structured Framework** Provide a clear structure for the discussion, such as starting with an opening question, allowing each student to contribute, and concluding with a summary.

3. **Assigned Roles** Assign roles to students within the group, such as a facilitator, timekeeper, and note-taker. This distributes responsibilities and keeps the discussion on track.

Creating a Safe Environment

1. **Establish Ground Rules** Set ground rules for respectful communication, such as active listening, avoiding personal attacks, and valuing diverse opinions.

2. **Encourage Respect** Emphasize the importance of respectful disagreement and creating an atmosphere where all voices are valued.

3. **No Right or Wrong Answers** Remind students that discussions are an opportunity to explore ideas, and there are no "right" or "wrong" answers – only well-supported viewpoints.

Managing Disagreements

1. **Stay Neutral** As the facilitator, remain neutral and avoid taking sides. Your role is to guide the discussion, not to impose your opinion.

TIPS & STRATEGIES

2. **Redirect and Reframe** If disagreements become heated or off-topic, gently redirect the conversation back to the main points and reframe the discussion in a constructive way.

3. **Encourage Evidence-Based Arguments** Encourage students to back their arguments with evidence, facts, or examples. This fosters critical thinking and helps prevent emotional arguments.

Encouraging Participation and Critical Thinking

1. **Open-Ended Questions** Pose open-ended questions that require more than a simple "yes" or "no" response. These questions promote deeper thinking and discussion.

2. **Active Listening** Teach active listening skills, such as paraphrasing others' viewpoints before responding, to ensure that students truly understand each other's perspectives.

3. **Socratic Questioning** Use Socratic questioning to stimulate critical thinking. Ask probing questions that prompt students to analyze their own and others' assumptions.

4. **Arguing the Other Side** Assign a student to argue against the majority opinion. This challenges students to think more critically and consider alternative viewpoints.

TIPS & STRATEGIES

Summarizing and Synthesizing

1. **Summarize Key Points** Summarize the main points of the discussion at the end to reinforce what was covered and ensure everyone is on the same page.
2. **Highlight Common Ground** Point out areas of agreement or consensus that emerged during the discussion. This reinforces the value of respectful dialogue.
3. **Connect to Learning Objectives** Tie the discussion back to the lesson's learning objectives and relate the insights gained to real-world applications.

Feedback and Reflection

1. **Feedback Loop** Encourage students to provide feedback on the discussion format and facilitation. This helps you refine your approach and create a more effective learning environment.
2. **Reflection** After the discussion, have students reflect on what they learned, how their opinions might have evolved, and what questions they still have.

By implementing these strategies, you can foster a classroom environment that promotes thoughtful engagement, respectful dialogue, and critical thinking during group discussions.



METHODS FOR ASSESSING STUDENTS' UNDERSTANDING AND APPLICATION OF THE MEDIA BIAS CHART

Assessing students' understanding of the concepts behind using the Media Bias Chart for news analysis requires a multifaceted approach that includes active participation, practical analysis, and reflective thinking. Here are some methods with examples for each:

1. Class Participation

- **Socratic Discussions** Engage students in guided Socratic discussions about specific news articles. Encourage them to analyze bias and reliability using the Media Bias Chart. Example: "Discuss how the placement of a news article on the Media Bias Chart affects your perception of its bias and reliability. Share your reasoning."
- **Debate Activities** Organize a class debate where students argue the bias and reliability of various news sources using evidence from the Media Bias Chart. Example: "Debate the placement of a news outlet on the Media Bias Chart. Support your argument with specific indicators from the chart."

METHODS FOR ASSESSING

2. Analysis Assignments (see assignments provided in the Starter, Intermediate, and Advanced lesson plans)

- **Source Analysis Assignment** Provide students with a set of news articles from different sources. Ask them to place each source on the Media Bias Chart and provide a brief analysis of their placements. Example: "Analyze three news articles and position each source on the Media Bias Chart. Explain how bias and reliability influenced your placements."
- **Comparative Analysis** Assign students two news articles on the same topic from sources with varying placements on the Media Bias Chart. Ask them to compare the presentation of information and analyze how bias impacts the reporting. Example: "Compare and contrast the bias and reporting approaches of two news articles on a current event from sources with different placements on the Media Bias Chart."

3. Reflective Essays

- **Bias Awareness Reflection** Have students write a reflective essay on their awareness of media bias before and after learning about the Media Bias Chart. Ask them to discuss how their perceptions have evolved. Example: "Write an essay reflecting on your understanding of media bias prior to studying the Media Bias Chart. How has your perception changed? Provide specific examples."

METHODS FOR ASSESSING

- **Real-world Application Essay** Assign an essay where students analyze a recent news event using the Media Bias Chart. Ask them to reflect on the implications of understanding bias in news reporting for informed citizenship. Example: "Choose a recent news event. Analyze its coverage from multiple sources using the Media Bias Chart. Discuss how recognizing bias enhances your ability to be an informed citizen." Modify this assignment by using the Topic of the Week.

4. Group Projects

- **Bias and Reliability Presentation** Assign groups to research and present on a media source's bias and reliability placement on the Media Bias Chart. Include an analysis of a recent news story from that source. Example: "Research a media source's bias and reliability placement on the Media Bias Chart. Present your findings and analyze a news article to support your assessment."
- **Media Analysis Portfolio** Have students curate a portfolio of news articles from sources spanning the Media Bias Chart. Ask them to annotate each article, explaining its placement and how they determined its bias and reliability. Example: "Create a media analysis portfolio with news articles from sources across the Media Bias Chart. Annotate each article, detailing its bias and reliability."

METHODS FOR ASSESSING

These assessment methods encompass various learning styles and skill sets, allowing students to demonstrate their comprehension of media literacy concepts using the Media Bias Chart. They encourage active engagement, critical thinking, and application of knowledge, ensuring a well-rounded understanding of the material. All of these lessons can be modified to incorporate different filters available on the interactive platform (e.g. use keyword filters to explore specific topics, ownership, and targeted audiences).



ETHICAL IMPLICATIONS OF TEACHING MEDIA LITERACY

Teaching media literacy carries ethical implications that educators must navigate thoughtfully. These considerations are particularly relevant when discussing bias, controversial topics, and promoting a respectful learning environment:

1. Discussing Bias and Controversial Topics

- **Potential Challenge** Engaging with bias and controversial topics in the news can lead to heated discussions and discomfort among students who hold different viewpoints.
- **Ethical Responsibility** As educators, it's essential to provide a space for open dialogue while respecting diverse perspectives and avoiding the imposition of personal beliefs.

2. Mitigating Your Own Bias

- **Importance** Mitigating personal bias is crucial for fostering an unbiased learning environment. Bias can inadvertently influence classroom discussions and the presentation of materials.
- **Ethical Responsibility** Educators should strive to present information objectively, allowing students to form their own opinions based on balanced and accurate information.

ETHICAL IMPLICATIONS

3. Creating a Respectful Environment

- **Importance** A respectful classroom environment is essential for healthy discourse. Students should feel comfortable expressing their views without fear of judgment or discrimination.
- **Ethical Responsibility** Educators must actively foster an atmosphere of respect, inclusion, and open-mindedness to encourage civil and constructive discussions.

4. Addressing Controversial Issues

- **Potential Challenge** Addressing controversial topics can elicit strong emotions and differing opinions. These discussions can become emotionally charged or even offensive.
- **Ethical Responsibility** Educators should provide guidelines for respectful communication, emphasizing the importance of active listening, empathy, and constructive disagreement.

5. Avoiding Manipulation and Propaganda

- **Importance** Educators must avoid using their platform to manipulate students' beliefs or promote a particular agenda.
- **Ethical Responsibility** Ensure that teaching materials are balanced and provide a range of perspectives. Encourage critical analysis and independent thinking.



ETHICAL IMPLICATIONS

STEPS TO MITIGATING YOUR OWN BIAS AS A TEACHER

- 1. Self-Awareness** Reflect on your own biases and how they might influence your teaching. Be honest about your viewpoints and work to minimize their impact on classroom discussions.
- 2. Balanced Materials** Curate materials that present a range of perspectives on controversial topics. Avoid favoring one viewpoint over others.
- 3. Equal Opportunity** Give equal attention to diverse viewpoints during discussions. Encourage students to explore different sides of an issue.
- 4. Open-Ended Questions** Frame questions in a way that encourages critical thinking without leading students toward a particular conclusion.
- 5. Respect for Students** Treat students' opinions with respect, even if they differ from your own. Encourage open dialogue while maintaining a neutral stance.
- 6. Acknowledge Limitations** If you're discussing a topic where your expertise or personal bias might hinder impartiality, acknowledge this to students and present a variety of credible sources.

ETHICAL IMPLICATIONS

STEPS TO CREATING A RESPECTFUL ENVIRONMENT

- 1. Ground Rules** Set clear ground rules for respectful discourse at the beginning of the course. Address the importance of empathy, active listening, and constructive criticism.
- 2. Moderation** Monitor discussions to ensure they remain respectful. Intervene if discussions become heated or if students are not adhering to the ground rules.
- 3. Inclusive Language** Use inclusive language that respects all identities and backgrounds. Create an atmosphere where every student feels valued.
- 4. Encourage Empathy** Promote understanding by encouraging students to consider others' perspectives and experiences, even if they differ from their own.
- 5. Addressing Disagreements** Teach students how to disagree respectfully and how to constructively challenge ideas without attacking individuals.

Teaching media literacy with an ethical approach ensures that students develop critical thinking skills while also fostering respect, empathy, and an awareness of the complexities of media and bias.



GOALS & OBJECTIVES

MEDIA LITERACY LESSONS

USING THE MEDIA BIAS CHART

These goals and objectives form a cohesive framework for teaching media literacy using the Media Bias Chart. Customizing activities and assessments to align with these objectives will help ensure that students develop a strong foundation in critically evaluating media sources and making informed judgments about the information they encounter. Each lesson plan is intended to be delivered independently so that instructors have maximum flexibility in incorporating them into their already existing curriculum.

● **Starter Lesson Plan**

● **Intermediate Lesson Plan**

Coming Soon

● **Advanced Lesson Plan**

Coming Soon

GOALS & OBJECTIVES

Activities & Assignments

- Source Reliability Report
- Rainbow Reading
- Scavenger Hunt

Discussion Questions

- Why are media literacy skills important to learn?
- What are the different forms of media?
- Why is it important to be critical consumers of information?
- What are the limitations of relying on headlines alone for news?
- How do you think pictures or videos that accompany news articles affect your perception of the topic?
- How do you know if a news article is biased?
- What are the different types of bias and how do they affect how you might seek out and interpret information?



GLOSSARY OF TERMS

Accurate A term used to describe information that is correct in all details.

Ad-hominem This logical fallacy occurs when, instead of addressing someone's argument or position, you (irrelevantly) attack the person who is making the argument.



Bias The inclination or prejudice in favor of or against a particular viewpoint, person, or group that can influence the presentation and interpretation of information in media content.

Boogeyman This refers to people or groups that may or may not exist but whose names are invoked to incite fear, anger, or loathing among a certain audience.

Byline A line in a news article naming the writer(s) of an article.

Commercial Bias Bias introduced due to the financial interests of media organizations, potentially leading to sensationalism or the prioritization of profit over accuracy.

GLOSSARY

Confirmation Bias Bias that arises from seeking out information that aligns with pre-existing beliefs and ignoring or dismissing contradictory information.

Content Analysis A systematic research method for the interpretation of text data by a set framework.

Contextual Analysis The examination of media content within its broader historical, cultural, and societal context to understand its deeper implications and potential biases.

Critical Thinking The ability to objectively analyze, evaluate, and synthesize information to form well-reasoned judgments and opinions.

Cultural Bias Bias that results from favoring a particular culture, ethnicity, or group, which can influence how stories are framed and portrayed.

Democrat A member of the Democratic party.

Expression This is how an article is presented, and how it is presented is not necessarily an article's true message. Articles can be expressed as fact, analysis, or opinion.

Fact Checking The process of verifying the accuracy of information presented in news articles, statements, or claims.

Gatekeeping The process by which media organizations determine which stories, information, or events are selected for coverage and how they are presented.

GLOSSARY

Graphics Information that accompanies a news article or episode in a visual format. Graphics can include data such as bar charts, line charts, pie charts, pictures, and videos.

Headline The title of a newspaper story or article, usually printed in large letters. Headlines can also refer to the main points of a television news story or a podcast episode.

Ideology A set of beliefs on which people base their actions.

Inaccurate A term used to describe information that contains incorrect, false or fabricated details.

Insults Language used to treat someone/something with contemptuous rudeness.

Journalism The profession of reporting and writing news for various mediums.

Lateral Reading The act of evaluating the trustworthiness of a source by comparing the claims made with other sources.

Logical fallacy Common errors in reasoning that will undermine the logic of an argument.

Made for Advertising MFA sites are, by definition, made for advertising. They do not exist for the purpose of giving their readers the facts, the news – or any useful information, really. They exist solely to get readers to view the ads.

Media Bias The systematic favoring of certain perspectives, opinions, or ideologies in media reporting, which can result in the distortion of information presented to the audience.

GLOSSARY

Media Ethics The moral principles and guidelines to which journalists and media organizations adhere, including transparency, accuracy, and impartiality.

Media Literacy The ability to access, analyze, evaluate, and create media in various forms (print, digital, visual, audio) to develop critical thinking skills, understand the role of media in society, and make informed decisions as media consumers and creators.

Misleading Information that contains statements or details that give the wrong impression.

News Literacy A subset of media literacy focused specifically on analyzing news content, understanding journalistic practices, and discerning credible and accurate news sources.

Peer Review The evaluation of content by experts in the field before it is published to ensure accuracy and reliability.

Primary Source An original source of information or data that is directly linked to an event or topic, often considered more reliable than secondary sources.

Political Bias Bias that favors a particular political ideology or party, affecting the way news is framed and reported.

Politics A term that refers to a set of activities that are associated with making decisions in groups (e.g. government) and the attempt by people to attain political office.

Reliability The degree to which a source or piece of information can be relied upon to truthfully, fact-fully, widely, and thoroughly present you with new information that affects you and/or other people.

GLOSSARY

Republican A member of the Republican party.

Sensationalism The practice of emphasizing dramatic, attention-grabbing, or emotionally charged elements in media content to attract audiences, sometimes at the expense of accuracy or context.

Source Triangulation The practice of cross-referencing information from multiple reliable sources to verify its accuracy and credibility.

Speculation The formation of a theory based on little to no evidence.

Veracity How factual an article is, a fact being something that can be objectively proven (the who, what, when, and where of a story). Articles appear as true, mostly true, neither true nor false, mostly false or false.

These definitions provide a foundation for understanding key concepts in media literacy, news literacy, and bias. Incorporating these terms into your instruction will help students build a common vocabulary for discussing these important topics.



COMMON FAQS

FREQUENTLY ASKED QUESTIONS

- *How do I introduce the Media Bias Chart to students effectively?*

Start by explaining the purpose of the Media Bias Chart – to help evaluate news and news-like sources for bias and reliability. Use relatable examples to demonstrate how bias can influence news reporting. Emphasize that the chart is a tool, not a definitive judgment, and that its purpose is to encourage critical analysis.

- *How can I ensure that students understand the concept of bias beyond the left-right spectrum?*

Explain that bias isn't solely about political orientation (although that is the primary subfactor we use to determine bias on the chart). It's important that students understand the broader influences of bias and that it can also manifest in cultural, commercial, and confirmation biases. Use real-world examples that highlight different forms of bias, showing that it's a multi-dimensional concept. Encourage students to think critically about how various biases might affect how information is presented.

- *What if students struggle to identify bias and reliability in news sources using the Media Bias Chart?*



COMMON FAQs

Start with clear, guided activities using sources and political issues that are more obvious in terms of bias and reliability. Gradually introduce more complex sources and political issues as students gain confidence. Provide support by discussing specific indicators of bias and reliability (use the chart as an example).

- *How can I address potential pushback or skepticism about the Media Bias Chart's classifications?*

Emphasize that the Media Bias Chart is a tool based on research and is intended to spark critical thinking, not to impose a single viewpoint. Encourage students to independently research sources' ratings and if they disagree with an article's placement on the chart, give them the opportunity to explain. Use discussions to explore the nuances of bias and engage in respectful conversations about differing opinions.

- *What if a classroom discussion becomes emotionally charged due to differing viewpoints?*

Foster ground rules for respectful discourse at the beginning of the course. Encourage active listening, empathy, and constructive criticism. Remind students that discussions are opportunities to learn from each other and explore different perspectives, rather than to win arguments.



COMMON FAQs

Reinforce the importance of using the methodology to focus the discussion on the analysis of the article rather than advocating for a position on the topic.

- *How do I address concerns from parents or administrators about discussing bias and potentially controversial topics?*

Clearly communicate the educational purpose of teaching media literacy, emphasizing critical thinking and responsible citizenship. Highlight that discussions about bias are designed to empower students to think critically, analyze information, and engage in informed conversations. Provide examples of the benefits of media literacy in the modern world.

- *How can I ensure a balanced approach when teaching media literacy with the Media Bias Chart?*

Curate a diverse range of news articles and sources that span the political and ideological spectrum. Avoid favoring any particular viewpoint and encourage students to explore sources with varying bias and reliability ratings. Encourage them to triangulate information from multiple sources.

- *How do I address situations where students challenge the credibility of the Media Bias Chart itself?*

COMMON FAQs

Acknowledge that no tool is infallible and that skepticism is healthy. Discuss the methodology and criteria behind the Media Bias Chart and encourage students to question and research its accuracy. This encourages critical thinking and helps students become discerning consumers of information. Moreover, share the following challenge to your students:

STUDENT CHALLENGE

1. If a student wants to challenge a score, submit their rationale to education@adfontesmedia.com. If we agree with their rationale for a different score, we will publish it as a blog post and send them a free gift.
2. If a student finds an article that they believe has a factual error, submit it to education@adfontesmedia.com with an explanation of what the student believes to be a factual error and a request that we rate the article. If we find there is a factual error, we will add the article to the IMBC and send the student a free gift.

If you have a question that has not been addressed here, please send your question to education@adfontesmedia.com. We are happy to help.

ADDITIONAL RESOURCES

Ad Fontes Media

- [Academic articles](#) that have cited the Media Bias Chart in their research.
- Ad Fontes Media [Blog](#)
- Ad Fontes Media [Methodology](#) webpage
- [Ad Fontes Media in the News](#)

Recommended Reading

- “Thinking in Bets” by Annie Duke
- “Thinking, Fast and Slow” by Daniel Kahneman
- “Rationality” by Steven Pinker
- “The Righteous Mind” by Jonathan Haidt
- “Knowledge: A Very Short Introduction” by Jennifer Nagel

Media Literacy

- [Poytner Institute](#) - Training catalog and media literacy tools for all ages
- [Center for Media Literacy](#) - The CML is an educational organization that provides leadership, public education, professional development, and evidence-based educational resources nationally and internationally.
- [NAMLE](#) - The National Association for Media Literacy Education (NAMLE) is a professional association for educators, academics, activists, and students with a passion for understanding how the media we use and create affect our lives and the lives of others in our communities and in the world.

ADDITIONAL RESOURCES

- [Media Education Lab](#) - The mission of the Media Education Lab is to improve digital and media literacy education through scholarship and community service.
- [Nieman Lab](#) - Nieman Lab is a project to help figure out where the news is headed in the internet age.
- [Media Literacy Now](#) - A politically neutral nonprofit organization with a mission to advocate for meaningful legislation that elevates media literacy education as a priority.

Fact Checks

- [FactCheck.org](#) - A Project of The Annenberg Public Policy Center
- [Snopes](#) - One of the original fact checkers for everything on the internet
- [Washington Post Fact](#) - Articles are rated by Pinnochios of truth
- [Politifact](#) - In partnership with Poytner Institute
- [The Dispatch](#)
- [Fullfact](#) - UK based
- [Poytner](#)
- [The AP](#)
- [Reuters](#)

Bias References

- [GovTrack](#)
- [Congress, Committees & Legislation](#)
- [A Starting Point](#)
- [Ground News](#)



WE RATE THE NEWS YOU CAN, TOO

#NewsNerds #MediaBiasChart

Ad Fontes
Media