



## **New Hampshire Institute for Civics Education**

presents

### **Surfing in the Age of Fake News: Media Literacy and the Act of Inquiry**

Featuring:



**Dr. Sam Wineburg, PhD.  
Director of the Stanford History Education Group**

**Friday, October 13, 8:30 a.m. to 3 p.m.  
Saint Anselm College,  
Manchester, NH**

## Our Agenda

- 8:30 to 9 a.m.** Registration and Breakfast, NHIOP
- 9 to 9:10 a.m.** Welcome and Introductions: Dianna Terrell (Professor of Education, Saint Anselm College) and Martha Madsen (President, NHICE)
- 9:10 to 10:15 a.m.** *Teens, Media and the Modern Classroom: Bridging the Digital Divide*, Concord High School Media Literacy Teachers Heather Houellette-Cygan and Beth York
- 10:15 to 10:40 a.m.** Coffee/Tea break, Book Signing with Sam Wineburg
- 10:45 to 11:40 a.m.** *Teens, Media and the Modern Classroom: Bridging the Digital Divide*, Concord High School Media Literacy Teachers Heather Houellette-Cygan and Beth York
- 11:40-12:30 p.m.** Lunch provided, travel to Jean Center Auditorium
- 12:30 to 1:45 p.m.** Surfing in the Age of Fake News: Media Literacy and the Act of Inquiry, Professor Sam Wineburg
- 1:45 to 2 p.m.** Return to NHIOP
- 2 to 3:15 p.m.** *Using Performance Assessments in Civics Education*, Ann Hadwen, 6-12 Curriculum Director, Exeter
- 3:15 to 3:30 p.m.** Next steps and evaluation

**Educators will receive 12 professional development hours and a \$75 stipend upon completion of a lesson plan based on the workshop content.**

## Our Speakers

**Dr. Sam Wineburg, PhD**, is a professor in the education department at Stanford University and Director of the Stanford History Education Group. Dr. Wineburg's recent empirical study at Stanford University, *How Young People Make Decisions about What to Believe on the Internet*, was featured prominently in national media with outlets including NPR and *The Wall Street Journal*. Teachers across the U.S. are using lesson plans developed by PBS to discuss the findings of the study. Dr. Wineburg described the study with his co-authors in *Why Students Can't Google Their Way to the Truth*. The article was featured in the widely-read K-12 education trade magazine, *Education Week*. The full arc of Dr. Wineburg's scholarship is characterized by his commitment to improving historical and civic education. This is exemplified in his widely-cited work *Historical Thinking and Other Unnatural Acts* (2001), and more recently in his work *Beyond the Bubble in History and Social Studies Assessments* (2013). Dr. Wineburg is the Margaret Jacks professor of education and a professor of history (by courtesy) at Stanford University, Stanford, California.



**Ann M. Hadwen** is the 6-12 Curriculum Administrator for the Exeter Region Cooperative School District. She is a former school administrator and taught middle and high school social studies for 16 years. Ann is also a member of Education Design Studios, an organization that holds an annual conference aimed at supporting and promoting competency-based education and personalized learning.



**Heather Ouellette-Cygan** teaches English, Poetry, and Media Literacy at Concord High School where she is also the faculty advisor to the Tide Pride Gay & Straight Alliance. As a teacher, she is passionate about helping students recognize the role of media representation in developing their sense of self and of others. She is a founding member and current co-chair of GLSEN NH, and has traveled the country for training on keeping schools safe for LGBTQ students. She recently received an MFA in Creative Writing from SNHU. She writes poetry, essays, and fiction. Heather is currently working on a novel called *Merely Players*, which includes a cast of quirky characters involved with a fictional New Hampshire community theatre.



**Elizabeth York** is an English teacher and Reading Specialist at Concord High School where she has taught for 27 years. She holds a bachelor's degree in English and master's degrees in both Secondary Education and Reading. One of the original designers of Concord High School's media literacy curriculum, she taught the course for sixteen years. She is also active in designing English coursework with a focus on career-based literacy skills. She views strong literacy skills as essential for students as they forge their own pathways, enabling them to both engage with and shape their communities.



## Advance Readings

["Media Literacy Class Ever Evolving" from \*The Concord Monitor\*](#)

["Stanford researchers find students have trouble judging the credibility of information online" from the Stanford Graduate School of Education](#)

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