



MEDIA KIT + YEAR 1 REPORT

FUNDING SOURCE + STUDENT MEDIA SPONSORS



The Collegian

93.5 FM **KWDC**
DELTA COLLEGE RADIO





ONE-PAGE

MEDIA DECODED

2024-2025 Fact Sheet + Project Progress

EXAMINE QUESTION INTERPRET EXPLAIN



PURPOSE

Media Decoded is a community and information literacy project aimed at providing resources for better understanding of how we process and interpret information. The student-led work focuses on providing an easy-to-digest process to help media consumers better understand messages — and get through the noise. All materials produced are provided free of charge. We encourage reuse and remixing of the content.

PROJECT NEED

Stockton, Calif. is considered a “news desert” with fewer reporters covering the city and San Joaquin County than 20 years ago. A misinformation website is now a core source of information for the county. We aim to increase media and information literacy.

SCOPE OF WORK

The project was funded by an \$18,640 grant from the **California Teachers Association Institute for Teaching** intended to bring innovative practices to the classroom. Work included actions from students and project faculty.

STUDENT RESPONSIBILITIES

- Development of four-step plan for media literacy: Examine, Interpret, Question, and Explain
- Develop media literacy resources, including pocket guide, media literacy one-page fliers (educational pathways, careers, equipment)
- Creation of slide presentations for kindergarten through adult-student lessons in media literacy
- Development of free, public handout materials including a media literacy guide and activity booklet

FACULTY RESPONSIBILITIES

- Development of curriculum for instruction in conjunction with student creative projects
- Supervision of student work and projects





PUBLIC EVENTS

Media Literacy Researchers + Ambassadors presented information at the following public events held on the Delta College campus (includes estimated reach of reach event):

- **DINNER + DEMOCRACY (OCT. 2024):** 100
- **FIERCE'S FALL FEST IN CTE LAND (Oct. 2024):** 6,000
- **DELTA COLLEGE DIGITAL MEDIA FILM FESTIVAL (DEC. 2025):** 200
- **PULITZER ON THE ROAD (FEB. 2025):** 250
- **STUDENT PRESS FREEDOM DAY (FEB. 2025):** 300
- **ARTS + MULTIMEDIA EXTRAVAGANZA (MAY 2025):** 300



PROJECT REACH

1,000	10+	1
Media Literacy Guides Printed	Creatives for Free Public Use	Public Pledge Card Display
7,150	350	6
Estimated Reach of Public Events	Media Literacy Pledges	Public Event Tabling Sessions

WHAT'S NEXT

Understanding the importance of the project, the student media groups will continue the work into the 2025-2026 school year. The push will be to move **Media Literacy Researcher** on to **Media Literacy Ambassadors** and into local classroom spaces across San Joaquin County.

The funding has seeded greater work on this effort.

FUNDING SOURCE + SPONSORS



The Collegian





YEAR-IN-REVIEW

EXAMINE
QUESTION.
INTERPRET.
EXPLAIN.

**AN INSTITUTE FOR TEACHING FUNDED
MEDIA + INFORMATION LITERACY PROJECT
BY SAN JOAQUIN DELTA COLLEGE MEDIA STUDENTS**



PROJECT PURPOSE

Media Decoded is a community and information literacy project aimed at providing resources for better understanding of how we process and interpret information. The student-led work focuses on providing an easy-to-digest process to help media consumers better understand messages — and get through the noise. All materials produced are provided free of charge. We encourage reuse and remixing of the content.

The project is **student led**, with student journalists involved in nearly every step of the work, from creating the four-step process, to developing fliers and guides, to tabling and promoting the work.



COMMUNITY NEED

Stockton, Calif., is considered a “news desert” with fewer reporters covering the city and San Joaquin County than 20 years ago. A misinformation website is now a core source of information for the county.

OF NOTE

- The idea for this work came during a Spring 2024 conversation when student editors for *Collegian* noted that often they were questioned about reporting by sources who didn’t understand journalistic processes.
- The work was affirmed during a Spring 2025 Associated Collegiate Press national conference when presenters noted it was now the role of journalists to teach media and information literacy.



WHY TEACH MEDIA LITERACY?

Media literacy is defined as “**the ability or skills to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the internet, and social media**” by [Dictionary.com](https://www.dictionary.com).

WHY IT'S IMPORTANT

- Media literacy ensures we're using a mental toolkit to question media.
- It's knowing messages should educate, inform, and give context.
- It's necessary to navigate messages we encounter daily.
- It's critical to a well-informed, critical thinking society.

Media literacy is about understanding how the media works, what it's function is, and why certain stories elevate above others.



DEVELOPMENT OF FOUR-STEP PROCESS

As part of the initial work on this project, Collegian Editors Jelissa King and Andrea Rivera culled what they know about media literacy through their coursework at Delta College to develop a four-step:

- **EXAMINE**
- **QUESTION**
- **INTERPRET**
- **EXPLAIN**

The intent was to keep the action steps as simple as possible (single word verbs) to help increase retention for future use.



FALL 2024 WORK HIGHLIGHTS

Work started in Sept. 2024, and included fact-finding exploration with the public.

Highlights were:

- Tabling at Dinner + Democracy surveying perceptions for guide
- Quick development of “pocket guide” card to hand out at events
- Work done by students involved in [Equity Honors Projects](#) for fliers about media careers, educational pathways, and equipment
- Presence at three public events



SPRING 2025 WORK HIGHLIGHTS

Work continued in Spring 2025 with multiple public touch points.

Highlights were:

- Publishing of Media Literacy Guide
- Deployment of “pledge cards” with those signing receiving a buttons
- Development of curriculum to teach media literacy (faculty led)
- Development of slide decks to match curriculum (student led)
- Coverage by [local media](#)
- Tabling at three more events



MATERIALS DEVELOPED

In total, more than 10 creatives were developed as part of this project, including:

- [Media Literacy Pocket Guide](#)
- [Media Literacy Guide Book](#)
- Four Media Literacy One-Page Fliers: [General explainer](#), [careers](#), [equipment](#), and [educational pathways](#)
- Curriculum for [Kindergarten through Adult Learners](#) (Faculty led)
- [Slide decks to match curriculum](#) (Student led)
- [Activity sheets for K-8 presentations](#) (Faculty led)
- Activity workbook for public events (In progress, student led)

All materials are [available](#) under CC BY-NC-SA 4.0, which allows for reuse and remix for non-commercial purposes.



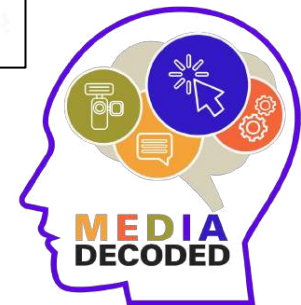
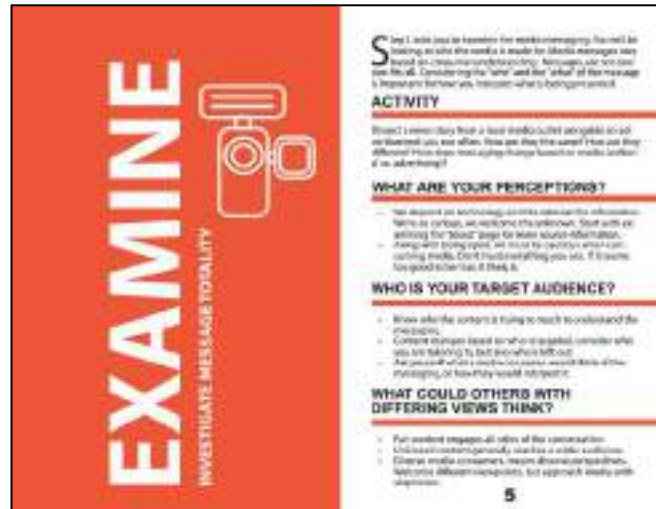
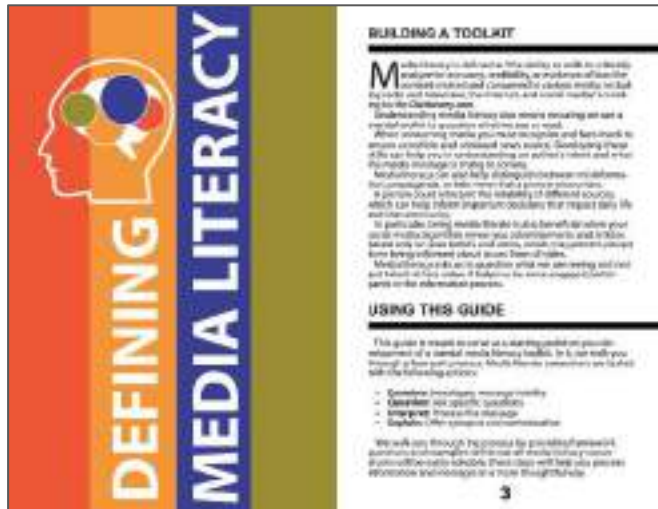
FLIER EXAMPLES

These are examples of the fliers produced (clicking image links to a .pdf download):



MEDIA LITERACY GUIDE EXAMPLES

Click on the images to view the full guide at issuu.com/deltacollegian.



PROJECT REACH

The Media Decoded project has had strong reach during the 2024-2025 school year, which fulfills the key objective of the work: **To provide information about media and information literacy in an effort to create a better informed public.**

1,000

Media Literacy
Guides Printed

10+

Creatives Developed For
Reuse and Remix

1

Public Pledge
Card Display

7,150

Estimated People Reached
Through Events

350

Media Literacy
Pledge Cards Signed

6

Public Tabling
Sessions



STUDENT REACH

The project include a core team of eight students, but welcomed participation across the Journalism and Digital Media programs at Delta College.

The core team involved:

- Media interns with the campus student-run media and content creation firm, [Fierce Mustang Media](#)
- Editors from *The Collegian* student newspaper and website
- Producers from *KWDC* student radio

Students were involved in the project through various entry points, including internships, equity-honors credit, and classwork.



SKILL DEVELOPMENT + PROMOTION

Through work on the **Media Decoded** project, students have worked to build their own soft skills, including:

- Development of talking points for public engagement
- Creation and design of materials
- Planning and implementing event preparation
- Research of core media literacy concepts

The work done as part of this project will also now be included in any future tabling for recruitment and promotion done by [The Collegian](#) student media and [KWDC](#) student radio. **Media literacy is now part of our overall promotional strategy.**



ENCOURAGEMENT OF REMIX, REUSE

To ensure maximum spread on this content, all the materials produced have been published under a Creative Commons license that allows for the reuse and remix of content (with attribution to the creator).



All materials are [available](#) under CC BY-NC-SA 4.0, the “license that allows others to remix, adapt, and build upon your work non-commercially, as long as they credit you and license their new creations under the same terms.”



WORK TO CONTINUE

The work will continue into the 2025-2026 school year.

Now that much of the creation process is done, our

Media Literacy Ambassadors will focus on:

- Finishing of Media Literacy Workbook for kids (see mock up of image from Kaitlynn Brandon)
- Deployment of ambassadors to classrooms, which will include preview of media technologies
- Continued promotion of media literacy materials in the community
- Translation of materials to Spanish to serve our largest bilingual population



MORE INFORMATION

For more information or to download this presentation and the guide, visit our website at fiercemustangmedia.com/media-decoded.



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MEDIA LITERACY GUIDE



A GUIDE TO BUILDING A MEDIA LITERACY TOOLKIT



DEFINING

MEDIA LITERACY

BUILDING A TOOLKIT

Media literacy is defined as “the ability or skills to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the Internet, and social media,” according to the *Dictionary.com*.

Understanding media literacy also means ensuring we use a mental toolkit to question what we see or read.

When consuming media you must recognize and fact-check to ensure a credible and unbiased news source. Developing these skills can help you in understanding an author’s intent and what the media message is trying to convey.

Media literacy can also help distinguish between misinformation, propaganda, or fake news that a person encounters.

A person could interpret the reliability of different sources, which can help inform important decisions that impact daily life and the community.

In particular, being media literate is also beneficial when your social media algorithm serves you advertisements and articles based only on your beliefs and views, which may prevent people from being informed about issues from all sides.

Media literacy asks us to question what we are seeing and not just take it at face value. It helps us be more engaged participants in the information process.

USING THIS GUIDE

This guide is meant to serve as a starting point on your development of a mental media literacy toolkit. In it, we walk you through a four-part process. Media literate consumers are tasked with the following actions:

- **Examine:** Investigate message totality
- **Question:** Ask specific questions
- **Interpret:** Process the message
- **Explain:** Offer synopsis and contextualize

We walk you through the process by providing framework questions and examples. While not all media literacy conundrums will be easily solvable, these steps will help you process information and messages in a more thoughtful way.

EXAMINE

INVESTIGATE MESSAGE TOTALITY



Step 1 asks you to examine the media messaging. You will be looking at who the media is made for. Media messages vary based on consumer understanding. Messages are not one-size-fits-all. Considering the “who” and the “what” of the message is important for how you interpret what is being presented.

ACTIVITY

Dissect a news story from a local media outlet alongside an advertisement you see often. How are they the same? How are they different? How does messaging change based on media (editorial vs. advertising)?

WHAT ARE YOUR PERCEPTIONS?

- We depend on technology and the internet for information. We're so curious, we welcome the unknown. Start with examining the “about” page for more source information.
- Along with being open, we must be cautious when consuming media. Don't trust everything you see. If it seems too good to be true, it likely is.

WHO IS YOUR TARGET AUDIENCE?

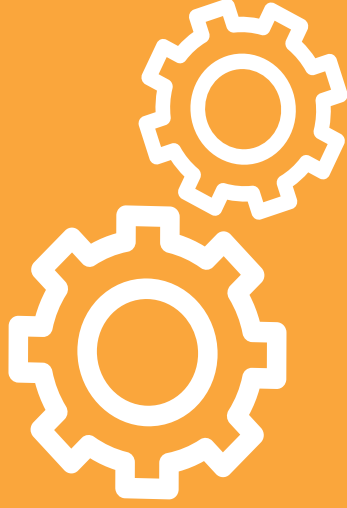
- Know who the content is trying to reach to understand the messaging.
- Content changes based on who is targeted, consider who you are tailoring to, but also who is left out.
- Ask yourself what a media consumer would think of the messaging, or how they would interpret it.

WHAT COULD OTHERS WITH DIFFERING VIEWS THINK?

- Fair content engages all sides of the conversation.
- Unbiased content generally reaches a wider audience.
- Diverse media consumers, means diverse perspectives. Welcome different viewpoints, but approach media with skepticism.

QUESTION

ASK SPECIFIC QUESTIONS



Step 2 asks you to question the intention of the message. How does it make you feel? Do you perceive truth? Or does it seem fabricated? Why is that important? In this exercise, dissect and investigate the media message.

ACTIVITY

Let's consider a post that could be shared by a friend on social media. The post includes the "Children are more likely to eat broccoli with cheese." Your friend adds their own story related to observational evidence: "This story is a lie! My children won't eat broccoli, even with cheese! No one wants to eat broccoli." Consider what question you would ask about the story and about your friend's evidence to get to the root of the media message. Write out questions to ask that would help you determine how you would process this information.

WHO CREATED THE MEDIA?

- Check your sources! Check who created the content, and examine what kind of audience they're trying to reach.
- Develop a list of reliable sources based on your investigation.

HOW IS MEDIUM IMPACTING THE MESSAGE?

- Canadian Philosopher Marshall McLuhan said the "medium is the message." How would this message be received if delivered in a different medium?
- The message can transition through different channels: social media, blogs, radio stations, biased/unbiased news outlets, etc. The channel influences the message(s).

WHAT CONTEXT DOES THE MESSAGE EXIST IN?

- The medium shapes the message on how it's supposed to be perceived.
- **Example:** Messages may be designed to get a rise out of you, some way, somehow.

INTERPRET

PROCESS THE MESSAGE



Step 3 asks you to interpret the messages when consuming media. When you consider a media message and ask questions, think about how the answers to your questions change your perception.

ACTIVITY

“Milk, it does a body good.”

That tagline came from the quintessential media campaign to promote the dairy industry in the 1980s and early 1990s. The television commercials showed happy children, bouncing kangaroos, parachuting cows, and other oddities to demonstrate the message. The point: Milk is good for you. Consider, though, that the campaign was funded by the National Dairy and Research Board. How does that alter your perception of the message? How does that impact the narrative? How does the delivery of the message change based on who funded it?

WHO GAINS FROM THIS MESSAGE?

- What we mean by ‘gain’ is knowledge. The message has to provide awareness or be informative to the public.

WHOSE NARRATIVE IS THIS MESSAGE TELLING?

- Clickbait titles often lure us in to a message. Social media and the internet make it easy to see the news of the day everywhere. Even when we talk to our friends, family, and/or co-workers, everyone’s having the same conversation. If it’s your first time seeing something “breaking,” it’s most likely clickbait. Who is that clickbait serving? Who benefits?

ARE WE MISSING SOMETHING?

- If the message doesn’t give enough context or facts, understand there’s a reason. Lack of information leaves you questioning. If something is missing, fact-check the sources. Confusion is contagious when spreading misinformation.

EXPLAIN

OFFER SYNOPSIS + CONTEXTUALIZE



Step 4 asks you to explain your findings in a way that allows you to understand the media message you are viewing. As you work through the steps, you will begin to understand media delivery and consumption in a more thoughtful way.

ACTIVITY

Take any example from the first three steps and explain the media messages to a group of peers. Dig into the who, what, where, when, and why of the message. Ask yourself what the message was trying to accomplish and whether it accomplished that goal. Also consider what questions are left unanswered after working through the four-step process: What other sources could you pursue to get more information about the “who” behind the message that could inform your media literacy journey better?

WHAT IS THE POINT OF THE MESSAGE?

- The message should work to educate, inform, and give context. Consider the point of the message as you consume it. Remember when you craft messages, they, too, should have context.

WHY IS THE MESSAGE NECESSARY?

- If the message you’re consuming feels important to you, that’s why it’s necessary. Everyone has their own opinions in terms of media consumption. But if the message resonates with you and provides accurate information, then that’s why it’s necessary.

WHAT CAN BE LEARNED FROM THIS PROCESS RELATED TO THE MESSAGE?

- By finding, evaluating, communicating, and understanding the message. Media literacy is a skill to develop. Learning and becoming a critical thinker in media, will guide you through the context, messaging, deep-fakes, click bait, biased/unbiased information, scams, social media, and news media outlets.

MORE RESOURCES

Interested in learning more about media literacy? Fierce Mustang Media has developed free community resources to spread the four-step process and provide information about careers in storytelling.



Among the free and printable resources:

- **Informative slide deck:** Available to present as is, or adapt and modify for your business or classroom space
- **Lesson plans:** Education plans adapted for various age groups based on the slide deck and project principles
- **One-page handouts:** One-page information sheets about media careers, educational pathways at Delta College, and
- **Downloadable pocket guide:** Print out a media literacy pocket guide for your wallet
- **Pledge card and poster:** Take our pledge to practice the process every time you consume media, print out a poster to put in your classroom or office space for others to do the same

Find out more at fiercemustangmedia.com/media-decoded

MEDIA DECODED IS PRESENTED BY





CURRICULUM SAMPLE

Media Decoded

Lesson Plan for Adult Learners

INTRODUCTION

Media Decoded is a community-wide media and information literacy campaign aimed to engage critical thinking. As media learners and scholars, we understand that media consumers are inundated with thousands of messages a day. To be media literate, we recommend consumers work through four actions when they engage in media messages: Examine, question, interpret, and Explain. Learners will also discover information about media careers, pathways, and equipment.



LESSON TIME

1 Hour

OBJECTIVES

By the end of the presentation, the learner will be able to:

- Identify the four key components to engage in media literacy.
- Engage critical thinking to process a media message.
- Recall concepts for future use (“toolkit”) and media examination.
- Identity why storytelling is important in media development and delivery.

MATERIALS

The following Media Decoded materials are needed for this presentation:

- Slide Deck
- Toolkit Guide
- Media Literacy one-page explainer
- One-page handouts on educational pathways, careers, and equipment
- Pocket Guide (Optional)
- Pledge Card & Pledge Poster (Optional)

ACTIVITIES

This lesson will be split into two sections:

- **Listen & Learn:** A 35-minute media literacy presentation about the process and why media literacy is important.
- **Decide & Do:** A 25-minute hands-on activity that looks at the “how” of media careers and focuses on getting students to understand the types of media careers out there and how they can train for those careers.

TIMELINE

This hour-long presentation will be split into the following areas:

- **Introduction (5 minutes):** Provide brief introduction to project, including noting why media literacy is important
- **Listen & Learn (30 minutes):** Explanation of the four-step process, with focus on working through the four actions of examine, question, interpret, and explain. The “Milk, it does a body good” message will be analyzed as a group. The “There is no finish line message” will be analyzed by media literacy ambassadors or the presenter (if presented in a classroom without an ambassador).
- **Transition (2 minutes):** A quick break to move to media equipment. If the crowd is large, learners can be broken into groups to look at equipment.
- **Decide & Do (25 minutes):** Continued presentation on media careers, with focus on careers, educational pathways, and getting started.
 - **Conversation starters:** What kind of careers exist in media? What do you think you need to study or learn before getting into one of those careers? How can you get started down those pathways? What is storytelling and why is it important?
 - **Hands on (if applicable):** Invite members of the audience up to check out equipment, including video cameras,
 - **Hands off (if no hands on is available):** Use the slide deck to talk about types of equipment and uses.
 - **DSLR Camera:** To take still shots and shoot video, used for telling stories through single images.
 - **Audio Capture Device:** You can turn a phone into an audio recorder with adaptable technology. Audio stories allow your work to be published on the radio or through podcasts.
 - **Video Camera:** Modern video cameras make it easy to “just press record” and go. Video allows for robust, real-life storytelling.
 - **Tripod:** Even when you think you have a steady hand, it may not be steady enough.
 - **Smartphones:** Most smartphones have all the elements needed to create a video or multimedia story, particularly when paired with social media as a delivery device.
 - **Storage/backup:** This serves as a place to house raw media content as you build a publishable story.

OPTIONAL ACTIVITY

Students can fill out Media Decoded Pledge Cards to be displayed on a poster in their classroom (to be provided) or at San Joaquin Delta College in Danner Hall.



FLIER EXAMPLES

LIGHTS, CAMERA, CAREER

There is a wide range of media careers in San Joaquin County and beyond. From journalism and digital media to photography, videography, social media, and public relations, these are the types of careers students can take their knowledge and understanding of media literacy to. There are opportunities available for creative and talented minds looking to make an impact in the media and communication industries.



The average annual salary for media and communication workers in California is around \$77,000. The overall employment in media and communication occupations is projected to grow by approximately 14 percent by 2030. With competitive salaries and a promising growth trend, a career in media and communication offers not just financial stability but also the chance to shape narratives, influence audiences, and be a pioneer of a fast-evolving industry. Now is the time to turn your passion for storytelling into a dynamic and rewarding profession.

JOURNALISM

Whether they write features, investigative stories, or multimedia narratives, journalists are essential in influencing public opinion. You can find job opportunities in news reporting (print, TV, radio, digital), freelance writing and editing, multimedia journalism, broadcast journalism (audio, television, podcasts).

DID YOU KNOW? The Bay Area holds the 4th place on the top metropolitan areas with highest employment level for journalists nationwide (U.S. Bureau of Labor Statistics).

CONTENT CREATION

Experts in digital media provide anything from interactive multimedia experiences to material on websites. Across all industries, there is a growing need for qualified digital content creators, whether they deal with audio, graphics, or video. Work field ranges from website design and development, video editing and animation, content strategy and digital marketing, podcast and YouTube production.

DID YOU KNOW? California is the second top paying state for web developers with an annual mean wage of \$121,490 (U.S. Bureau of Labor Statistics).

PHOTOGRAPHY + VIDEOGRAPHY

Photographers and videographers are the visual storytellers of the media world. From capturing newsworthy moments to creating promotional material for brands, professionals in this field turn moments into lasting images and films. Choosing this path, you will be able to shoot event, portrait, and commercial photography, cinematography and film production, video editing for marketing and social media, documentary and news videography.

DID YOU KNOW? The Bay Area is the top paying metropolitan area for photographers, with an hourly mean wage of \$44.79 (U.S. Bureau of Labor Statistics).

SOCIAL MEDIA

Social media managers create content to increase online visibility, interact with followers, and spot trends on sites like Instagram, Twitter, TikTok, and LinkedIn. For people who enjoy creativity, communication, and strategy, this fast-paced, constantly-changing sector is ideal. Opportunities encompass social media management and content creation, influencer marketing and brand partnerships, analytics and social media strategy, community engagement and digital branding.

DID YOU KNOW? California is the top state with highest concentration of jobs in social media (U.S. Bureau of Labor Statistics).

PUBLIC RELATIONS

Public relations professionals handle crises, write press releases, develop strategic communications plans, and foster goodwill between their company and the general public. PR experts make sure the appropriate message reaches the proper audience. Job opportunities are found in corporate communications and media relations, crisis management and public affairs, brand positioning and reputation management, and event planning and promotional campaigns

DID YOU KNOW? The mean annual wage for public relations specialists in California is \$81,240, higher than the national average at \$74,410 (U.S. Bureau of Labor Statistics).

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TOOLS OF THE TRADE

The first and most natural option for content creation and video production is a smartphone. Nearly every person carries a phone that has some capacity for shooting video, snapping photos, recording audio and operating editing software. While it is possible to complete multimedia projects with a smartphone, the quality of production and product may be compromised. Before taking the first obvious option, it's a good idea to shop around, do some research and make an educated decision about what items will serve a project best. It all depends on time, opportunity, skill level and budget. For those just starting out Fierce Mustang Media has some advice.

All items listed can be found on Amazon.com or similar websites, including B&H at bhphotovideo.com.



PHOTOGRAPHY

For certain projects it's ideal to have a dedicated camera. A simple point-and-shoot digital model is a great starting point because it can capture images of higher quality than some phone cameras, often has a greater and more easily controlled zoom range, and in general offers more control over the camera settings. RAW, or unedited, files are taken instantly instead of needing to download a third party app which could have unpredictable file compression.

For camera's prioritize battery life, easy to navigate menu options and a good auto mode features. Auto mode features, which automatically adjust the iOS, shutter speed and aperture the automatic feature could put limits on creative choices, so it's good to consider replacing the camera with more controls when an upgrade is required. Digital Single-Lens Reflex (DSLR) cameras are ideal for beginners, as they are versatile while providing high quality image capture.

FIERCE MUSTANG MEDIA RECOMMENDS

The Nikon D800 or the Nikon D810 are good choices on a budget. Some listings run just over the \$200 mark but are often on sale, or can be found second hand. Released roughly ten years ago yet still relevant for multimedia production. There is a learning curve of IOS and shutter speed function, but for the price a little extra reading goes a long way. The Nikon D3500 is most recommended for beginners, because of the 2022 release date it is compatible with smartphones. However, it is difficult to find under \$500 unless second hand or refurbished.



VIDEO

For most situations a good phone camera is sufficient but similar to the situation with photography, video quality can suffer in the phone camera lens. With a dedicated video camera comes better image control and capture, dynamic high zoom and image stabilizer and better depth of field, which allows for the Bokeh technique, allowing for a softened blur in the background. In other words, a video camera upgrades the quality to professional, where a phone camera can create a content creator look. Neither is a negative option, but it is important to consider what fits the project the best.

VIDEO (CONTINUED)

FIERCE MUSTANG MEDIA RECOMMENDS

The Kimire Video Camera Camcorder Digital Camera Recorder. The device is useful for taking photos and sharing to YouTube with ease. It can double as a webcam, has a pause function key, takes 1080p video, 24 megapixel photos, PC webcam mode, 16x zoom, anti-shake, pause function, and dual-battery support for extended recording.



AUDIO

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In other words, a video camera upgrades the quality to professional, where a phone camera can create a content creator look. Neither is a negative option, but it is important to consider what fits the project the best.



FIERCE MUSTANG MEDIA RECOMMENDS

The iQ7 and iQ6 smart device microphone extension. These devices are affordable, sturdy and convenient. They are great for on-the-go vlogging or impromptu interviews.

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PLEDGE CARD

I'M MAKING A PLEDGE TO:

**EXAMINE
QUESTION
INTERPRET
EXPLAIN**

**JOIN OUR COMMUNITY
MEDIA + INFORMATION
LITERACY PROJECT**

SPONSORED BY:



**INSTITUTE
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I PLEDGE TO DECODE MEDIA





SCHOOL SLIDE PRESENTATION

EXAMINE QUESTION. INTERPRET. EXPLAIN.

**A FOUR-STEP MEDIA LITERACY PROCESS
HIGH SCHOOL TO ADULT VERSION**



PART I

Listen & Learn



WHAT IS MEDIA LITERACY?

Media literacy is defined as **“the ability or skills to critically analyze for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the internet, and social media.”**

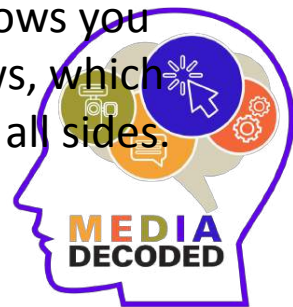
Media literacy ensures we’re using a mental toolkit to question what we see or read. It’s knowing messages should educate, inform, and give context.



WHY IS IT IMPORTANT?

- Being media literate means knowing how to tell the difference between facts, misinformation, propaganda, and fake news.
 - Not everything you see is true. Some messages are designed to make you believe something without showing all the facts.
- When you learn to check the reliability of sources, you make smarter choices and better understand the author's intent, especially when the topic is hypothetical (not real yet, but possible).

EXAMPLE: Media literacy helps you be able to tell when a social media algorithm (the code to provide you specific information as a user/viewer) shows you advertisements and articles based only on your ideas and views, which may prevent people from being informed about issues from all sides.



EXPANDING YOUR KNOWLEDGE BASE

Media literacy helps you break out of your knowledge bubble, ask better questions, and make informed decisions.

It's about seeing the full picture, not just what's served to you.



FOUR-STEP PROCESS

Being a media consumer, you should always do the four-step process before:

- **EXAMINE**
- **QUESTION**
- **INTERPRET**
- **EXPLAIN**



EXAMINE

Step 1: Start with examining the “about” page to find information about a source.

- Being open and cautious when consuming media.
- Don’t trust everything you see. If it seems too good to be true, it likely is.

Step 2: Who is the target audience?

- Know who the content is trying to reach to understand the messaging. Content changes based on who is targeted. Also who is left out.
 - How the media could be interpreted?
 - What could others with differing views think?

Step 3: Understand fair content engages all sides of the conversation.

- Unbiased content generally reaches a wider audience.
- Diverse media consumers means diverse perspectives. Welcome different viewpoints. Approach all media with skepticism.



QUESTION

Step 1: Who created the media?

- **ALWAYS** check sources! Develop a list of reliable sources.
 - Check who created the content, and examine what kind of audience they're trying to reach.
 - If you question the content, fact-check it. If a story has a suspect headline, do a wider search to see what else is reported on the topic.

Step 2: How does medium impact message? What context does the message exist?

- Messages go through different channels: social media, blogs, radio stations, biased/unbiased news outlets, etc. Channel influences the message(s).
 - Research that channel and see if the messages are always delivered in the same context. Dissect the messenger.
 - The medium shapes the message on how it's perceived.



INTERPRET

Step 1: Who gains from this message?

- We “gain” is knowledge. Does the message provide awareness or is it informative to the public?

Step 2: Whose narrative is this message telling?

- Sources may provide biased information, especially with clickbait titles.
- Consider who is benefiting from the message being out, and who may be damaged by it.

Step 3: Ask yourself: “Am I missing something?”

- If the message doesn’t give enough context or facts, there’s a reason.
- Lack of information should leave you questioning
- Confusion is contagious when spreading misinformation.



EXPLAIN

Step 1: What is the point of the message? Why is it necessary?

- Everyone has opinions on media consumption. If the message resonates with you and provides accurate information, that's why it's necessary.

Step 2: What can be learned from this process related to the message?

- Finding, evaluate, communicate, and understand the message.
 - Learning and becoming a critical thinker in media, will guide you through the content, messaging, deep-fakes, clickbait, biased/unbiased information, scams, social media, and news media outlets.



ACTIVITY #1: “MILK, IT DOES A BODY GOOD!”



ACTIVITY #1: FOUR-PART PROCESS

The 1985 advertisement proclaims “Milk, it does a body good” is a product of the National Dairy and Research Board. Let’s walk through of the four-part process:

EXAMINE

- Who is the audience?
- What is the message?

QUESTION

- How does the funder change perception?
- How does the delivery (video ad, lots of characters) change perception?

INTERPRET

- Who is gaining from this message?
- What is the purpose?

EXPLAIN

- What is the goal of the message and was it accomplished?



A photograph showing a person in a bright yellow shirt running on a paved road that stretches into the distance. The road is flanked by dense green trees and foliage. Utility poles and wires are visible on the right side of the road. The scene is captured from a high angle, looking down the length of the road.

Success is how the system integrates its thought
a good, very personal experience that is unknown to
most people.

Ward calls it *republics*. Otherwise it is a new kind of cynical experience that propels you to an unshared world of darkness.

A table of contents, a series of headings, a page list, the introduction, a main body of text, bibliography, and a conclusion are the main parts of a book.

And, because you're on, there's no 15.4% tax.
You can be on the 15% tax bracket to be entitled
to substantial savings.

What Nike-endorsed that looks like there's no limit to how far we'll go. We will never stop trying to find new products and ways that we can help and inspire people.

Outliving it is a competition.
Outliving it is a competition.
Outliving it is a competition.



ACTIVITY #2: FOUR-PART PROCESS

You may notice something missing from this 1977 Nike advertisement: the shoes. Sure, the runner is wearing shoes, but that is Nike's core product and it is not on display. Let's walk through of the four-part process:

EXAMINE

- Who is the audience?
- What is the message?

QUESTION

- What is Nike hoping to accomplish by not showing the shoes?

INTERPRET

- What narrative is the message conveying?
- Is there an answer in what's missing?

EXPLAIN

- What is the goal of the message and was it accomplished?



SYNOPSIS

When you see a video, read an article, or look at a post online, it's important to ask: Why was this made? Work to understand the purpose of the message.

Figure out if the message is meant to:

- **Educate:** Teach you something new
- **Inform:** Give you facts about something happening
- **Give context:** Explain more details so it makes sense
- **Entertain:** Make you laugh, smile, or have fun

Before you believe or share something, think about its purpose. Why is it being shared? Who made it? What do they want you to feel or do?

When you create a message, like a post, story, or video, remember to include good context, so others understand it too.



PART II

Decide & Do



CAREERS

There is a wide range of media careers in San Joaquin County and beyond. These include:

- **Journalism:** Reporting, writing, publishing
- **Digital media content maker:** Producing audio/video stories
- **Photographer:** Taking photos for publication
- **Videographer:** Crafting stories with moving images
- **Social media creator:** Planning and building content for social platforms
- **Public relations specialist:** Learning to communicate to internal and external publics

All of these paths can give you a chance to tell stories about people in your community.



EDUCATIONAL PATHWAYS

Delta College Multimedia Department offers 13 degrees and certificates for media-forward jobs.

- Students earning awards in multimedia areas find employment in video, audio, social media, content creation, media production, journalism, photography, and graphic media and design.
- Programs focus on learning through experiential exploration, meaning you are learning as you do.

Delta offers degrees or certificates in:

- Multimedia
- Journalism
- Photography
- Digital Media (Video & Audio)
- Graphic Arts
- Social Media
- Public Relations



TOOLS OF THE TRADE

So what do you need to be a media producer? A simple “kit” will help you get started. This is what some equipment could look like:



DSLR Camera



Audio Capture Device



Video Camera

What are some ways you can use these tools?



TOOLS OF THE TRADE

Other things you may need:



Tripod



Smartphone



Storage/Backup

What are some ways you can use these tools?



PUBLISHING PLATFORMS

When choosing a platform for media distribution (always ask a parent or guardian first), it is important to consider audience, cost, and interface. Here are some options to publish content:

- **Facebook (Free):** Great for podcasts, with a wide audience age range
- **Instagram (Free):** Snippets of their daily lives. There tends to be a greater focus on target populations.
- **TikTok (Free):** TikTok's audiences is wide, but the main demographic is late-teens to late twenties.
- **YouTube (Free):** YouTube is so extensive it is a good idea to research audiences to find the right hashtags for project content.
- **Podbean (Free to Paid):** Perfect for podcasts. However, Podbean does not offer video podcasts unless users purchase the Unlimited Plus Plan.



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