

Media and  
Information  
Literacy in a  
Global Context  
GEN Inquiry Meetup

November 18, 2022  
Presenter: Chesa Caparas, MA



# Introduction

## Chesa Caparas, MA

- US-born Filipina, raised in Washington DC area, educated in Swiss boarding school, attended college and graduate school in California
- Professor of English and Asian American Studies at De Anza College and Coordinator of their Women, Gender, and Sexuality Center
- Fulbright Scholar to the Philippines April-September 2022



# Overview

An outline for today's presentation

The Research  
Experience

Insights from  
Qualitative  
Study

What It Means  
for Global  
Educators

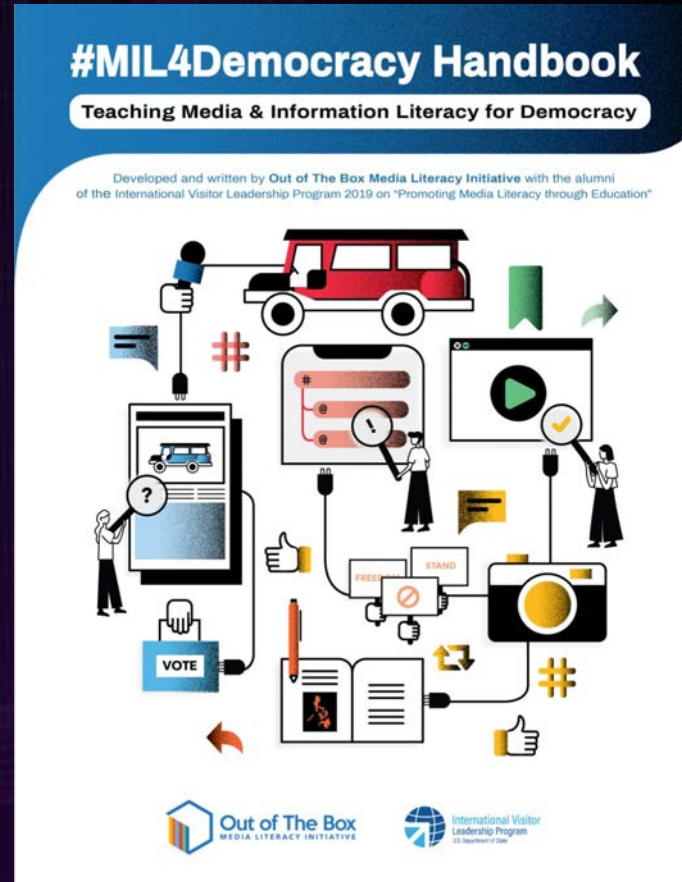


# The purpose of my Fulbright

- Teaching and Research Grant
- To study the role of social media in the teaching of Media and Information Literacy (MIL), especially as it relates to mis/disinformation



# Why the Philippines? Why now?



# The international research experience

- Learning what to say and how to say it
- Personal, professional, and political considerations
- Cultural relativity and cultural humility
- Much gratitude to the institutional researchers, ethics review board, and colleagues at home and host institutions





# The study...



- Focus on *narrative*: what stories are people telling about media, information, and literacy?
- Studied how people in academic settings navigate polarizing conversations
- Conducted interviews and Focus Groups with Senior High School (SHS) and University educators



## The findings...

---

- **The Post-Truth Era:**  
"circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief" (*Oxford Dictionary*)
- **Anti-intellectualism** or "smart-shaming"
- **Emotional Labor:**  
"professionalism" and maintaining one's "reputation"



A photograph of Elon Musk on a red carpet. He is wearing a black tuxedo with a white shirt and a white bow tie. He has a serious expression and is looking towards the camera. In the background, there are photographers with cameras and other people on the red carpet. The text "The implications" is overlaid on the right side of the image.

# The implications

- What to make of the "echo chamber"?
- "Twitter is instead the equivalent of putting an anarchist crust-punk from Seattle into the same room as a Kappa Alpha alum from Auburn and watching them talk about politics all day. Of course, they would probably rip each other's heads off. Now, imagine watching a thousand versions of that all day. It would make you think the world is crazy." (Breland, 2022)
- Precarity and polarization (Bryson et al, 2020)

# What does this mean for Global Educators?

## Questions for discussion:

- How can we cultivate cultural humility, emotional intelligence, and conflict resolution skills as part of media and information literacy?
- How can we as educators rebuild trust in institutions, such as academia, the news, and the government, even while addressing the problems within those institutions?



# Thank you

---

Chesa Caparas

[Caparasfrancesca@fhda.edu](mailto:Caparasfrancesca@fhda.edu)

Find me on LinkedIn :)



# Sources

---

## IMAGES

- UC Strike photo by Matthew Bowler from *City Daily News*
- Expectation vs Reality post by Meghna\_2727
- Photo of Elon Musk at the 2022 Met Gala by Sean Zanni/Patrick McMullan via Getty Images

## BIBLIOGRAPHY

- Breland, Ali (2022) "Elon Musk, and maybe you, misunderstand the problem with Twitter"
- Bryson et al (2020) "Polarization under rising inequality and economic decline"
- Hochschild, Arlie Russel (2012) *The managed heart: commercialization of human feeling*