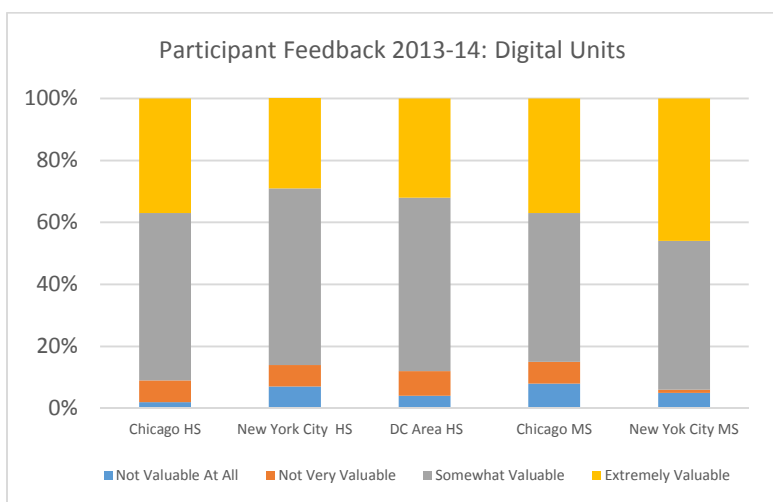


*"I liked that the NLP gave young people a chance to see what's real because we are the next generation out here to act upon what is put out there."* — 11th grader, Chicago

## Summary of Key Findings: 2013-14

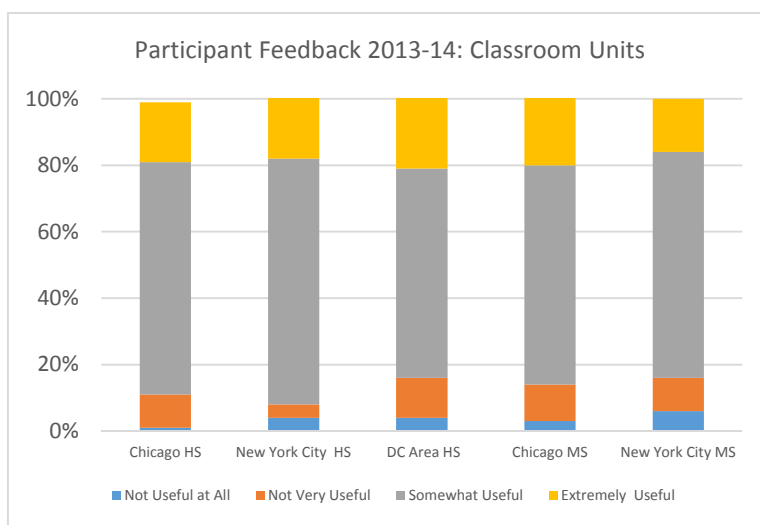
Assessment results were clearly positive for students in the classroom and digital unit programs in both high schools and middle schools, at every site. Overall, the results show that NLP is consistently reaching its goal to help students navigate news and information in the digital world (results for 2013-14 were as positive and in several cases better than those obtained in 2012-13). Self-reported and pre-post assessment gains were again emphatically confirmed by teachers. They consistently reported positive outcomes for their students and themselves, and a commitment to continue news literacy instruction. Further, students from both the classroom and digital unit programs at high schools and middle schools consistently gave NLP high marks, and were able to articulate what they learned and why they found NLP so useful.



*"I liked that we were able to share our opinions on controversial news topics. I find that in many of my other classes, students are forced to think a certain way. Even when we are asked to present our own opinions, we have to pretend to hold the same opinions as the teachers in order to keep them happy and maintain a good grade. Through the NLP project, we were allowed to talk about what we truly thought, why we felt that way, and how some journalists handle such opinions and news stories on their own."* — 10<sup>th</sup> grader, New York City

*"It was useful information that people aren't generally taught. It went in-depth about how to find specific facts, and how they can be manipulated."* — 12<sup>th</sup> grader, Fairfax County, Va.

*"One thing that I will always remember is that not all websites are credible and how I can check if the information is true. I will also remember what I can ask myself to gain those answers."* — 7<sup>th</sup> grader, Chicago



Results of the 2013-14 assessment summary continue to show some variation in terms of students' pre-existing knowledge, by site and school level. This variation helps to identify where uptake on a few specific concepts was lower, and where program adjustments may be needed. The variation also highlights changes that were particularly dramatic (i.e., more than 10 percentage points). The 2013-14 evaluation report includes individual reports that detail changes by school level, site and program.

### **Summary Findings: High Schools (Classroom Program)**

A total of 524 high school students completed both pre-unit and post-unit assessments. The results show that high school participants learned important information about news and news literacy. Students reported changes in attitudes about news literacy and the importance of the press, increased civic awareness, and changes in their use of information. Students responded favorably to the classroom unit (89% found it useful, 91% enjoyed the journalists), and all 9 of the teacher respondents agreed that NLP was valuable for their students. Further, all responding teachers agreed that their students demonstrated gains in their ability to gather credible information, and 6 of the 9 are definitely planning to continue teaching about news literacy even if they don't partner with NLP.

### **Summary Findings: Middle Schools (Classroom Program)**

A total of 287 middle school students completed both pre-unit and post-unit assessments. The results show that, like their high school counterparts, middle school participants learned important information about news and news literacy. They also reported changes in attitudes about news literacy and the importance of the press, and in their use of information. Students responded favorably to the classroom unit (86% found it useful, 89% enjoyed the journalists), and all 5 of the teacher respondents agreed NLP was valuable for their students. Further, all but one of the responding teachers agreed that their students have shown gains in their ability to gather, identify and produce credible information, and 3 of the 5 are definitely planning to continue teaching about news literacy even if they don't partner with NLP.

### **Summary Findings: High Schools (Digital Unit)**

A total of 967 high school students completed both pre-unit and post-unit assessments. Survey findings showed positive changes for students participating in the digital unit regarding each of the areas of inquiry. More students could correctly define news literacy and more could identify news literacy-related skills after taking the digital unit. Students demonstrated learning about the standards of journalism and First Amendment freedoms and protections. Substantially larger proportions of students reported learning strategies to understand and interpret online videos. Like those in the traditional classroom programs, DU participants responded to the program favorably (90% found it useful, 83% indicated it made them more confident in their ability to evaluate news and information). All 8 of the teacher respondents agreed that NLP was valuable for their students and all 8 agreed that their students have shown a gain in ability to identify credible information. All but 1 of the 8 are definitely planning to continue teaching about news literacy even if they don't partner with NLP.

### **Summary Findings: Middle Schools (Digital Unit)**

A total of 608 middle school students completed both pre-unit and post-unit assessments. Survey findings also showed positive changes for them in each of the areas of inquiry. More students could correctly define news literacy and more could identify news literacy-related skills after taking the digital unit. Substantially larger proportions of students demonstrated learning about identifying credible sources and interpreting online videos, as well as about First Amendment freedoms and protections. Gains for the middle school DU group were the largest of all the participants. Like those in the traditional classroom programs, DU participants responded to the program favorably (87% found it useful, 79% indicated it made them more confident in their abilities to evaluate news and information). All 8 of the teacher respondents agreed that NLP was valuable for their students and 4 of the 6 who answered agreed their students had gained tools to seek and identify credible information. A total of 4 of the 6 who answered the question are definitely planning to continue teaching about news literacy even if they don't partner with NLP.