

Media and
Information
Literacy

Curriculum
for Teachers

Part 1:

Curriculum and
Competency Framework

Part 2:

Core and
Non-Core Modules

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Foreword

We live in a world where the quality of information we receive largely determines our choices and ensuing actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development. Driven by technological improvements in telecommunications, there is also a proliferation of media and other information providers through which vast amounts of information and knowledge are accessed and shared by citizens. Adding to and emanating from this phenomenon is the challenge to assess the relevance and the reliability of the information without any obstacles to citizens' making full use of their rights to freedom of expression and the right to information. It is in this context that the need for Media and Information Literacy (MIL) must be viewed: it expands civic education movement that incorporates teachers as principal agents of change.

This *Media and Information Literacy Curriculum for Teachers* is an important resource for Member States in their continuing work towards achieving the objectives of the Grünwald Declaration (1982), the Alexandria Declaration (2005) and the UNESCO Paris Agenda (2007) – all related to MIL. It is pioneering for two reasons. First, it is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform – thereby, for the first time, presenting MIL in a holistic manner. Second, it is specifically designed with teachers in mind and for integration into the formal teacher education system, thus launching a catalytic process which should reach and build capacities of millions of young people.

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UNESCO has left no stone unturned in ensuring that a systematic and comprehensive approach be employed in the preparation of this *MIL Curriculum for Teachers*. The process included drafting, reviewing and validating by experts from a wide range of domains such as media, information, ICTs, education, and curriculum development. The work started in 2008 and comprised: the organization of an international expert group meeting which advised on the strategy in order to prepare the curriculum; the mapping of MIL training resources globally; the commissioning of four expert groups that prepared the draft curriculum; the organization of a second international expert group meeting to review the draft and a series of field tests through training workshops and consultations in Southern Africa, Latin America and the Caribbean and South Asia; and the preparation of a second draft and a final round of language and content editing.

This publication is divided into two parts. Part 1 provides the *MIL Curriculum and Competency Framework*, which gives an overview of the curriculum rationale, design and main themes. It is complementary to the *UNESCO ICTs Competency Framework for Teachers* (2008). Part 2 includes the detailed *Core and Non-Core Modules* of the curriculum. The *MIL Curriculum for Teachers* will be translated into Arabic, French, Russian, Spanish and, eventually, other languages.

Preparation of this *MIL Curriculum for Teachers* represents one component of a comprehensive strategy to foster media and information literate societies, and to promote international cooperation. Other actions include the preparation of a *Global Framework on MIL Indicators*, setting up a *MIL University Network*, articulation of *Guidelines for Preparing*

National MIL Policies and Strategies and establishment of an *International Clearinghouse on MIL* in cooperation with the United Nations Alliance of Civilizations.

UNESCO is pleased with the global interest being shown in this *MIL Curriculum for Teachers*. We trust that this interest will be translated into positive outcomes in Phase 2 of the initiative: adaptation and piloting of the curriculum in teacher training institutions in all regions of the world. We believe that, ultimately, this curriculum will contribute to innovation and improvement in all levels of education.

We thank our many partners who were instrumental in this process.

Jānis Kārklīņš

Assistant Director-General

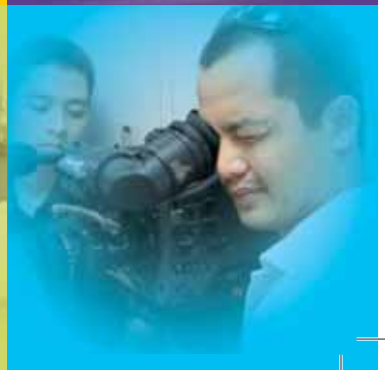
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Part 1

Curriculum and Competency Framework





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INTRODUCTION

Article 19 of the Universal Declaration of Human Rights states that 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.' Media and information literacy (MIL) equips citizens with competencies needed to seek and enjoy the full benefits of this fundamental human right.

The realization of this right is reinforced by the Grünwald Declaration of 1982, which recognizes the need for political and educational systems to promote citizens' critical understanding of 'the phenomena of communication' and their participation in media (new and old). It is further reinforced by the Alexandria Declaration of 2005, which places media and information literacy at the core of lifelong learning. It recognizes how MIL 'empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.'

Media and other information providers such as libraries, archives and the Internet are widely recognized as essential tools for helping citizens to make informed decisions. They are also the means by which societies learn about themselves, maintain public discourses, and build a sense of community. Media and information channels can have a major impact on lifelong learning, and therefore citizens need a basic knowledge of the functions of media and other information providers and how to assess them. The purpose of media and information literacy is to impart this knowledge to the users.

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Media and information literacy embodies essential knowledge about (a) the functions of media, libraries, archives and other information providers in democratic societies, (b) the conditions under which news media and information providers can effectively perform those functions, and (c) how to evaluate the performances of these functions by assessing the content and services they offer. This knowledge should, in turn, allow users to engage with media and information channels in a meaningful manner. The competencies acquired through media and information literacy can equip citizens with critical thinking skills enabling them to demand high-quality services from media and other information providers. Collectively, they foster an enabling environment in which media and other information providers can provide quality services.

Clearly, given their geographical and cultural ubiquity, the news media assume a more pronounced place in this curriculum and competency framework than other media. They represent a multifaceted system of information flows. As an institution, news media have specific functions that they are expected to fulfil in democratic societies. By tradition, broadcast media – because of their ubiquity and the scarcity of spectrum – have been regulated to ensure balance, whereas print media have not. Systems of self-regulation have developed in the news media as an alternative to state regulation to provide some accountability to the wider public interest.

This system of self-regulation is underpinned by particular ethical values and principles. As such, the public has a specific expectation of news media, making them liable to public criticism if they do not perform according to that expectation. This framework thus provides a lens through which news media can be assessed in terms of their functions, the

conditions under which they perform those functions, and the ways in which their output is appropriated by the audience.

Enhancing MIL among students requires that teachers themselves become media and information literate. This initial focus on teachers is a key strategy to achieving a multiplier effect: from information-literate teachers to their students and eventually to society at large. Media and information literate teachers will have enhanced capacities to empower students with their efforts in learning to learn, learning autonomously, and pursuing lifelong learning. By educating students to become media and information literate, teachers would be responding first to their role as advocates of an informed and rational citizenry, and second, they would be responding to changes in their role as educators, as teaching moves away from being teacher-centred to becoming more learner-centred.

Teachers are more likely to embrace the MIL curriculum if it connects with pedagogical strategies that improve how they teach traditional school subjects. Fostering the changes in the education sector that would result from the introduction of MIL and their impact on teacher professional development are important goals of this curriculum and competency framework.

UNIFYING NOTIONS OF MEDIA AND INFORMATION LITERACY

The UNESCO MIL Curriculum and Competency Framework combines two distinct areas – media literacy and information literacy – under one umbrella term: media and information literacy. It moves from what the terminologies mean individually, as shown in Figure 1,¹ to a unified notion that embodies elements of both media literacy and information literacy and conveys the aims and objectives of MIL.

Figure 1: Key Outcomes/Elements of Media and Information Literacy

Information Literacy

Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information processing
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Media Literacy²

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content
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On the one hand, information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information. On the other hand, media literacy emphasizes the ability to understand media functions, evaluate how those functions are performed and to rationally engage with media for self-expression. The MIL Curriculum and Competency Framework for Teachers incorporates both ideas. Various definitions or conceptualizations of media literacy and information literacy education point to competencies that emphasize the development of enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they are using.

There are two main schools of thought emerging about the relationship between these converging fields – media literacy and information literacy. For some, information literacy is considered as the broader field of study, with media literacy subsumed into it, while for others, information literacy is merely a part of media literacy, which is seen as the broader

¹ Adapted from Ralph Catts & Jesus Lau, 2008.

² ICT skills or digital literacy have not been highlighted here on purpose. The intention is not to communicate any lesser importance of ICT but rather to recognize that this subject has been sufficiently dealt with in the *UNESCO ICT Competency Standards for Teachers*, 2008.

field. However, an international expert group convened by UNESCO has pointed out the distinctions, as well as linkages, between media and other information providers. Consider the following terminologies being used by various actors around the world:

- Media literacy
- Information literacy
- Freedom of expression and information literacy
- Library literacy
- News literacy
- Computer literacy
- Internet literacy
- Digital literacy
- Cinema literacy
- Games literacy
- Television literacy, advertising literacy

There are obvious relationships among these notions (see Figure 2). Not all of these linkages are explained in this framework document. However, some are the subject of related activities in the introductory module (Module 1) of the MIL Curriculum that UNESCO has produced. The salient point here is that, as teachers become more knowledgeable about the MIL field, they will come across these terms and should at least be conversant with them. Many of these terminologies continue to be the subject of lively debate and are applied differently, depending on the professional context or cultural practice of the communities of those who use them. Globally, many organizations use the term media education (ME), which is sometimes accepted as covering both media literacy and information literacy. UNESCO's use of the term MIL seeks to harmonize the different notions in the light of converging delivery platforms.

This UNESCO model MIL Curriculum and Competency framework for teachers is intended to provide teacher education systems in developed and developing countries with a framework to construct a programme for turning out teachers who are media and information literate. UNESCO also envisions that educators will review the framework and take up the challenge of participating in the collective process of shaping and enriching the curriculum as a living document. For this reason, the curriculum focuses only on required core competencies and skills which can be seamlessly integrated into existing teacher education without putting too much of a strain on (already overloaded) teacher trainees.

Figure 2: The Ecology of MIL: Notions of MIL



BENEFITS AND REQUIREMENTS OF MIL

Media and information literacy enhances the capacity of people to enjoy their fundamental human rights, in particular as expressed in Article 19 of the Universal Declaration of Human Rights, which states that 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.'

The main benefits of MIL are that:

- 1.** In the teaching and learning process it equips the teachers with enhanced knowledge to empower future citizens.
- 2.** Media and information literacy imparts crucial knowledge about the functions of media and information channels in democratic societies, reasonable understanding about the conditions needed to perform those functions effectively and basic skills necessary to evaluate the performance of media and information providers in light of the expected functions.
- 3.** A society that is media and information literate fosters the development of free, independent and pluralistic media and open information systems.

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In order to enjoy the benefits of MIL, the following are required:

- 1.** Media and information literacy should be considered as a whole and include a combination of competencies (knowledge, skills and attitudes).
- 2.** The MIL curriculum should enable teachers to teach media and information literacy to students with the objective of providing them with essential tools so that they can engage with media and information channels as autonomous and rational young citizens.
- 3.** Citizens should have knowledge about location and consumption of information as well as about the production of information.
- 4.** Women, men and marginalised groups, such as people living with disability, indigenous peoples or ethnic minorities, should have equal access to information and knowledge.
- 5.** MIL should be seen as an essential tool to facilitate intercultural dialogue, mutual understanding and a cultural understanding of people.

MAIN TOPICS OF THE MIL CURRICULUM FOR TEACHERS

The MIL curriculum and competency framework should be interpreted in light of the specific contexts in which the package will be used. In this sense, it is a flexible tool that can be adapted to different country contexts. Basically, the curriculum framework explains a structure for developing a programme of study *about* media and information literacy and *through* various levels of engagement with media and information channels. The competencies identify the knowledge, skills and attitude that the curriculum is expected to develop.

Generally, the MIL curriculum included in this package aims to help teachers explore and understand MIL by addressing the following:

- The functions of media and other information providers, how they operate, and what optimal conditions are needed to effectively perform these functions.
- How information presented should be critically evaluated within the specific and broad context of its production.
- The concept of editorial independence and journalism as a discipline of verification.
- How media and other information providers could contribute rationally to promote fundamental freedoms and lifelong learning, especially as they relate to how and why young people are accessing and using media and information today, and how they select and evaluate them.
- Media ethics and info-ethics.
- The capacities, rights and responsibilities of individuals in relation to media and information.
- International standards (Universal Declaration of Human Rights), freedom of information, constitutional guarantees on freedom of expression, limitations needed to prevent infringements of other people's rights (such as hate speech, defamation and privacy).
- What is expected from media and other information providers (pluralism and diversity as a norm).
- Information sources and systems of storage and organization.
- Processes of access, enquiry, determination of information needs.
- Location and retrieval tools.
- How to understand, organize, and assess information, including source reliability.
- The creation and presentation of information in variety of formats.
- The preservation, storage, reuse, recording, archiving and presentation of information in usable formats.
- The use of information for problem-solving or decision-making in personal, economic, social and political life. Although extremely important, this item represents an extension of MIL that is mostly beyond the scope of this curriculum.

THE CURRICULUM FRAMEWORK

Based on the recommendations of the UNESCO expert group on MIL³ and the modules developed in the curriculum to accompany the framework, three key interrelated thematic areas have been delineated as the broad curriculum areas under which the MIL curriculum for teachers is framed. They are:

- 1.** Knowledge and understanding of media and information for democratic discourses and social participation.
- 2.** Evaluation of media texts and information sources.
- 3.** Production and use of media and information.

These have been linked with six key areas of general education and teacher development to depict their progressive relationship and create a curriculum framework for the UNESCO MIL Curriculum Framework for Teachers (see Table 1).

The MIL curriculum framework and accompanying curriculum modules are non-prescriptive so as to facilitate their adaptation to global, regional and national strategies. (See the Adaptation Process and Integration Strategies sections of the Introduction to Part 2 of the MIL Curriculum for more information.) They should be flexible enough to be adapted to fit different educational and institutional systems and tailored to local needs. However, UNESCO considers that any useful exposure of teachers to MIL should necessarily include elements which emphasize the fundamental freedoms as outlined in Article 19 of the Universal Declaration of Human Rights. In whatever adapted form, the MIL curriculum should help develop teachers' understanding of the importance of these fundamental freedoms and rights as an integral part of civic education, first in the classroom environment and also in the local and global environments.

The MIL curriculum is relevant in print and audiovisual environments including newspapers, books, broadcast media such as radio and television, and in online news media and other information providers. Thus, the training of MIL teachers should not be seen as reserved only for those with access to advanced technologies. It is equally applicable in contexts where use of advanced technologies is limited.

³ This document draws on the recommendations of the UNESCO International Expert Group on Teacher Training Curricula for Media and Information Literacy, 2008.

Table 1: The MIL Curriculum Framework for Teachers

CURRICULUM DIMENSIONS			
Key curriculum areas	Knowledge of media and information for democratic discourse	Evaluation of media and information	Production and use of media and information
Policy and vision	Preparation of media- and Information-literate teachers	Preparation of media- and information-literate students	Fostering of media- and information-literate societies
Curriculum and assessment	Knowledge of media, libraries, archives and other information providers, their functions and the conditions needed to perform them.	Understanding of criteria for evaluating media texts and information sources	Skills to explore how information and media texts are produced, social and cultural context of information and media production; uses by citizens; and for what purposes
Pedagogy	Integration of media and information in classroom discourse	Evaluation of content of media and other information providers for problem-solving	User-generated content and use for teaching and learning
Media and information⁴	Print-based media – newspapers and magazines; information providers – libraries, archives, museums, books, journals, etc.	Broadcast media – radio and television	New media – Internet, social networks, delivery platform (computers, mobile phones, etc.)
Organization and administration	Knowledge of classroom organization	Collaboration through media and information literacy	Applying media and information literacy to lifelong learning
Teacher professional development	Knowledge of MIL for civic education, participation in the professional community and governance of their societies	Evaluation and management of media and information resources for professional learning	Leadership and model citizen; championing the promotion and use of MIL for teacher and student development

4 ICTs were replaced with 'media and information' in this framework to articulate a new dimension or an addition to the six components of the education system. The intention is not to lessen the importance of ICTs but rather to recognize that they have been sufficiently dealt with already in the UNESCO ICT Competency Standards for Teachers, 2008.

POLICY AND VISION

National policies will be necessary to ensure the systematic and progressive inclusion of MIL at all levels of education systems. An understanding of national education policies, enabling freedom of expression and freedom of information laws, and other related international instruments on freedoms and their intersection with media and information literacy policies should be the starting point. Where MIL policies do not exist, the issue should be: What role can teachers play in advocating for them? If they exist, how relevant or up-to-date are they? To what extent do they reflect international standards and best practices? How can they be updated? Thus, a key aspect of the MIL curriculum is a discussion about the 'policy and vision' of media and information literacy, and the implications for general education and teacher education in particular. This discussion should lead to an analysis of policy and vision and how these relate to the preparation of media and information literate teachers and students. Finally, it should draw attention to the role of teachers in fostering media- and information-literate societies.

KNOWLEDGE OF MEDIA AND INFORMATION FOR DEMOCRATIC DISCOURSE AND SOCIAL PARTICIPATION

The objective of this broad thematic area is to develop a critical understanding of how media and information can enhance the ability of teachers, students and citizens in general to engage with media and use libraries, archives and other information providers as tools for freedom of expression, pluralism, intercultural dialogue and tolerance, and as contributors to democratic debate and good governance. Figure 3 at the end of this section demonstrates this relationship. This theme embraces a variety of overlapping issues relating to the function and importance of media and information, including:

- Providing channels through which citizens can communicate with each other;
- Disseminating stories, ideas and information;
- Correcting the asymmetry of information between governors and governed and competing private agents;
- Facilitating informed debates among diverse social actors, and encouraging the resolution of disputes by democratic means;
- Providing a means by which society learns about itself and builds a sense of community;
- Providing a vehicle for cultural expression and cultural cohesion within and between nations;
- Acting as a watchdog of government in all its forms, promoting transparency in public life and public scrutiny of those with power by exposing corruption and corporate wrong-doing;
- Working as a tool to enhance economic efficiency;
- Facilitating the democratic process and assisting with the guarantee of free and fair elections;
- Acting as an advocate and social actor in its own right while respecting pluralistic values (e.g. news media);
- Serving as society's collective memory (e.g. libraries);
- Preserving cultural heritage;
- Providing a gateway to information;
- Helping to bridge the digital divide by providing access for the general public;
- Allowing libraries to be seen as information agencies and learning resource centres;
- Promoting the use of all types of information resources in libraries;
- Facilitating teaching, learning and learning to learn (information literacy) through academic libraries; and
- Educating the library user.

(Adapted from UNESCO Media Development Indicators, 2008)

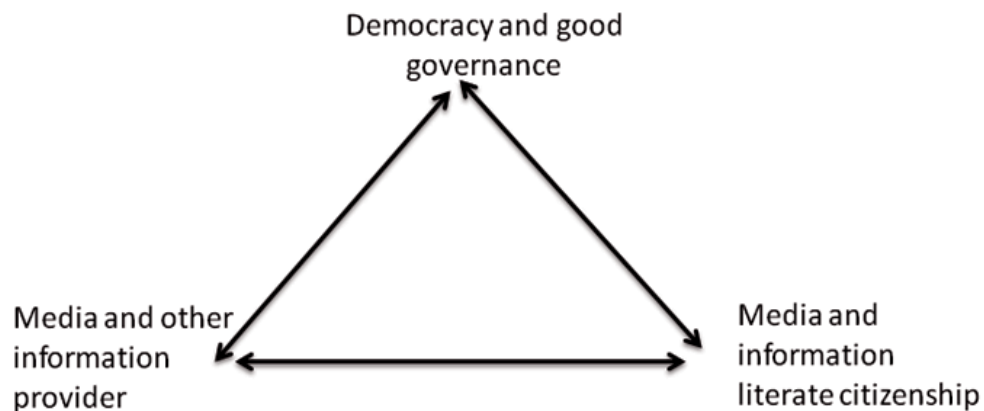
The fundamental pillars of good governance – i.e., transparency, accountability and civic participation – are difficult to achieve without open media and information systems. These systems can serve to stimulate a vibrant civil society or ‘civic culture.’ These service functions include:

- Providing information and knowledge understandable and relevant to different groups of people;
- Inspiring loyalty and sustaining commitment to values and procedures that uphold democracy and good governance.

The MIL curriculum provides teachers with content needed to develop skills in integrating media and information literacy in their classroom practices in a manner that values students’ voices and is sensitive to gender representation. Here, the issue is how one can engage with media and information resources to self-express and amplify individual voices in order to develop different understandings and perspectives.

Media and information providers make available platforms for widening participation in professional learning. In some countries they may even be used for open and distance learning (ODL) and for continuing professional development (CPD) of teachers. The curriculum explores how the different media and information resources might be used to improve teachers’ participation in their own professional communities. Teachers working in different social contexts and geographical locations can share knowledge and information about professional learning and practice

Figure 3: MIL and its Importance to Democracy and Good Governance



EVALUATION OF MEDIA AND INFORMATION

Problem-solving and critical thinking are at the heart of learning in all school subjects as well as in everyday living. Problems become opportunities for critical evaluation of media texts and information from diverse sources.

The objective here is to increase the capacity of teachers to evaluate sources and assess information based on particular public service functions normally attributed to media, libraries, archives and other information providers. Another objective is to equip teachers with knowledge of actions that can be taken when these systems deviate from expected roles. Teachers should be able to examine and understand how media content and other information are produced, how the information these systems present can be evaluated, and how media and information can be used for different purposes. Further, teachers should be able to explore the issue of representation in various media and information systems and the ways in which diversity and plurality are being addressed in both local and global media.

Finally, teachers should develop the capacity to evaluate how students interpret media messages and information from a variety of sources.

MEDIA AND INFORMATION PRODUCTION AND USE

The MIL curriculum provides teachers with competencies to engage with media and information platforms, to meaningfully communicate and to self-express. This includes a knowledge of media ethics and info-ethics based on international standards and including intercultural competencies. The ability to select, adapt and/or develop media and information literacy materials and tools for a given set of instructional objectives and student learning needs should be skills that teachers acquire. In addition, teachers should develop skills in helping students apply these tools and resources in their learning, especially in relation to enquiry and media production.

Media production and use should foster a student-centred pedagogy that encourages investigation and reflective thinking on the part of students. Learning by doing is an important aspect of knowledge acquisition in the 21st century. Media production provides an avenue for students to immerse themselves in learning by doing through the production of texts and images in a participatory environment. Teachers must play an active role in this process if students are to develop competencies for participatory learning.

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User-generated content is becoming a dominant attraction for new and traditional media alike. Interaction with other users of social networking platforms is increasingly the most important reason why young people are accessing the Internet through various delivery platforms. This is not restricted to developed countries: in Africa and South Asia, more and more citizens are gaining access to mobile media and using them to receive and send messages and participate in debates on the social and political issues that affect their lives.

As teachers develop competencies and confidence in producing and using media and information for instructional practices, they move towards becoming leaders in promoting media and information literacy within the school curriculum. As they increase their proficiency in teaching MIL for a variety of functions, teachers become champions of MIL in the school system and in the wider society.

CORE TEACHER COMPETENCIES

Table 2 provides broad curriculum goals and associated teacher skills. These skills reflect the core competencies that teachers are expected to acquire and demonstrate under each of the elements of the MIL curriculum framework. In assessing the extent to which teachers have developed skills relevant to the curriculum areas, Table 2 provides what the overall expected outcomes should be.

Table 2: UNESCO MIL Curriculum Goals and Teacher Skills

Curriculum Areas	Curriculum Goals	Teacher Skills
Policy and vision	To sensitize teachers to the policies and vision needed for MIL	Teachers must understand policies necessary to promote MIL and how these might be realized in education (and society). They should understand how MIL contributes to life skills and broader development within the context of civic education.
Curriculum and assessment	To emphasize the use of MIL resources and their application	Teachers must understand how media and information literacy might be utilized in the school curriculum. They must be able to critically assess media texts and information sources in the light of the functions attributed to news media and other information providers. And for that purpose to select a wide range of material from media and information resources. They must have skills to assess students' understanding of MIL.
Media and information literacy	To enhance knowledge of the whole range of media and other information providers such as libraries, archives and the Internet	Teachers must know and understand how media and other information providers have evolved into present forms. They must develop skills in using available technologies to reach different audiences, from print-based media to new media. They must be able to use various media and information resources to develop critical thinking and problem-solving skills and extend these to their students.
Organization and administration	To enhance teachers' capacity to organize the classroom space for effective participation in all teaching and learning, and for media and information resources to be an integral part of achieving this	Media- and information-literate teachers should understand classroom organization; are able to create conditions in teaching and learning that maximize the use of various media and other information providers for civic education and lifelong learning, including showing skills in organizing learning in ways that make the classroom become a space which respects different views and perspectives irrespective of background and gender.
Pedagogy	To effect change in teachers' pedagogical practices necessary to teach about media and information literacy	Media- and information-literate teachers must acquire the pedagogical skills needed to teach media and information literacy to students. They must have the ability to teach MIL from the perspective of good governance, development and intercultural dialogue. They must acquire knowledge about student interactions with, and response to, media as a first step in supporting their media- and information-literacy learning. Also, teachers must understand central concepts, tools of enquiry, and structures of the discipline of MIL to create learning experiences that make these meaningful for students and prepare them for their role as citizens.
Teacher professional development	To promote a teacher education focus on the application of media and information resources for life-long learning and professional development	They must have the necessary skills to use media and technology to access information and acquire subject matter and pedagogical knowledge in support of their own professional development.

This framework introduces nine core modules, two non-core modules and three non-core units for enriching the MIL curriculum. The modules provide an outline of content and activities that can be adapted by teachers and teacher education institutions to their respective countries. The following list of competencies, linked to the MIL curriculum modules, units and themes, highlights specific knowledge and skills that teachers should acquire as they work their way through the modules. Where modules are selected for a particular programme of MIL for teacher education, they should cover most of these competencies.

MIL Competency 1: Understanding the Role of Media and Information in Democracy

Modules in the MIL curriculum that are related to this competence include:

Module 1, Citizenship, Freedom of Expression and Information, Access to Information, Democratic Discourse and Life-long Learning; **Module 2**, Understanding the News, Media and Information Ethics; **Module 9**, Communication, MIL and Learning – A Capstone Module

The MIL teacher will begin to become familiar with the functions of media and other information providers and understand their importance to citizenship and informed decision-making.

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Outcomes of this competency should include the teacher's ability to:

- Identify, describe and evaluate the public service functions of media and other information providers in democratic societies.
- Demonstrate understanding of key concepts such as freedom of expression, access to information and fundamental rights enshrined in Article 19 of the Universal Declaration of Human Rights (UDHR).
- Interpret and describe the relationship between media and information literacy, citizenship and democracy.
- Describe media pluralism, media and other information providers as platforms for intercultural dialogue and why these are important.
- Describe editorial independence.
- Explain journalism as a discipline of verification within a public service remit.
- Describe media and information ethics, and be able to identify when these have been breached.

MIL Competency 2: Understanding Media Content and Its Uses

Modules in the MIL curriculum that are related to this competence include:

Module 2, Understanding the News, Media and Information Ethics; **Module 3**, Representation in Media and Information; **Module 4**, Languages in Media and Information; **Module 10**, Audience; **Module 5**, Advertising.

The MIL teacher will be able to demonstrate knowledge and understanding of the ways people use media in their personal and public lives, the relationships among citizens and media content, as well as the use of media for a variety of purposes.

Outcomes of this competency should include the teacher's ability to:

- Interpret and make connections between media texts, context and values projected by media.
- Use strategies to analyze stereotypes in media (e.g., recognize stereotypes that serve the interests of some groups in society at the expense of others; identify techniques used in visual media that perpetuate stereotypes).
- Identify, analyze, and critique a variety of techniques used in advertising that are against international standards and codes of practice.
- Explore representations, misrepresentations and lack of representation in media and information texts.
- Understand and describe the characteristics and importance of public service broadcasters (PSB).

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MIL Competency 3 : Accessing Information Effectively and Efficiently

Modules in the MIL curriculum that are related to this competence include:

Module 1, Citizenship, Freedom of Expression and Information, Access to Information, Democratic Discourse and Life-long Learning; **Module 7**, Internet Opportunities and Challenges; **Module 8**, Information Literacy and Library Skills.

The MIL teacher will be able to determine the type of information needed for a particular task and access the information in an effective and efficient manner.

Outcomes of this competency should include the teacher's ability to:

- Select efficient and effective approaches for accessing information he/she requires for investigative or information retrieval purposes.
- Identify keywords and related terms for accessing the information needed.

- Identify a variety of types and formats of potential sources for information.
- Describe criteria used to make information decisions and choices.

MIL Competency 4: Critically Evaluating Information and Information Sources

Modules in the MIL curriculum that are related to this competence include:

Module 3, Representation in Media and Information; **Module 5**, Advertising; **Module 7**, Internet Opportunities and Challenges; **Module 8**, Information Literacy and Library Skills; **Module 9**, Communication, MIL and Learning – A Capstone Module.

The MIL teacher will be able to critically evaluate information and its sources and to incorporate selected information for problem-solving and analysis of ideas.

Outcomes of this competency should include the teacher's ability to:

- Demonstrate ability to examine and compare information from various sources in order to evaluate its reliability, validity, accuracy, authority, timeliness, and bias.
- Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g. websites, documentaries, advertisements, news programmes).
- Recognize prejudice, deception, or manipulation.
- Recognize the cultural, social or other contexts within which the information was created and understand the impact of context on interpreting information.
- Understand the range of media-related technologies and study the interaction of ideas.
- Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
- Determine probable accuracy by questioning the source of data, limitations of the information gathering tools or strategies, and the reasonableness of the conclusions.
- Use a range of strategies to interpret media texts (e.g. draw conclusions, make generalizations, synthesize materials viewed, refer to images or information in visual media to support point of view, deconstruct media to determine the underlying biases and decode the subtext).

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MIL Competency 5: Applying New and Traditional Media Formats

Modules in the MIL curriculum that are related to this competence include:

Module 6, New and Traditional Media; **Module 7**, Internet Opportunities and Challenges; **Module 3**, Unit 5 Digital Editing and Computer Retouching; **Module 4**, Unit 4, Camera Shots and Angles Conveying Meaning

The MIL teacher will be able to understand the uses of digital technology, communication tools and networks for information gathering and decision-making.

Outcomes of this competency should include the teacher's ability to:

- Understand the basics of digital technology, communication tools and networks, and their usage in different contexts for different purposes.
- Use a broad range of media 'texts' in order to express his/her own ideas through multiple forms of media (e.g. traditional print, electronic, digital, etc.).
- Undertake basic online information searches.
- Understand for what purposes youths use the Internet.

MIL Competency 6: Situating the Sociocultural Context of Media Content

Modules in the MIL curriculum that are related to this competence include:

Module 1, Citizenship, Freedom of Expression and Information, Access to Information, Democratic Discourse and Life-Long Learning; **Module 2**, Understanding the News Media and Information Ethics; **Module 3**, Representation in Media and Information; **Module 11**, Media in the Global Context.

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The MIL teacher will be able to demonstrate knowledge and understanding that media content is produced within social and cultural contexts.

Outcomes of this competency should include the teacher's ability to:

- Analyze and explain how the rules and expectations governing media genres can be manipulated for particular effects or purposes.
- Produce media texts that present diverse perspectives and representations.
- Describe media and other information providers as a platform for intercultural dialogue.
- Demonstrate ability to critically evaluate local media content and the messages received or created by them for democratic citizenship and cultural diversity.
- Understand how editing shapes meaning in visual media and their messages (e.g. omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, etc.)

MIL Competency 7: Promoting MIL Among Students and Managing Required Changes

Modules in the MIL curriculum that are related to this competence include:

Module 1, Citizenship, Freedom of Expression and Information, Access to Information, Democratic Discourse and Life-long Learning; **Module 9**, Communication, MIL and Learning – A Capstone Module; Media and Information for Learning, Democratic Discourse; and all other modules.

The MIL teacher will be able to use knowledge and skills acquired through his/her MIL training to promote media and information literacy among students and manage related changes in the school environment.

Outcomes of this competency should include the teacher's ability to:

- Understand how different students interpret and apply media products and events to their own lives.
- Understand and use a variety of instructional activities to foster students' skills in media and information literacy.
- Demonstrate ability to help students select the most appropriate approaches (i.e., information retrieval systems) for accessing needed information.
- Demonstrate ability to help students evaluate critically information and its sources while incorporating relevant information into their knowledge base.
- Use knowledge of effective verbal, non-verbal, and media communication techniques to foster active enquiry, collaboration and free and open communication among students.
- Understand and use formal and informal assessment strategies to develop knowledge and skills for critical reading, viewing and listening among students.
- Use media and information literacy tools to foster a more participatory learning environment for students.
- Use old or new media technologies to create a bond with school-based and out-of-school learning, especially for students who are becoming alienated from school.
- Use ICT in the classroom to help students discover ICT and media sources available to them and how to use them in their learning.
- Use media and information literacy to widen participation in learning.
- Use knowledge and skills acquired through his/her training to develop students' skills in using media and library resources as tools for research and learning.
- Use knowledge and skills acquired through his/her training to develop students' skills in evaluating media and information and understanding ethical issues related to media and information literacy.

PEDAGOGIES IN THE TEACHING AND LEARNING OF MIL; USING THE CURRICULUM

The following pedagogical approaches underpin the strategies used throughout the modules in the MIL curriculum:

I. Issue-enquiry Approach

Issue-enquiry learning is a student-centred learning approach where the enquiry focus is on the issues related to media and information literacy in contemporary society. It incorporates many of the features associated with enquiry learning, problem-solving and decision-making, where the learners acquire new knowledge and skills through the following enquiry stages: identification of the issue; recognition of underlying attitudes and beliefs; clarification of the facts and principles behind the issue; locating, organizing and analyzing evidence; interpretation and resolution of the issue; and taking action and reconsidering the consequences and outcomes from each phase. It is an appropriate method to teach MIL as students can be given opportunities to explore issues in depth.

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Examples of the issue-enquiry approach in MIL include: exploring gender and race portrayals through media analysis; exploring privacy and the media through primary and secondary document analysis; exploring cyber-bullying through ethnographic research.

II. Problem-based Learning (PBL)

Problem-based learning is a curriculum development and instructional system that simultaneously develops students' interdisciplinary knowledge bases and skills, as well as critical thinking and problem-solving strategies. It originated in the Faculty of Medicine of McMaster University in Ontario, Canada. It is a highly structured, cooperative learning mode to enhance both individual and collective knowledge by engaging students in critical and deep enquiry of real-life problems. The learning objectives, enquiry questions and methods, and the outcomes are all managed by students.

An example of problem-based learning in MIL includes designing an effective social marketing campaign for a particular audience.

III. Scientific Enquiry

Scientific enquiry refers to a variety of techniques that scientists use to explore the natural world and propose explanations based on the evidence they find. The enquiry process is often expressed as a simplified set of steps called the enquiry cycle, which involves activities such as: making observations; posing questions; finding out what is already known; planning investigations; reviewing past knowledge in the light of experimental evidence; using tools to gather, analyze, and interpret data; proposing explanations; and communicating the results. This method could also be adapted for teaching media and information literacy.

Examples of scientific enquiry include: investigating the impact of media violence; investigating the roles of online communities.

IV. Case Study

The case study method involves an in-depth examination of a single instance or event. It is practiced extensively at Harvard Business School where university students make use of real life incidents to see how theoretical knowledge might be applied to real cases. This approach is suitable in the teaching of MIL as students are exposed daily to various forms of messages from media and other information providers. It offers a systematic way of looking at the events, collecting data, analyzing information, and reporting the results, which in return supports enquiry learning among students. Students are able to gain a deeper and more thorough understanding of why the events or instances happened as they did. Case study also lends itself to the generation and testing of hypotheses.

For example, students could undertake a case study of the marketing campaign strategy and release of a very successful film, bestseller book, or other high profile media product.

V. Cooperative Learning

Cooperative learning refers to the instructional approach that puts students together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, jigsaw learning, guided peer-questioning and reciprocal teaching, all of which aim to produce learning gains such as the development of conceptual understandings and higher order thinking, better interpersonal skills, more positive attitudes toward schools and the self, and the exploration of how to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills. This is an appropriate method in the learning and teaching of media education as it requires the sharing of ideas and learning from one another.

An example of cooperative learning: Working collaboratively in a wiki space.

VI. Textual Analysis

Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. This semiotic analysis should aim to reach further understanding of the key concepts. Therefore, students learn to identify how language codes and conventions are used to create particular types of representations that will appeal to certain audiences. Students are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any media text. Where possible, this type of textual analysis occurs within meaningful contexts, rather than as an academic exercise for its own ends.

Example: students could be asked to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analysing the audience, purpose, author, technique/textual features, and context.

VII. Contextual Analysis

Students are shown how to undertake basic contextual analysis, particularly in relation to the key concepts of institutions and technologies, but also in relation to a range of theoretical approaches.

Examples of contextual analysis and pedagogy include: helping students learn about such topics as: the classification systems for film, television and video games that operate in Australia; how media ownership and concentration relates to questions of democracy and free speech.

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VIII. Translations

This pedagogical approach can take many different forms and be used in a variety of media settings. Students can take a newspaper article they have written about an incident at the university and convert it into a podcast radio news story. Or they view a brief section of a children's film and then work in small groups to draw a storyboard that corresponds to the scene, identifying the shots, angles and transitions that have been used.

Further examples: Students can also take a fairytale and convert it into a storyboard to be filmed. Or they can collect a range of existing visual material related to a person's life and use this as the starting point to plan and make a short documentary about the person.

IX. Simulations

Simulation is frequently used as a strategy in film and media curriculum units. The tutors use simulation to demonstrate to the students what media learning 'looks like'. That is, the tutor takes on the role of classroom teacher, and the trainees act as school-aged students, at least in terms of completing the activities. This strategy is discussed with the students as a pedagogic process.

Examples include: students taking on the roles of a documentary film team producing a youth-oriented television programme, or of radio/Internet-based journalists interviewing a media teacher for a podcast., or of a marketing team from the university making a promotional video for prospective students about life at university.

X. Production

This approach entails learning by doing which is an important aspect of knowledge acquisition in the twenty first century. Students should be encouraged to explore learning at a deeper and more meaningful level. The production of media and information content offers the opportunity for students to immerse themselves in learning through exploring and doing. Through the production of media texts (for example audio, video and print), students are able to explore the creativity and to express themselves through their own voices, ideas and perspectives.

Examples include: students use software such as iMovie or Moviemaker (or any other similar free and open source software) to make a one minute digital story about an environmental issue or any other subject of interest.

Appendix: Selected Media and Information Literacy Resources

1. Media Education: A Kit for Teachers, Students, Parents and Professionals

This is published in Arabic, English and French by UNESCO. The kit is partly a product of the MENTOR project initiated by UNESCO and supported by the European Commission. It was a first attempt to develop a comprehensive tool kit in the field of MIL. This Media and Information Literacy Curriculum for Teachers complements and enhances the tool kit with a particular focus on teacher education.

Questions addressed by the kit include: What should media education consist of? Who should provide it? How should it be included in a curriculum? Beyond schools, do families have a say in the matter? Can professionals be involved and how? What strategies can the public adopt to deal with the benefits and the limitations of media?

The kit contains a Proposal for a Modular Curriculum, a Handbook for Teachers, a Handbook for Students, a Handbook for Parents, a Handbook for Ethical Relations with Professionals and an Internet Literacy Handbook.

View link at: <http://unesdoc.unesco.org/images/0014/001492/149278e.pdf>

2. UNESCO Media Development Indicators:

This is a set of internationally agreed indicators, translated into many languages, to assess the conditions needed for media and information services to perform their public service functions. The indicators should help examine the following five interlocking categories of conditions: system of regulation; plurality and diversity of media; media as a platform for democratic discourse; professional capacity building; and infrastructural capacity.

View link at: <http://unesdoc.unesco.org/images/0016/001631/163102e.pdf>

3. International Meeting on Media Education – Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria?

This international meeting was organized in Paris (June 2007) by the French Commission for UNESCO in partnership with UNESCO, and with the support of the French Ministry of Education and the Council of Europe.

View link at: http://www.diplomatie.gouv.fr/fr/IMG/pdf/Synthesis_en.pdf

4. Empowerment through Media Education

This is a publication produced by NORDICOM, International Clearing House, Göteborg University with support of UNESCO. The book is based on the First International Conference on Media Education held in Riyadh in March 2007 (also supported by UNESCO) and on the International Meeting on Media Education: Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria, held in Paris, June 2007.

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When discussing issues regarding democracy and development, we often forget that media-literate citizens are a precondition. An important prerequisite for the empowerment of citizens is a concerted effort to improve media and information literacy – skills that help to strengthen the critical abilities and communicative skills that enable the individual to use media and communication both as tools and as a way of articulating processes of development and social change, improving everyday lives and empowering people to influence their own lives.

Media and information literacy is needed by all citizens, and is of decisive importance to the younger generation – in both their role as citizens and participants in society, and their learning, cultural expression and personal fulfilment. A fundamental element of efforts to realize a media and information literate society is media education. But when issues such as these are discussed, all too often the frame of reference is the media culture of the Western world. There is an urgent need for the agenda to open up much more to non-Western ideas and intercultural approaches than is the case at present. Internationalization is both enriching and necessary with regard to our common interest in broader, more all-inclusive paradigms.

View link at: http://www.nordicom.gu.se/clearinghouse.php?portal=publ&main=info_publ2.php&ex=258&me=3

5. Understanding Information Literacy: A Primer

Through this publication, UNESCO's Information for All Programme (IFAP) defines media literacy in an easy-to-understand and non-technical manner.

The publication targets a very diverse audience, from government officials, inter-governmental civil servants, information professionals and teachers to human resources managers in both profit- or non-profit organizations. An excerpt:

'Over the course of your life, the more you learn and thereby come to know, but especially the sooner you master and adopt proficient learning skills, habits and attitudes – finding out how, from where, from whom and when to search for and retrieve the information that you need to know [...] – the more information literate you thereby become. Your competency in applying and utilizing those skills, habits and attitudes will enable you to make sounder and timelier decisions to cope with your personal and family health and welfare, educational, job-related, citizenship and other challenges.'

View link at: <http://unesdoc.unesco.org/images/0015/001570/157020e.pdf>

6. Towards Information Literacy Indicators

This paper provides a basic conceptual framework for measuring information literacy. The publication includes a definition of information literacy; a model that links information literacy with other adult competences, such as ICT skills; and a description of information literacy standards in education.

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Information literacy is part of an integrated set of skills that adults need to acquire to be effective in all aspects of their lives. As derived from the Alexandria Proclamation of 2005, information literacy is the capacity of people to:

- recognize their information needs;
- locate and evaluate the quality of information;
- store and retrieve information;
- make effective and ethical use of information; and
- apply information to create and communicate knowledge.

The development of indicators of information literacy, through which achievements can be demonstrated and future efforts can be better focused, is a priority at both national and international levels. Information literacy underpins many of the Millennium Development Goals, for instance, combating diseases and enhancing employment opportunities. Indicators of information literacy can help countries to identify the effect of policies to foster information literacy development and to know the extent to which their citizens are able to participate in a knowledge society.

View link at: <http://unesdoc.unesco.org/images/0015/001587/158723e.pdf>

7. ICT Competency Standards for Teachers

Recognizing the need to provide standards to help national education sectors leverage ICT, UNESCO teamed up with Cisco, Intel and Microsoft, as well as the International Society for Technology in Education (ISTE) and the Virginia Polytechnic Institute and State University (Virginia Tech), to set up the 'ICT Competency Standards for Teachers' (CST) project.

The goal of the CST project is to provide guidance on how to improve teachers' practice through ICT and give a new dimension to their skills, regardless of where the classroom is located - resulting in better education and highly skilled students.

The ICT Competency Standards for Teachers publication comprises a set of three booklets including:

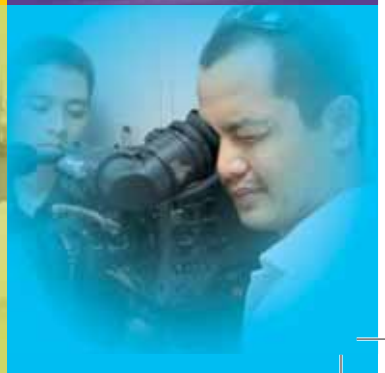
- A Policy Framework explaining the rationale, structure and approach of the ICT-CST project;
- A Competency Standards Modules' Structure, which combines the components of educational reform with various policy approaches to generate a matrix of skill sets for teachers; and
- Implementation Guidelines, providing a detailed syllabus of the specific skills to be acquired by teachers within each skill set/module.

View links at: <http://unesdoc.unesco.org/images/0015/001562/156207e.pdf>
<http://unesdoc.unesco.org/images/0015/001562/156209E.pdf>
<http://unesdoc.unesco.org/images/0015/001562/156210E.pdf>



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INTRODUCTION: HOW TO USE THIS MIL CURRICULUM

Media and information literacy (MIL) concerns the role and function of media and other information providers such as libraries, archives and the Internet in our personal lives and in democratic societies. It promotes individual's rights to communicate and express, and to seek, receive and impart information and ideas. It encourages the evaluation of media and other information providers based on how they are produced, the messages being conveyed, and the intended audience.

In an information and knowledge-based society

- MIL is important for citizens' participation in society and survival
- Media and information are central to democratic processes
- Media and other information providers are instrumental in shaping perceptions, beliefs and attitudes
- There is an increase in user-generated content, the use of virtual spaces, and citizens' journalism

By bringing together the fields of 'media' and 'information' literacy, the MIL curriculum presents a holistic approach to literacy that is necessary for life and work today. This curriculum recognizes the need for an expanded definition of literacy, one that includes print, screen-based and electronic media and information systems. Further, MIL also recognizes the roles of libraries, archives and museums as important information providers.

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TARGET AUDIENCE FOR THE MIL CURRICULUM

The main target group for the curriculum is teachers. This includes teachers at the secondary and primarily tertiary levels who are either in-training or in-service. This curriculum is a tool specifically designed for teacher training institutions such as colleges (including community colleges) and universities. Notwithstanding, given that the curriculum was developed with adaptation in mind, it can be used by other departments of institutes within a college or university for which MIL is a relevant field. The curriculum is also relevant to NGOs, government officials and ministries, and other social organizations.

MAIN FEATURES OF THE MIL CURRICULUM

Media and information literacy seeks to bring together disciplines that were once separate and distinct. MIL is concerned with the knowledge and understanding of the functions of media, libraries, archives and other information providers, how they operate, how they convey messages and values, how they can be used, and how to critically evaluate the information they present.

The MIL Curriculum is comprehensive and all inclusive. It has been developed with a non-prescriptive approach, and with adaptation in mind. It is presented in the form of modules.

The modules in this curriculum document include all or some of the following sections:

- Background and rationale
- Key topics
- Learning objectives
- Pedagogical approaches and sample activities
- Assessment recommendations
- Key topics
- Resources

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The **learning objectives** identify the key goals of each of the modules for teachers. They also identify the skills and knowledge that teachers should be able to demonstrate after completing each module. In any adaptation plan, these should be considered in the overall context of the **Model MIL Curriculum and Competency Framework** document which is a part of this package.

The **background and rationale** section explores the topic of the module for teachers, outlining and describing content and context. It is important to note that the commentary is not intended to be exhaustive, but is meant to illustrate the possible considerations and directions that teachers might explore.

The same can be said for the **pedagogical approaches and sample activities** that have been included. These have been developed to illustrate the many ways in which the skills and knowledge acquired in each module can be demonstrated. These pedagogical approaches and activities should be seen as examples only. Teachers are encouraged to use these as a basis to prepare more locally or culturally relevant activities. To assist the efforts of teachers, UNESCO will be facilitating the setting up of a databank of MIL-related activities.

The section on **assessment recommendations** includes suggestions for formative and summative assessment. These recommendations are meant to highlight possibilities for assessment, which include assessment *for* learning, assessment *of* learning, and assessment as learning.

Finally, some modules conclude with a section of **resources** that have been recommended for use with the modules. Teachers may find they have their own local resources which they would like to add to this list.

THE MIL CURRICULUM ADAPTATION PROCESS: RECOMMENDATIONS

In the implementation and adaptation of any curriculum document, consideration has to be given to the realities that exist in any institution involved in teacher training: the priorities and goals of the institution, existing programme content and priorities, and timelines and time constraints. The following recommendations are offered as a way of ensuring that the curriculum meets the needs of the institutions and the teachers involved in primary and secondary education.

- Identification of key stakeholder groups and setting up of steering committee.
- In the initial stages, a comprehensive review of the MIL Curriculum and the Curriculum and Competency Framework should take place. This will enable institutions to identify priority areas in the curriculum which can best meet their needs.
- An assessment of present teacher training curricula in respective institutions or countries should be completed in order to ascertain whether or not elements of MIL are already included in the curriculum. This will obviously help to avoid unnecessary repetition and overlap. It will also help to identify any gaps in existing curricula and programmes that may be filled by the MIL curriculum.
- The best approach to implementing MIL will have to be determined by each institution, with consideration given to time available and required resources (i.e., both materials and personnel). Key questions to consider here include: How should MIL be taught? How should it be integrated? Is there MIL expertise within the institution? If not, where can it be found? Is there access to the necessary materials and resources? If not, where can these be located? How do these identified needs affect the desired adaptation strategy?
- This MIL Curriculum will need to be prepared for adaptation. This means it may be necessary to prepare a tailored version of the MIL Curriculum based on considerations above. The UNESCO *Open Educational Resources (OER) Platform* (www.unesco.org/webworld/en/oer) can assist with the actual adaptation process. Open educational resources are learning materials that have been released under an intellectual property license such as Creative Commons that allows their free use by others. (See Box at the end of this section for more details).
- Once the adapted curriculum or tailored version has been developed, it is important that a pilot test take place. This testing stage will have to be monitored and the outcome of the pilot will need to be assessed.
- Based on the assessment of the pilot, necessary revisions will be made to the adapted curriculum, including recommendations for implementation.
- At this stage, institution-wide integration of the curriculum will be ready, based on the integration strategy chosen by the institution (see below).
- Ongoing documentation, monitoring and assessment of the curriculum should be completed. Where appropriate, the development and documentation of case studies should be completed as a way of sharing best practices and informing the larger educational community of the work being done at various institutions.

INTEGRATION STRATEGIES

The following strategies for integrating the MIL Curriculum are offered for consideration:

- **Stand-alone course:** The MIL Curriculum can be offered as a stand-alone course for credit(s). It can be offered as a mandatory or optional course for all teachers. For teachers in-service the curriculum can be adapted as a certificate programme for up-skilling.
- **Institute approach:** This involves a one or two week, face-to-face intensive training experience, followed by a project assignment which teachers have 2-3 months to complete. Credit(s) can also be offered for this training programme.
- **Multi-components integration:** Different components of the MIL Curriculum can be integrated into various related courses already being offered to teachers. Examples include education technology, literacy, social studies, etc. This is perhaps the most complex of the strategies proposed here. In order for this integration to be effective, careful planning will be required with consideration given to overall programme goals and assessment.
- **Online course:** The course could be offered online for both pre-service and practicing teachers. This could include partnership with another institution in or outside the respective country. It is important to note that the teacher training institution would not have to set up its own online course, but could partner with another university that has facilities in place for offering online courses. The institution may consider offering the course as a certificate, diploma or degree programme.

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In the long term, a combination of two or more of these strategies could also be explored. Evidently, the adaptation process and integration strategies employed will vary from institution to institution depending on a number of defining factors. Some obvious ones are level of readiness, availability of resources and expertise, and depth and scope of the integration.

Adapting and sharing MIL Curricula via UNESCO's new Open Educational Resources Platform

The UNESCO Open Educational Resources Platform (www.unesco.org/webworld/en/oer) is a new and innovative initiative that will offer selected UNESCO publications as fully-licensed open educational resources (OERs). OERs are learning materials that have been released under an intellectual property license, such as Creative Commons*, that allows their free use by others.

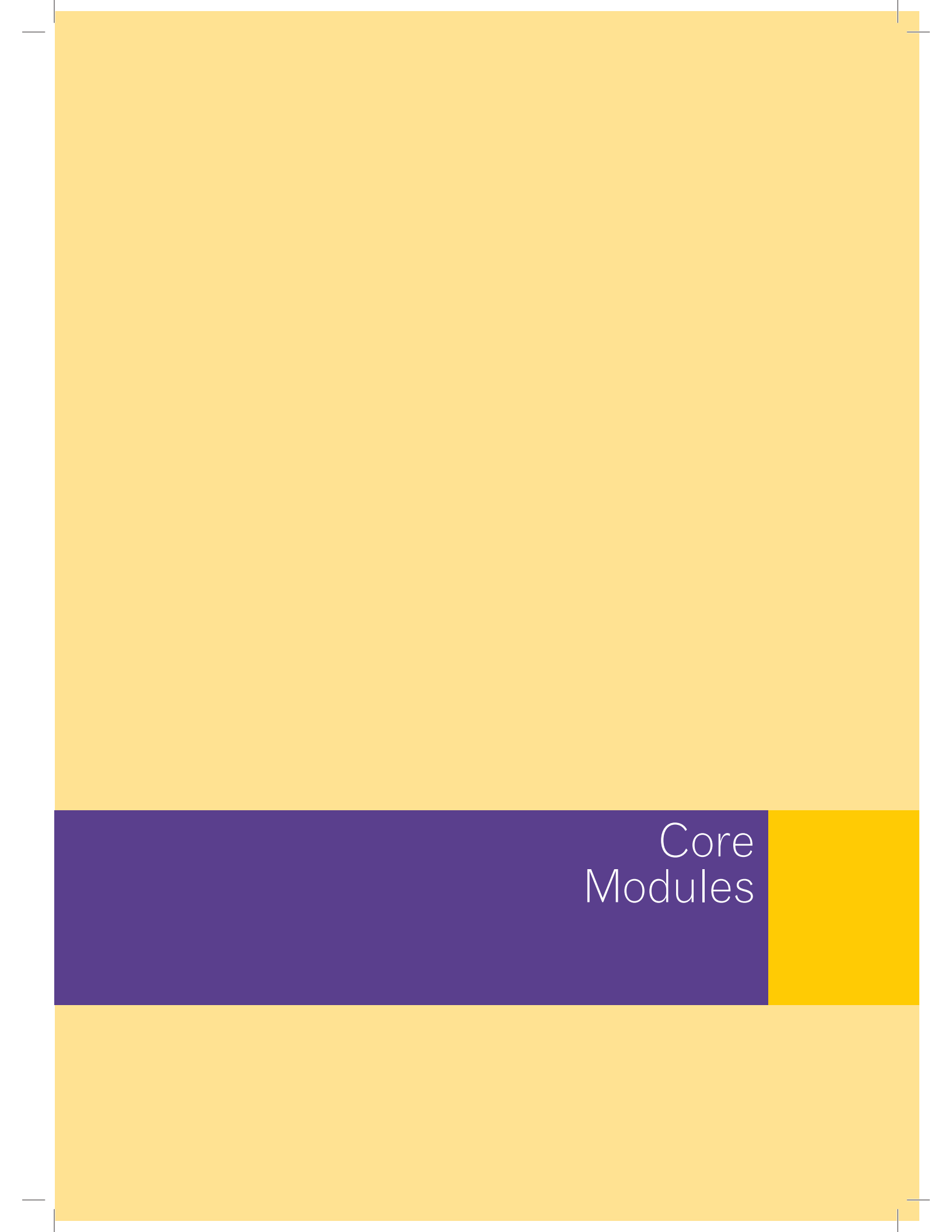
With the UNESCO OER Platform, global communities of practice – including teachers, learners and education professionals – will be able to freely copy, adapt, and share their resources, including the MIL Curriculum.

By persuading and assisting teacher training institutions to share their adapted MIL curricula as fully-licensed OERs on the Platform, we provide the professor, curricula developer, or quality assurance assessor looking to develop their own curricula, with an unparalleled opportunity to easily and intuitively select and compare curricula from near-by or international institutions, in their own language. They are then able to easily, legally, and freely 'copy' the content closest to their requirements to adapt to their local requirements.

The Platform encourages collaboration and partnership opportunities between similar institutions and more strongly links the institutions to UNESCO for future enhancements of the MIL Curriculum. After its launch in late 2011, the UNESCO OER Platform will be able to provide capacity-building assistance on Creative Commons* and help in transforming and transferring materials from OERs to institutions that are willing to share their adaptations.

* Creative Commons licenses build on traditional copyright practices and allow creators to define which rights they reserve, and which rights they waive for the benefit of recipients or other creators. (<http://creativecommons.org>)





Core
Modules



MODULE 1: CITIZENSHIP, FREEDOM OF EXPRESSION AND INFORMATION, ACCESS TO INFORMATION, DEMOCRATIC DISCOURSE AND LIFE-LONG LEARNING

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'If it were possible to define generally the mission of education, it could be said that its fundamental purpose is to ensure that students benefit from learning in ways that allow them to participate fully in public, community and economic life.'

New London Group

BACKGROUND AND RATIONALE

The rapid growth of media¹ and information and communication technologies (ICTs) and the attendant convergence of communication and information make it imperative that media and information literacy (MIL) be seen as vital to the empowerment of people. MIL has become an important prerequisite for harnessing ICTs for education and fostering equitable access to information and knowledge. The societies in which we live today are driven by information and knowledge. We cannot escape the ubiquity of media and all forms of information and communication technologies and the role that they play in our personal, economic, political and social lives. Clearly, then, new forms of competencies (knowledge, skills and attitudes) are required for people to effectively participate and succeed throughout all stages of life in the information and knowledge societies. This has led to media and information literacy becoming increasingly important to teaching and learning.

According to the most recent statistics of the *ITU World Telecommunication/ICT Indicators Database, 2009*, 1.3 billion (3/4) of the world's 1.7 billion households, representing 4.9 billion people, have a television; 0.6 billion (1/3) of all households, representing 1.9 billion people, have access to a computer, and 4.6 billion mobile phone subscriptions were projected by the end of 2009. Added to this there are over 2.5 billion radio receivers. The World Association of Newspapers reports paid-newspaper readership worldwide to be in excess of 1.4 billion in 2007. The UNESCO Institute of Statistics estimates that close to 1 million new books are published annually in the world.

When taken together, the number of television and radio stations, newspapers, cell phones, access to and use of the Internet, books, libraries, billboards, and video games determine much of what we learn about ourselves, our country, our cultures and the world around us.

Media and other information providers are central to democracy and good governance, both as a platform for democratic discourse and as providers of information and knowledge. If the media are to support democracy, citizens need to understand how to use them critically, knowing how to interpret the information that they receive, including the use of metaphors, irony, and the way that stories and events are framed to suggest certain meanings. As citizens, people need specific competencies (knowledge, skills and attitudes) to engage with the media, and ultimately with their political processes and governance, and to effectively use resources provided by media, libraries, archives and other information providers. Media and information literacy offers a necessary set of competencies for the 21st century.

In many aspects, traditional literacy has been redefined. It is no longer sufficient for people to only learn reading, writing and arithmetic. While the importance of these fundamental numeracy and literacy skills cannot be underestimated, the inclusion of media and information literacy in the curriculum means that young people must also understand the functions of media and other information providers and seek, evaluate, use and create information to achieve their personal, social, occupational and educational goals. They must also possess basic skills for critical thinking, to analyze and use them for self-expression, for becoming independent learners, producers, informed citizens, professionals, and for

¹ For the purpose of this curriculum, irrespective of the nature and technologies used, media are defined as a source of credible information provided through an editorial process determined by journalistic values and attributable to an organization or a legal person. To the extent that media are an important part of every society's communication system, their institutional make-up can mesh with a variety of non-media information providers, such as libraries, museums, archives, Internet information providers, other information organizations and citizens who produce their own content.

participating in the governance and democratic processes of their societies (cf. Report of National Forum on Information Literacy, 2005).

This module is built on three pillars: critical thinking, self-expression and participation. It will consider MIL as relevant to and overlapping with a variety of disciplines/fields, and will explore such questions as:

- What is information? What are media? Why teach about them? Why are they important?
- What is media literacy?
- What is information literacy?
- Why media and information literacy?

The module will present MIL as a teaching and learning process rather than solely as a discipline. Therefore, it will broadly introduce teachers to key issues and concepts of the field which will be dealt with in more detail in other modules, offering them the opportunity to develop an understanding of the difference between 'teaching about' and 'teaching through' the media and information literacy.

The aim is for teachers themselves to become media and information literate, and to develop the competencies and skills necessary for integrating MIL into the primary and secondary school curricula.

UNITS

1. Understanding media and information literacy: an orientation
2. MIL and civic participation
3. Interacting with media and other information providers
4. MIL, teaching and learning

UNIT 1: UNDERSTANDING MEDIA AND INFORMATION LITERACY: AN ORIENTATION

► **DURATION:** 2 hours

KEY TOPICS

- Defining 'information' and 'media'
- Exploring the importance of the media and other information providers
- Describing key learning outcomes of media and information literacy

LEARNING OBJECTIVES

At the end of this module teachers should be able to:

- Identify key learning outcomes/elements of media and information literacy
- Understand media and information literacy, and its importance and relevance in the lives of students and teachers today
- Explore the roles of media and other information providers such as libraries, archives and Internet
- Explore these roles in a variety of media and information texts

PEDAGOGICAL APPROACHES and ACTIVITIES

MULTIPLE ROLES OF MEDIA

Media and other information providers play a central role in information and communication processes. They are one way of communicating information, although their role is much broader than that. For the purpose of the MIL curriculum, media are defined (irrespective of the nature and technologies used) as sources of credible and current information created through an editorial process determined by journalistic values whereby editorial accountability can be attributed to a specific organization or a legal person. To the extent that media are an important part of every society's communication system, their institutional make-up can mesh with a variety of non-media information providers, such as libraries, museums, archives, Internet information providers, other information organizations and citizens who produce their own content.

Media play several roles. They:

- act as channels of information and knowledge through which citizens communicate with each other and make informed decisions
- facilitate informed debates between diverse social actors
- provide us with much of what we learn about the world beyond our immediate experience
- are means by which a society learns about itself and builds a sense of community
- function as a watchdog of government in all its forms, promoting transparency in public life and public scrutiny of those with power through exposing corruption, maladministration and corporate wrong-doing
- are essential facilitators of democratic processes and one of the guarantors of free and fair elections
- are a vehicle for cultural expression and cultural cohesion within and between nations
- function as an advocate and social actor in its own right while respecting pluralistic values²

² Adapted from UNESCO MDIs

— SOURCING INFORMATION

The proper use of information made available by media and various information providers depends on people's abilities to understand their information needs, and to locate, retrieve and evaluate the quality of the information they can access. Today, there is an extremely wide and diverse selection of information material, content, and resources available, particularly on the Internet, varying greatly in accuracy, reliability, and value. In addition, this information exists in a variety of forms (e.g. as text, image or statistic, electronically or in print), that can be made available through online repositories and portals, virtual and real libraries and documentary collections, databases, archives, museums, etc. The most important factor, however, is that the quality of this information can range from 'very good' to 'very bad'.

Before evaluating information sources, it is important to think about what the information is for. This will help you to identify credible information sources. The key questions might be: What source or what kind of source would be the most credible for providing information in this particular case? Which sources are likely to be fair, objective, lacking hidden motives, showing quality control?

We can think of information as being held by media and other information providers, such as libraries, museums, archives and the Internet. These information providers have a number of roles, including to:

- inform
- educate
- facilitate teaching and learning processes
- provide access to all types of information (often free of charge, plural, reliable and without restrictions)
- serve as a gateway to information
- promote universal values and civil rights, such as freedom of expression and information
- serve as society's collective memory
- gather information
- preserve cultural heritage
- entertain

— ACTIVITIES

- Survey the media to find resources or media texts that are examples of the functions listed above. Identify texts that illustrate these roles on a local, national and global level.
- Survey college/university or public libraries to find books or other resources available which provide information about democracy, other parts of the world, different cultures, social and economic life, etc. Explore questions such as: Who decides on the level of resources that should be allocated to libraries? Who decides which books should be included in the library and which should be excluded? Who decides which books are more important than others? Are libraries serving their purposes? (A similar activity could be organized for museums or archives)
- The media play an important role in helping to encourage the development and building of a nation. Discuss how undue restrictions that might be imposed on media can prevent the media from exercising this function. Think about the content of media in

your country. How many different points of view can you find on development, nation building and national interests and from which perspective?

- Search the web to find stories relating to the deliberate destruction of libraries, museums or archives or certain books due to war, ethnic conflicts, etc. How can you verify that this story is true? Given that this is the first unit, teachers may not have been exposed to the requisite skills to answer this question, so should not spend too much time on it but move on to the other questions. How could the destruction of media, libraries, archives and other information providers, resources available and services offered by those institutions affect people, their history or culture? What are some other implications, based on your observation, of such actions?
- What is public domain information? Research how public domain information is treated by two government institutions in your country. Debate the adequacy (or lack thereof) of information provided by these institutions. Are there national policies for how information should be made public? Does access to information laws exist in your country? Are these being used? What are citizens' entitlements as mentioned in Article 19 of the Universal Declaration of Human Rights?³
- Based on the answers provided from the activity suggested above, indicate the outcomes for media and information literacy (what the media and information literate person should be able to do). What does each individual term mean?
- Make a list of media that are present in the daily lives of students and teachers today. What are the key roles and functions that each of these media perform? What do you think it means to be 'literate' when it comes to using the media and other information providers? What knowledge, skills and attitudes are necessary?
- Keep a journal for one day in which you record your daily use and interaction with media and information providers, such as public and private Internet information providers. What patterns emerge in your personal use? How many hours do you spend engaged with media and technology such as the Internet, television or radio? What roles are these media and other information providers playing in your life?
- Take a walking tour of your school or neighbourhood. List the examples of media and other information providers that are present in these environments. Which of the roles listed above do these examples illustrate?
- Imagine that you wake up one day and there are no more media, libraries, Internet and cell phones. In addition, all newspapers, magazines, radio stations and TV channels have disappeared. Analyze in small groups what would happen to citizens:
 - How would they be informed now?
 - How would they communicate news, facts, and events?
 - What would happen with the decisions you usually make?
 - What would you – personally – most miss in such a situation?
 - What would society lose with this kind of problem?
- Write a 'letter to the editor' with your conclusions on the value of the media and information in a democratic society.

3 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

IMPORTANCE OF MIL FOR CITIZENS

Media and information literacy (MIL) brings together disciplines that were once separate and distinct. MIL is concerned with giving people an understanding of the importance of media and other information providers in order to :

- a) make informed decisions
- b) learn about the world around them
- c) build a sense of community
- d) maintain public discourse, and
- e) engage in lifelong learning

Further, MIL should spur citizens to become active producers of information and innovators of media and information products, as well as critical thinkers. MIL should incite them to use new and traditional media for self-expression, creativity and greater participation in their country's democracy and the global information network.

— ACTIVITIES

- Consider the characteristics of MIL described in *Figure 1* in the *Media and Information Literacy Curriculum and Competency Framework for Teachers (Part 1)*. Discuss each characteristic. Write down what each of these means to you. Do you think this description is complete? What do you think should be included?
- Consider the following terminologies linked to different literacies relating to MIL and being used by various actors around the world:
 - Media literacy
 - Library literacy
 - Computer literacy
 - Freedom of expression literacy
 - Internet literacy
 - Digital literacy
 - News literacy
 - Cinema literacy
 - Games literacy

Using the Internet or a library, research various definitions of each of these terminologies. What do you observe about the relationship between and among these individual terminologies or notions of MIL? Write one paragraph describing what would be your rationale for combining media literacy and information literacy as MIL.

UNIT 2: MIL AND CIVIC PARTICIPATION

► **DURATION:** 2 hours

KEY TOPICS

- Functions of media and other information providers such as libraries, archives and the Internet
- What citizens should expect from media and other information providers such as libraries, archives and the Internet
- MIL and its Importance to democracy and good governance
- Freedom of expression, editorial independence of media, plurality and diversity in media and other information providers

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- understand and describe the functions of media and other information providers as these relate to access to information and knowledge, self expression, and participation in democratic processes, and
- identify the conditions needed for media and other information providers to perform those functions

PEDAGOGICAL APPROACHES and ACTIVITIES

Journalism and media sources are important in every society. Without journalists and the news media, there would be no 'window on the world' — we would have little way of knowing what was happening in our communities or in the world beyond our immediate experience. There are several key factors that journalistic practices should respect, and that citizens have come to expect of journalism:

- **Organizing knowledge** – making chaotic information organized and comprehensible, and going behind official positions to uncover special interests
- **Truthfulness** – in the media, sources of information should be clearly stated so that citizens can judge relevance, reliability and potential biases; important unanswered questions should be noted with an expectation of a follow up if controversy exists
- **Public interest** – in the work they do, journalists can do much to further the public interest by equipping citizens with the information they need to take part in public affairs

- **Independence** – it should be clear that the citizen debate should take place over and above personal biases; commentators must examine 'both sides of the coin' (i.e. discuss ideas they both agree and disagree with); and journalists must show independent thinking in their work
- **Forum for public criticism and problem solving** – the media should offer several channels for public interaction (letters, e-mail, phone contact or public forum); citizens also expect that the media give them access to space or airtime to allow conversations in their own 'language' with fellow citizens; further, they expect that a broad representation of views and values is visible in news coverage
- **Accountability** – the media should monitor all those who exercise power, not only governments, but also important public and private bodies; by holding the powerful to account, the media can inform community thinking
- **Proportional and relevant news** – citizens have a need for timely knowledge of important issues and trends; reports should not overstate or understate the true nature of threats and risks
- **Balancing privacy and the right to know** – citizens expect media professionals to balance the public right to know with the personal right to privacy (cf. Fackson Banda, UNESCO, 2009)

ACCESS TO INFORMATION

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Access to information is essential for both democracy and development. Citizens have the right to free speech and the right of access to public information. This information is equally the property of citizens. Media and other information providers such as libraries, archives and the Internet should help to ensure the right to freedom of information for each citizen.

The role of media and other information providers is changing with the rapid spread of technologies, such as information and communication technologies (ICTs). ICTs provide access to information and knowledge almost instantaneously. Media and information providers, such as libraries, archives and the Internet, are able to provide new services and are becoming more than just resource centres or information providers. These new possibilities offer new opportunities for effectively and efficiently meeting the needs of citizens for life-long learning, research and entertainment, and for connecting communities.

Media and information providers have several key functions, which include:

- providing open access to information resources without any racial, gender, occupational and religious restrictions; public libraries, in particular, provide access free of charge
- protecting readers' privacy and confidentiality in terms of content consulted on the premises or online
- providing access to diverse and plural information resources, based on professionalism and without political, religious or moral bias
- collecting and preserving information for future generations

— ACTIVITIES

- Using relevant library and Internet resources, research between 5 and 10 news stories of the past year on a national or global level. Identify which of the expectations listed above are met in each of the stories. What are the key elements in these stories that make them effective examples? For any of the stories that didn't meet these expectations, suggest changes that could have been made to improve them.
- Write a short essay arguing that readers have an obligation to approach the news with an open mind and not just with a desire that the news reinforce existing opinions.
- Select coverage of a local issue or story and examine it closely. Part of being media and information literate is having the awareness of, and the ability, to apply the above criteria to the coverage that various issues receive. To what extent were citizens' expectations being met in the local example? What impact did the coverage have on the local community? Where citizens' expectations were not being met, what recourse did citizens have to address problems? What roles can media and information literacy play in supporting citizens?
- Do you agree that the well informed citizen is better equipped to make decisions and to participate in a democratic society? Why? Write an editorial expressing your opinion.
- Discuss: How is the role of information viewed and valued in your society? What do you think is the relationship between information and knowledge and between information and power?

FREEDOM OF EXPRESSION, EDITORIAL INDEPENDENCE, PLURALITY AND DIVERSITY

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Freedom of information and expression underpin media and information literacy. In this context, the use of the related term *freedom of information* refers to access to public information. 'Information is key to our understanding of the world around us, our ability to find a meaningful role in it, and our capacity to take advantage of the resources available to us. When information is concentrated in the hands of a few or only in the hands of elites, the public's ability both to make decisions and to assess the decisions is greatly reduced. An ethical and pluralistic media can ensure transparency, accountability and the rule of law.' (UNESCO Freedom of Expression Tool Kit) Independent media draw their power from reporting responsibly on the communities they serve.

— FREEDOM OF EXPRESSION AND THE PRESS

Freedom of expression is the freedom to express and exchange views and opinions without fear of threats or punitive action. Freedom of expression is a fundamental human right. The right to freedom of expression protects not only freedom of speech but any act of seeking, receiving and imparting information or ideas, regardless of the medium used. Freedom of the press is a necessary underpinning of this right as it enables free expression to be public and shared, and is thus essential to the building and supporting of communities and civil society. Freedom of expression can promote a true sense of ownership within society by allowing ordinary individuals to examine and express different thoughts and opinions. Freedom of expression *is an integral part of* civic responsibility, and essential for critical thinking. Restrictions to freedom of expression are allowed only when such restrictions are

necessary to protect the freedoms of others. Limitations, such as the laws preventing 'hate speech', should be narrowly defined to avoid misuse.

— MEDIA PLURALISM

A pluralistic media sector – one that crosses media platforms (print, broadcast, online), locale (national, provincial and community) and political perspectives – helps societies to better reflect on themselves. When media operation is dispersed into many hands, opinions that are not popular can often still find a forum. An effective mix of international, national and local media outlets can give people the means to participate in democratic processes. The widest possible dissemination of information from diverse and antagonistic sources contributes to people's welfare. While separately owned newspapers and broadcasters generally criticize each other's content, the concentration of media under common ownership is far from offering mutual criticism and could lead to promotional or advocacy media.

— EDITORIAL INDEPENDENCE

Editorial independence refers to the professional freedom entrusted to editors to make editorial decisions without interference from the owners of the media or any other state or non-state actors. Editorial independence is tested, for instance, when a media organization runs articles that may be unpopular with its owners or advertisers.

— ACTIVITIES

- Using the Internet and library resources, research the ownership and control of today's major media companies and government monopolies. List their major holdings. What impact might this ownership have on access, choice and freedom of expression? Research the laws that are in place in your country or community to regulate media ownership and control
- Assess the role of alternative or independent media in your community. Select one example, and describe the key ingredients that make it *independent*. In what ways does it allow people to participate in the democratic process? In what ways is it different from mainstream media?
- Research the work of organizations that promote freedom of expression or protect journalists, such as Article 19, the Committee for the Protection of Journalists, Reporters Without Borders or regional and national NGOs. Focus on the work of journalists supported by these organizations and identify the key elements of their work that makes them worthy of support
- Discuss why the government should respect the right of media to editorial independence and, in particular, should refrain from putting pressure on the media with respect to their news and current affairs coverage. In this context, discuss the following quote from Corazon Aquino, the former President of the Philippines, who led the transformation that made her country's authoritarian government into a democracy

'So closely intertwined is the concept of press freedom with democracy that a leader must approach any attempt to impose even the most legal limitations on it with great care. The risks are great, not only to one's reputation as a democratic leader, but to one's virtue and commitment to democracy. For the totalitarian temptation is immense and there are always sycophants who would be willing to help one stretch the meaning of democracy to include a multitude of despotic sins.'

Expand the discussion to other potential influences over editorial independence and suggest how such undue influences could be prevented.

- Discuss what is meant by a narrowly defined law.

UNIT 3: INTERACTING WITH MEDIA AND OTHER INFORMATION PROVIDERS SUCH AS LIBRARIES, ARCHIVES AND THE INTERNET

► **DURATION:** 2 hours

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KEY TOPICS

- How media communicate meaning
- The issue of representation: how media and other information providers present information, people, cultures, images, places, etc.
- The role of users, citizens and audiences
- Engaging with media through production of user-generated content

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- understand and describe the key concepts that are used by media and other information providers
- understand how knowledge of these concepts will help users/citizens to critically interact with media and other information providers

PEDAGOGICAL APPROACHES and ACTIVITIES

A key part of media literacy is understanding how the media construct different types of stories, how they shape information in presenting it, and what techniques they use to organize material that otherwise would be chaotic and difficult to understand. It is important to have a basic understanding of the different techniques employed by the media, the 'codes' they use and how to interpret them. It may also be relevant to consider who is producing and arranging the material and how active or interactive the consumers of media and information are – whether their own perceptions impact upon the way information is presented.

In relation to MIL, the following key areas should be examined closely in order to understand how media and other information providers operate, how they convey meaning, how they can be used, and how the information being presented can be evaluated. The following areas also underpin later modules in this MIL curriculum document:

LANGUAGES IN MEDIA AND INFORMATION

- How do producers of a media text use different techniques or ways of representing different kinds of information to communicate?
- How are these uses identified and accepted by the general public?
- What are the codes and conventions or the 'key ingredients' or grammar of a particular medium?
- A media commentator, Marshall McLuhan, wrote that 'the medium is the message',⁴ meaning that the medium itself – print, broadcast, Internet – affects the way we understand the world. How does the choice of media influence the kind of information we receive? How does this shape the message conveyed through the media?

REPRESENTATION IN MEDIA AND INFORMATION

- Examine media images or representations
- Analyze image or media text
- Analyze the context
- Who benefits from the acceptance of media representations and who loses?
- How do these images influence the way we see ourselves and others?
- How do they influence our knowledge and understanding of the world beyond our immediate experience?
- How do they influence our view of gender equality, women's empowerment, people living with disability, indigenous peoples and ethnic minority groups?
- Examine to what extent the editorial independence is reflected in the media text

4 McLuhan & Fiore 1967. *The Medium is the Message: An Inventory of Effects*. Penguin Modern Classics.

PRODUCTION/USER-GENERATED CONTENT

- Notions of human agency are important here – who is creating the media and information text and why?
- Connects to rights of communication and expression for the citizen and the professional
- Connects to freedom of expression, active citizenship and media and information literacy
- Resources (human, financial, technological, etc.) and regulations are considered here

AUDIENCE AS CITIZENS AND USERS/CONSUMERS

- Target and active audiences
- Active citizens and users/consumers negotiate their own meanings based on what they bring to a text
- Audiences have expectations of media industries based on transparency, accountability and fairness
- Users/consumers have personal, economic, social and cultural needs for information

CITIZENS AS USERS/CONSUMERS OF INFORMATION PROVIDER SERVICES

- How information providers select information resources and major selection criteria
- How information providers, such as libraries, subscribe or purchase information resources such as books, periodical and database
- How information providers, including public and private Internet information providers, are funded
- How information providers generate income from information services

KEY QUESTIONS

- What is the purpose of this media/information text?
- How is this produced?
- Who created it?
- Who is the intended audience? How do you know?
- What is the main message?
- Who benefits and what do they gain?
- What are my information needs?
- How can I identify and define this need?
- Does the information I need exist in the form I need it? If not what action can I take?
- How to understand, organize and assess the information found?
- How can I present this information in usable formats?
- How can I preserve, store and reuse, record and archive information?

— ACTIVITIES

- Select a media and information text of your choice and apply the key questions listed above. What can you learn about media production and industries, the messages being conveyed, as well as the intended audience?
- Think about a personal or economic activity that you would like to undertake. Write this down. Apply the key questions above starting with, 'what are your information needs?'
- Write down all the activities you do during a day, from the moment you wake up in the morning until you go back to bed at night. Analyze in small groups: do you need information to participate in these activities? Write down next to each activity the information you need. For example you need to know the temperature outside in order to get dressed; you need to know the traffic situation before you take the bus; you need to know about the economy in order to know if you are going to ask for a loan. Discuss: how important is information in your daily life? How many decisions would you have difficulty making without information?
- Using the library or the Internet, research some of the top television or radio programmes, films or advertisements from the past year. What key topics from the list above were central to their success? Describe the ways in which one or more of the above topics are highlighted by this example(s)
- Explain why journalists should have the right not to disclose the sources of their information, other than to their editors
- Discuss 'Journalism is a discipline of verification'

UNIT 4: MIL, TEACHING AND LEARNING

► **DURATION:** 2 hours

KEY TOPICS

Basic understanding of MIL and the teaching and learning process

- Pedagogical approaches for MIL
- Teaching about and through MIL

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Identify the ways in which MIL can enhance the teaching and learning process
- Explore pedagogical approaches associated with MIL
- Develop particular activities that utilize these pedagogical approaches

PEDAGOGICAL APPROACHES and ACTIVITIES

Pedagogical approaches to teaching MIL

ISSUE-ENQUIRY APPROACH

Issue-enquiry learning is a student-centred learning approach where the enquiry focus is on the issues related to media and information literacy in contemporary society. It incorporates many of the features associated with enquiry learning, problem solving and decision making, where learners acquire new knowledge and skills through the following enquiry stages: identification of the issue; recognition of underlying attitudes and beliefs; clarification of the facts and principles behind the issue; locating, organizing and analyzing evidence; interpretation and resolution of the issue; taking action and reconsidering the consequences and outcomes from each phase. It is an appropriate method to teach MIL as students can be given opportunities to explore issues in depth. Examples of the issue-enquiry approach in MIL include: exploring gender and race portrayals through media analysis; exploring privacy and the media through primary and secondary document analysis; and exploring cyber-bullying through ethnographic research.

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PROBLEM-BASED LEARNING (PBL)

Problem-based learning is a curriculum development and instructional system that simultaneously develops students' interdisciplinary knowledge bases and skills, as well as critical thinking and problem solving strategies. It originated in the Faculty of Medicine of McMaster University in Ontario, Canada. It is a highly structured, cooperative learning mode to enhance both individual and collective knowledge by engaging students in critical and deep enquiry of real-life problems. The learning objectives, enquiry questions and methods, and the outcomes are all managed by students. An example of problem-based learning in MIL would be designing an effective social marketing campaign for a particular audience.

SCIENTIFIC ENQUIRY

Scientific enquiry refers to a variety of techniques that scientists use to explore the natural world and propose explanations based on the evidence they find. The enquiry process is often expressed as a simplified set of steps called the enquiry cycle, which involves

activities such as: making observations; posing questions; finding out what is already known; planning investigations; reviewing past knowledge in the light of experimental evidence; using tools to gather, analyze, and interpret data; proposing explanations; and communicating the results. This method could also be incorporated into the teaching of MIL. Examples of scientific enquiry in MIL could include investigating the impact of media violence, or investigating the roles of online communities.

CASE STUDY

The case study method involves an in-depth examination of a single instance or event. It originated in the Harvard Business School, where students make use of real life events to see how theoretical knowledge can be applied to real cases. This is suitable in the teaching of MIL as students are exposed to various forms of media messages daily. This requires a systematic way of looking at the events, collecting data, analyzing information, and reporting the results, which in turn supports enquiry learning among students. Students are able to gain a deeper and more thorough understanding of why the events or instances happened as they did. Case study also lends itself to the generation and testing of hypotheses. For example, students could undertake a case study of the marketing and release of a blockbuster film or other high profile media product.

COOPERATIVE LEARNING

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Cooperative learning refers to the instructional approach that puts students together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, jigsaw learning, guided peer-questioning and reciprocal teaching, all of which aim to produce learning gains such as the development of conceptual understanding and higher-order thinking, better interpersonal skills, more positive attitudes toward school and the self, and the exploration of how to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills. This is an appropriate method for MIL learning and teaching, as it requires the sharing of ideas and learning from one another. An example of this approach in MIL would be working collaboratively in a wiki space.

TEXTUAL ANALYSIS

Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. With this type of semiotic analysis, understanding of key concepts can be increased. For instance, students learn how language codes and conventions are used to create particular types of representations that will appeal to certain audiences. Students are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any media text. Where possible, this type of textual analysis should be done in a meaningful context, and not just conducted as an academic exercise for its own ends.

Example: Ask students to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analysing the audience, purpose, author, technique/textual features, and context.

CONTEXTUAL ANALYSIS

Students are shown how to undertake basic contextual analysis, particularly in relation to key concepts concerning media and other information providers, but also in relation to a range of theoretical approaches for MIL. Examples of contextual analysis and pedagogy in this area include helping students to learn the classification systems for film, television and video games that operate in their country, or how media ownership and concentration relates to questions of democracy and free speech.

TRANSLATIONS

With this approach, students take information presented in one medium, and convert or 'translate' it into another medium. For example:

- taking a newspaper article that they have written about an incident at the university and converting it into a podcast radio news story
- viewing a brief section of a children's film and then working in small groups to draw a storyboard that corresponds to the scene, identifying the shots, angles and transitions that have been used
- taking a fairytale and converting it into a storyboard to be filmed
- collecting a range of existing visual material related to a person's life and using this as the starting point for planning and making a short documentary film about them

SIMULATIONS

Simulation is frequently used as a strategy in the film and media curriculum units. As already mentioned, the tutors use simulation to demonstrate to the students what media learning 'looks like'. That is, the tutor takes on the role of classroom teacher, and the teachers act as school-aged students, at least when doing the activities. This strategy is then discussed with the students as a pedagogic process.

Simulation could be used in the following ways:

- Students take on the role of a documentary production team making a documentary for a youth-oriented television programme
- Students take on the role of radio- or Internet-based journalists who are investigating media teaching and are required to interview a practicing media teacher and edit a podcast from the interview
- Students assume the role of a marketing team from the university making a brief video introducing prospective students to life at the university

PRODUCTION

This approach entails learning by doing which is an important aspect of knowledge acquisition in the twenty first century. Students should be encouraged to explore learning at a deeper and more meaningful level. The production of media and information content

offers the opportunity for students to immerse themselves in learning through exploring and doing. Through the production of media texts (for example audio, video and print), students are able to explore the creativity and to express themselves through their own voices, ideas and perspectives.

Examples include: students use software such as iMovie or Moviemaker (or any other similar free and open source software) to make a one minute digital story about an environmental issue or any other subject of interest.

— ACTIVITIES

- Ask teachers to identify and describe examples of any of the 10 pedagogical approaches to teaching MIL listed above that they are familiar with, and have teachers identify the key components that make them effective in teaching and learning MIL
- Through group work, guide teachers in developing activities that would illustrate these strategies in their own work

RESOURCES FOR THIS MODULE

- Civic Education for Media Professionals: A Training Manual, <http://unesdoc.unesco.org/images/0018/001804/180402e.pdf>
- Understanding Informational Literacy: A Primer, <http://unesdoc.unesco.org/images/0015/001570/157020e.pdf>
- Big6, www.big6.com
- Media Development Indicators: A framework for assessing media development, <http://unesdoc.unesco.org/images/0016/001631/163102e.pdf>
- Committee of Concerned Journalists, www.concernedjournalists.org/tools/principles/rights
- Journalism.org, <http://www.journalism.org/resources/principles>
- Media Education: A Kit for Teachers, Students, Parents and Professionals, <http://unesdoc.unesco.org/images/0014/001492/149278e.pdf>
- Towards Information Literacy Indicators: Conceptual Framework Paper, www.uis.unesco.org/template/pdf/cscl/InfoLit.pdf



MODULE 2: UNDERSTANDING THE NEWS, MEDIA AND INFORMATION ETHICS

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‘The central purpose of journalism is to tell the truth so that people will have the information to be sovereign.’

Jack Fuller, in *News Reporting and Writing*

BACKGROUND AND RATIONALE

With the advent of the new information and communication technologies, the reach and impact of traditional media (radio, television and newspaper) have been multiplied, and information and news have thus become more widely available than ever before. In this information age, journalists, information professionals and the news media (new and old) play a central role in providing us with access to information beyond our immediate experience, and in facilitating citizen participation in good governance and open, democratic and stable societies.

This module will explore the role and function of news media (new and traditional) and other information providers in our personal lives and in democratic societies, such as enhancing democratic freedom and infoethics, building civic responsibility and citizenship, and requiring and promoting transparency and accountability. It will also give an overview of the news media’s evolving role, from serving merely as a mirror of society to being a

gatekeeper of information, a watchdog with a check-and-balance function, enabler of public debate, and facilitator of citizen participation.

The module will enable teachers to explore such issues as freedom of information and freedom of expression, as well as the importance of accuracy, accountability and transparency in news reporting.

Thanks to new technologies, we are also witnessing an increase in user-generated content, such as eyewitness reports from citizens. While this phenomenon presents us with a great diversity of voices and perspectives, it also reinforces the need to critically evaluate the many sources of news and information available today. In becoming media and information literate, teachers will be able not only to analyze and evaluate information and the news they receive on a daily basis, but also to exercise their civic responsibility to demand fair and accurate news reporting, as well as to advocate for free, independent and pluralistic media.

UNITS

1. Journalism and society
2. Freedom, ethics and responsibility
3. What makes news: exploring the criteria
4. The news development process: going beyond the 4Ws and 1H

UNIT 1: JOURNALISM AND SOCIETY

► **DURATION:** 2 hours

KEY TOPICS

- Evolution of the concept and practice of 'free speech' and 'free press'
- Purpose of journalism in society and its role in the architecture of democracy (e.g. freedom, civic responsibility, transparency and accountability)
- Role and responsibilities of journalists in the 21st century in the national and global arena (e.g. mirror, gatekeeper, watchdog, enabler, facilitator)
- Public-interest journalism, editorial independence vis à vis ownership influence
- Role of information ethics

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- trace the evolution of the concept and practice of 'free speech' and 'free press'
- delineate the purpose of journalism and its role in strengthening or pursuing democracy and good governance, and
- evaluate the evolving role and responsibilities of journalists and information professionals, both in the national and global arena, and in the context of public interest

PEDAGOGICAL APPROACHES and ACTIVITIES

'Civilization has produced one idea more powerful than the other – the notion that people can govern themselves. And it has created a largely unarticulated theory of information to sustain that idea, called journalism. The two rise and fall together.'

Bill Kovach and Tom Rosenstiel, *The Elements of Journalism*

Freedom of expression – sometimes known as free speech – has long been regarded as a fundamental right, essential to the realization of our full human potential, a foundation of other rights and freedoms and underpinning social and economic development. But freedom of expression needs public platforms that permit the exchange of information and ideas to be effective, hence the important role of the media in providing those platforms. In order to fulfil this function however, the media need to be independent of state or government control. This freedom from regulation in turn places an obligation upon journalists to behave ethically, hence the development of professional codes that deal with journalistic standards.

In considering these issues, the training facilitator may choose from the following:

— ACTIVITIES

- Teachers are assigned to research and report on the evolution of 'free speech' and 'free press' in their country. The report will include a visual timeline of milestones, such as:
 - Historical developments in the evolution of the theory and practice of 'free speech' and 'free press'
 - Journalists and/or media agencies that made specific contributions to press freedom and democracy
 - Events in democratic movements where media and news reporting played a significant role
- If feasible, the training facilitator assigns teachers to interview journalists on their views of the role of journalism in promoting or pursuing democracy. The interviewees will be requested to cite specific instances when media coverage played a key role

in the national or international landscape, as well as managing potential tensions between ownership interests and the public interest. The teachers then write a two-page reflection paper based on the interview, indicating the specific function of the media, the ways in which the media operated, and the key issues that were addressed

ASSESSMENT RECOMMENDATIONS

- Reflection paper on results of readings and/or interviews
- Essay or blog on issues related to media and democracy
- Participation in group learning activities (e.g. workshops, class discussions, etc.)

TOPICS FOR FURTHER CONSIDERATION

- Case studies on a controlled press
- Propaganda vs. journalism

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UNIT 2: FREEDOM, ETHICS AND ACCOUNTABILITY

► DURATION: 2 HOURS

KEY TOPICS

- Freedom of the press, freedom of expression, freedom of information and infoethics
- Codes of ethics, codes of practice and global values in the newsroom: guidelines for journalists and information professionals
- Journalistic ethics in news gathering and processing (ethic committees, ombudsman, independent press councils/press complaint commissions)
- Press freedom advocates and media watchdogs
- Rights and responsibilities of citizens: connecting the journalist and the citizen
- Citizen reporting and user-generated content

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- describe the universal principles of freedom of the press, freedom of expression and freedom of information, and their implications for news reporting
- analyze how ethics applies to the practice of journalism and information professionals at the personal, professional and global levels
- appreciate the role of press freedom advocates and media watchdogs in pursuing and protecting press freedom and responsibility
- explain the corresponding rights and responsibilities of citizens as part of the loop in the practice of journalism and information professionals; and
- understand and analyze citizen reporting or the evolving role of citizens or non-professional journalists as active participants in generating media content and in the democratic process of public debate

PEDAGOGICAL APPROACHES and ACTIVITIES

‘In the end journalism is an act of character.’

Bill Kovach and Tom Rosenstiel, *The Elements of Journalism*

If the state seeks to regulate the media it will interfere with the independence of journalists and their ability to cover events in the way they deem best. But the media are social actors who can exert great power in society so, in order to protect their freedom from regulation and control, it is usually believed that journalists need to regulate themselves by adopting codes of ethical conduct or setting out professional guidelines on how stories or events should be covered.

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APPLICATION – CODE OF JOURNALISTIC ETHICS

- Examine the code of ethics established by journalists – (one example is the code of ethics established by the International Federation of Journalists; another example would be the BBC’s professional standards). Assess the intended purpose of each element of the code
 - Discuss why a code of ethics should be developed and agreed upon by the members of the profession themselves and not imposed by external agents or authorities
 - Discuss the mechanisms needed to enforce the code of ethics

APPLICATION – CODE OF PROFESSIONAL ETHICS FOR INFORMATION PROFESSIONALS

- Examine the code of ethics established by information professionals, such as librarians or archivists, including major principles and values (e.g. the set of ethics codes for archivists established by the International Council of Archives or professional codes of ethics developed by individual countries for librarians, such as the American Library Association)
 - Discuss information ethics issues related to ownership, access, privacy, security and community
 - Discuss how information ethics influence personal decisions, professional practice and public policy
 - Discuss how evolving new information formats and needs influence ethical principles, and how these codes are applied (e.g. digital preservation, privacy and access to public information)

— ACTIVITIES

- The teacher is required to look up the Freedom of the Press Index of Freedom House (www.freedomhouse.org) or the Worldwide Press Freedom Index of Reporters Without Borders, or a relevant regional measure, such as the media Afrobarometer and determine the rating that his or her country has received. The learner will: (1) explain whether he or she agrees with the rating, and (2) identify and explain the factors or variables that have affected the freedom of the press rating of his or her country. Criteria covered in these indices include
 - Degree of freedom of print, broadcast and online media (e.g. Internet)
 - Legal environment for media
 - Political pressures that influence reporting
 - Economic factors that affect access to information
 - Media ownership concentration
 - Direct attacks on journalists and media
 - Existence of state monopoly in media
 - Existence of censorship and self-censorship in media
 - Difficulties of foreign reporters
- There are many organizations in the world that campaign to defend journalists. Some are international, such as International Media Support in Denmark, Article 19 in London and the Committee to Protect Journalists in New York. Consider whether there are press freedom organizations active in your country and how these have contributed to the protection of press freedom and freedom of expression.
- The teacher will show examples of reporting that depict prejudices, including stereotyping, mythmaking, obscenity and graphic images. Teachers will be led through a discussion on the importance of standards and general guidelines for journalists, and will submit a report on the issues presented in the video.
- The teacher interviews a media ombudsman or representative of a media watchdog organization (or similar group) to inquire about common criticisms or complaints of alleged professional or ethical lapses of journalists and/or news organizations. The

teacher reviews provisions of codes of ethics and examines whether issues raised are adequately covered in existing professional codes. Members of the class call local media outlets to check if they have codes of conduct for their journalists. They may inquire further about how provisions of these codes are being enforced or implemented.

- The teacher makes an inventory of the **coverage by citizen reporting** of an event or issue prominently covered by mainstream media. He or she checks for factual errors or bias.
- Students are required to maintain a journal or log book where (daily) observations on the topic (e.g. violations of freedom of the press/expression/information and/or examples of unethical practice of journalism) are recorded for summary and synthesis at the end of the course.

ASSESSMENT RECOMMENDATIONS

- Media log
- Research papers, e.g., press freedom rating, codes of conduct, citizen reporting
- Reflection papers on interviews, TV-film viewing
- Participation in group learning activities, e.g., workshops, class discussions

TOPICS FOR FURTHER CONSIDERATION

- Public's right to know and principles of freedom of information: Article 19
- Freedom of information/expression: International covenants, conventions, declarations and charters, and National laws (constitutional provisions; laws on libel, national security)
- Access to information laws and procedures, as well as declarations and charters, recommendations
- Ingredients that constitute a good freedom of information law and practice
- Self-regulation and media ombudsman
- Reporters' rights

UNIT 3: WHAT MAKES NEWS –
EXPLORING THE CRITERIA

► DURATION: 3 HOURS

KEY TOPICS

- Criteria in assessing news value and newsworthiness
- Considerations in making news judgements or in shaping the news

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- describe the criteria used in assessing the news value or worthiness of events, persons and ideas, and
- critically discuss the basic principles in making news judgements or in shaping the news

PEDAGOGICAL APPROACHES and ACTIVITIES

‘The theory of journalism we have inherited...form(s) the basis of the journalism of the new century, a journalism of sense making based on synthesis, verification, and fierce independence.’

Bill Kovach and Tom Rosenstiel, *The Elements of Journalism*

Journalists need to make sense of a vast amount of information and consider how to organize it in a way that highlights the issues that are most important so it is comprehensible to an audience that will have very different levels of understanding of the events in question. The judgements involved will include selecting those stories deemed to be important (newsworthy) and deciding how to present the information. Inevitably the form of presentation (sometimes known as the ‘framing’) will reflect the experience and outlook of the journalists themselves. It is important for an audience to understand these framings and to think critically about them.

TEXTUAL ANALYSIS

- Teacher analyzes the newsworthiness of each of the front page stories of a major newspaper (or its online edition), based on the criteria for assessing the news value of a story. This typically includes such factors as:
 - Timeliness
 - Impact and importance
 - Prominence
 - Proximity
 - Conflict
 - Unusual/human interest
 - Currency
 - Necessity

He or she then analyzes the stories based on the factors to be considered in making news judgements or in shaping the news. These are:

- Truthfulness: accuracy (getting the facts right) and coherence (making sense of the facts)
- Dedication to the public interest
- Informing, rather than manipulating, the public
- Completeness/comprehensiveness
- Diversity (inclusion of news of all communities, not just targeted audiences)

Attention should also be paid to the placement of articles, headlines and font size used, and photographs and captions included.

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CONTEXTUAL ANALYSIS

- Teacher reviews the coverage of both *CNN* and *Al Jazeera* (or other media organizations of choice/relevance) on a particular topic and particular day and compares and contrasts the angling (i.e. selling of a particular point of view or perspective) and treatment (i.e. information provided, sources acknowledged, interviews provided, any visual support of news stories) of the two coverages.

NEWS ANALYSIS AND SELF-ASSESSMENT

- Students are given two different pieces of news writing on the same subject and are asked to explain which piece is stronger or more informative and how the other news article could be improved. (For criteria to be used, please refer to Textual Analysis above.)

ASSESSMENT RECOMMENDATIONS

- Reflection paper based on textual analysis/contextual analysis/news analysis
- Participation in group learning activities, e.g. workshops, class discussions

TOPICS FOR FURTHER CONSIDERATION

- News settings (socio-cultural, political, and economic influences on the news)
- Effects of news settings on news values and editorial processes
- Global flow of information and shaping of the news
- Global news media organizations (CNN, Al Jazeera, BBC, Fox News)

UNIT 4: THE NEWS DEVELOPMENT PROCESS: GOING BEYOND THE 5WS AND 1H

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► **DURATION:** 3 hours

KEY TOPICS

- Identifying news and recognizing the story (the news development process)
- Discipline of verification as the essence of journalism

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- describe the process of how the news story is developed from story idea to data gathering to news writing
- understand the core principles of the discipline of verification, as distinguished from the journalism of assertion, and how they are applied to the news development process
- analyze how news reports can apply the techniques of verification to fulfil the journalistic standard of truthfulness and accuracy
- understand and describe the relationship among journalists, news sources, senior editors and media owners

PEDAGOGICAL APPROACHES and ACTIVITIES

‘The news of the day as it reaches the newspaper office is an incredible medley of fact, propaganda, rumour, suspicion, clues, hopes and fears, and the task of selecting and ordering that news is one of the truly sacred and priestly offices in a democracy.’

Walter Lippmann, in *News Reporting and Writing*

STUDY VISIT TO A NEWS MEDIA ORGANIZATION

A field trip may be done to a media office to dialogue with the editor-in-chief or a senior editor and observe firsthand the news development process at the editorial office level. Participants will be asked to write a reflection paper on what they observed and learned during the visit.

PROCESS ENQUIRY (A DAY IN THE LIFE OF A NEWS REPORTER)

The trainee accompanies a news reporter while covering his or her beat and documents the following: (a) what elements of the news were identified and written about, compared to what happened in the field (or the process of sifting through the data gathered); and (b) how and why did the reporter tell the story (put meaning to the data) the way he or she did.

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TEXTUAL ANALYSIS

- The teacher analyzes newspaper accounts of a major issue or event and examines the information provided. He or she explains the assessment, considering the factors and process in ‘identifying news and recognizing the story’:
 - Elements of the news (5Ws and 1H: Who? What? When? Where? Why? and How?) and redefining them: news is data with meaning (who is character, what is plot, where is setting, why is motivation or causation, how is narrative)
 - Journalism as ‘storytelling with a purpose’: finding the information people need to live their lives, and making it meaningful, relevant and engaging

The teacher will check for verifiability, based on the core principles of verification: do not add; do not deceive the audience; be transparent as possible about methods and motives; rely on own original reporting; and exercise humility

The teacher will also apply at least one technique of verification: sceptical editing, accuracy checklist, method of verifying presumed facts, rules on anonymous sources, etc. (Reference: Kovach and Rosentiel, *The Elements of Journalism*)

PRODUCTION

- The training facilitator or teacher coordinates with the adviser of a school publication (or school broadcast station) to allow trainees to come up with an issue plan for the next publication/programme. The issue plan includes the line-up of articles or stories to be written or produced and the basis for their inclusion, scope of each story, and possible angle or treatment of each story

MEDIA LOG

- Teachers are required to maintain a journal or log book where (daily) observations on the topic (e.g. news values, news judgements, criteria of verification, citizen reporting) are recorded for summary and synthesis at the end of the course

ASSESSMENT RECOMMENDATIONS

- Media log
- Production
- Reports on study visit, immersion, textual analysis
- Participation in group learning activities, e.g. workshops, class discussions

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TOPICS FOR FURTHER CONSIDERATION

- News sources and news gathering techniques (including use of ICTs)
- Taste and appropriateness in news coverage

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MODULE 3: REPRESENTATION IN MEDIA AND INFORMATION

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‘How we are seen determines in part how we are treated: how we treat others is based on how we see them; such seeing comes from representation.’

Richard Dyer, *The Matter of Images*

BACKGROUND AND RATIONALE

Representation in the media can take many forms. We live in an image-filled culture, and on a daily basis we are surrounded by media representations on websites, on television, in feature films, in news reporting and in books.

Reporters, authors, videographers, advertisers, publishers and filmmakers use images, audio and written words to convey information about an event, story or issue. They usually face limitations of time, space, resources and other editorial constraints to prepare and present stories to the public. Therefore, depending on the story being told or the message being conveyed, it is often necessary to ‘re-present’ issues or events by referring to characteristics such as race, gender, sexuality, age or class. Inevitably, those working in the media must select the content to be presented to the public. This selection is often not void of subjectivity and sometimes leads to stereotypical or oversimplified representations, which can be used to label individuals and justify narrow beliefs or attitudes. This may or may not be the intention of the author or journalist/reporter. Sometimes it is the interpretation

of the recipient (viewer, reader or listener). Where media and other information providers become an instrument of partisanship, conflict or discrimination, it is logical that the media should be accountable for their actions like any other social actor. However, as a platform for public debate, it is crucial that the media be allowed to present discussion and information without control of any party or government.

We also need to understand that media and other information providers work in a social context and that they are social actors within that social context. Media are influenced by society and in turn influence society. We need to look deeper into the specific national context within which particular media operate.

In an effort to be media and information literate, we need to examine media images or representations and analyze not only the image or media *text* itself, but also the *context* which surrounds the image and which we sometimes do not see. It is important to recognize that while the media have a lot of power to *direct* and challenge society, they also *reflect* society by providing the kinds of stories and representations we demand and accept.

Many media industries in various regions have developed voluntary diversity codes, meant to ensure that media industries demonstrate a commitment to content and initiatives that are inclusive and diverse. Many media industries also follow a code of ethics that prohibits the use of abusive or discriminatory material based on race, ethnicity, age, gender, physical ability or marital status.

Key questions in this module include: who benefits from the acceptance of inappropriate media representations and who loses? How do these images influence the way we see ourselves and others? How do they influence our knowledge and understanding of the world beyond our immediate experience?

UNITS

1. News reporting and the power of the image
2. Industry codes on diversity and representation
3. Television, films, book publishing
4. Music videos and representation

UNIT 1: NEWS REPORTING AND THE POWER OF THE IMAGE

► **DURATION:** 3 hours

KEY TOPICS

- Case study: news reporting
- The power of the visual
- Representation of disasters
- Representation of gender

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze representations in news coverage of particular events
- Examine news reporting that offers alternative representations to those found in the mainstream media
- Assess the impact of representations on the audience and on the subject being portrayed
- Analyze representations of gender in media and information systems

PEDAGOGICAL APPROACHES and ACTIVITIES

- Because of our dependence on visual media, some media critics have expressed concern about how certain events, in particular disasters, are presented in the media. Examine media coverage of current events and issues and assess to what extent these concerns are valid. Discuss reactions to images of people personally affected by tragedy or disaster. Research and reflect on the strategies that are used by journalists working in mainstream and alternative media to depict the emotional impact of events while maintaining people's privacy and dignity.
- Research and analyze the news coverage of a major event such as the earthquake in Haiti, the Asian tsunami, or the genocide in Rwanda. This case study should focus on the images from news coverage and the *representations* of people and issues connected to these events.⁵ Teachers can survey the Internet to locate the images that appeared in the mainstream media coverage of these events. The following questions can be used to analyze the coverage and the images in detail:
 - Describe what was represented on television and in newspaper coverage. Identify the images that were used most often. Examine how these representations are constructed, considering the use of camera angles, the composition of a photograph, types of shots, who or what is shown in the footage/photograph and who or what is excluded
 - What message is conveyed through the use of these images? What story do the images tell? Assess the potential of these images to become iconic. What impact might these images have on audiences? Consider the effect of the images on the viewer's understanding of, or relationship to, the subject
 - Discuss whether or not information about the event that doesn't exist in images will be remembered. Explore the power of images to 'obliterate' other information not contained in visual form. What are the implications of this for an informed citizenship?

5 For example www.rwanda-genocide.org/multimedia.html

GENDER EQUALITY AND WOMEN'S EMPOWERMENT

- Gender issues have become more and more important on the development agenda of international development agencies (such as the UN), national and regional government systems as well as civil society organizations. In 1995 the Beijing Declaration and Platform for Action, adopted at the United Nations Fourth World Conference on Women, highlighted the key role of media to promote gender equality in all spheres. All stakeholders are called to join forces to combat “stereotyping of women and inequality in women’s access to and participation in all communication systems, especially in the media”.
- There is clear need to emphasize the role of media and other information providers such as libraries, archives and the Internet to achieve the objectives of the Declaration. In a classroom discussion explore questions such as: How can media and other information providers effectively assess their gender sensitive responsiveness, and how can civil society in turn, evaluate this responsiveness? Are media merely transmitters of information relating to gender equality or are they joint partners in operationalizing the Beijing Declaration, enabling the creation of knowledge and multiplying its outcomes? If they are indeed a partner, how can media effectively play this role?
- For many years stakeholders globally have focused on the media development to address issues surrounding gender equality and women’s empowerment. MIL is necessary for users of media and information systems and can promote gender sensitive media behaviour. Through MIL, audiences (readers, viewers and listeners) are equipped with the necessary competencies (knowledge, skills and attitudes) to assess the gender sensitive performances of media and information systems, and to participate in them.
 - Ask teacher to carry out a small survey to answer some of the following questions: Are media organizations promoting MIL in your country? How are they doing this? What evidence exists to indicate that they are? Provide specific examples if possible. In what ways can MIL help to address gender equality? What local development programmes relating to gender issues exist in your countries and communities? What are some of the challenges in the implementation of these programmes? To what extent are the media and other information providers involved in these projects? What are the creative ways in which you think MIL can be used to mainstream gender issues in media and information and to improve the representation of women? Through these and other questions, research experiences, good practices and make recommendations in considering gender equality, and media and information literacy. What are your personal views on gender equality? How might your own views and experience influence your interpretation of gender representations in the media and other information sources?
- There are two main perspectives in relation to women and media and other information providers. One is in relation to the status of women working in media and other information providers and the other is about the coverage or the image of women in the media and other information providers.
 - Consider some of the findings of the **Global Media Monitoring Project 2010** and the **Global Report on the Status of Women in the Newsroom** (see resource list at the end of this unit) or any other related research relating women and media and other information providers. Discuss any combinations of these questions: What are the implications of these findings individually and collectively? What types of images of women are prevalent in the media? What social, economical, cultural and political factors might be the motivation behind these images? Should this be a cause for

concern? Should your government take action to address negative images? If yes, describe. What should be should betaken by civil society to address these matters? Do you think it is better for media to take action through self-regulation rather than by imposition from governments or other external bodies? Explain. Should it be different for publicly funded media and other information providers than for private ones? Do you think publicly funded media have a particular obligation to ensure gender equality and women's empowerment? Have MIL empowered you to take action? How? What are your personal views on gender equality? How might your own view and experience influence your interpretations of gender representation in media and other information providers? Do you think that if more women work in media and other information providers that the images of women vis-a-vis men would change? Why do you think so? What does research say about this?

- The trainer should consider developing similar activities, as the ones above which are related to gender, for other marginalised groups such as the physically disabled, indigenous groups, minority ethnic groups and poor inner-city or rural communities etc. The goal should be to explore the representation of these groups in the media in order to understand how these representations are created and for whom, and to question who benefits if these representations are accepted, and who is disadvantaged as a result.

ASSESSMENT RECOMMENDATIONS

- Analysis and evaluation of visuals in news reporting – including technical/design components
- Identification and assessment of reporting procedures that best contribute to the development of an informed citizenship
- Assessment of the impact of visuals on the audience

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UNIT 2: INDUSTRY CODES ON DIVERSITY AND REPRESENTATION

► **DURATION:** 2 hours

KEY TOPICS

- Media codes and ethics
- Applications of codes to various media
- Assessment of codes and regulations

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Examine diversity and ethical codes for various media industries
- Apply media codes and ethics to a variety of media images and texts
- Assess media texts based on the media codes and ethics
- Assess the purpose and effectiveness of these codes
- Recommend suggestions/changes to media codes and ethics

PEDAGOGICAL APPROACHES and ACTIVITIES

The need to avoid state regulation of the media has led to media industries in various regions developing voluntary diversity codes, meant to ensure that these industries demonstrate a commitment to content and initiatives that are inclusive and diverse. Many industries also follow a code of ethics that prohibits the use of abusive or discriminatory material based on race, ethnicity, age, gender, physical ability or marital status.

— ACTIVITIES

- Research the codes of practice/ethical guidelines that exist in your region. Identify who is responsible for creating these codes of practice. Summarize the key areas that are included and explain their purpose. How do they support the interests of citizens and consumers? What effect can these regulations have on the industry?
- Apply the code of practice to representations in news reporting from the previous exercise. Assess to what extent the regulations are being followed. Be sure to consider the text and the *context* in your assessment. Give specific examples from the coverage to support your response. In instances where reporting violates the regulations, what recourse is available to individuals?
- Examine other areas of the media that are covered by these codes (e.g. gender portrayal in advertising). Assess to what extent the regulations are being followed. Outline the feedback you would give to the regulatory body and/or to the producers of these media texts

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ASSESSMENT RECOMMENDATIONS

- Summary of key areas of diversity codes/ethics
- Application of these codes to various media texts
- Recommendations for changes/additions to the codes/ethics

UNIT 3: TELEVISION, FILMS, BOOK PUBLISHING

► **DURATION:** 2 hours

KEY TOPICS

- Feature films – formula for success
- Representation in film
- Representation in books
- Hollywood, community and indigenous stories

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Examine the success of current television programmes and feature films
- Assess representations in film, television and print (including books)
- Develop a treatment for film and/or television
- Examine the placement of television programmes in a network schedule
- Analyze gender representation in advertising
- Analyze technical strategies in representations
- Examine alternative, indigenous stories in television and film

PEDAGOGICAL APPROACHES and ACTIVITIES

Film is one of the most powerful media of the last hundred years, with mass audiences around the world. In recent years, television and the Internet have also reached a huge public in many parts of the world. At the same time, books remain a significant source of ideas and information. All four media and information providers can play a significant role in shaping how a society understands itself by telling national stories and promoting particular versions of national history. An important part of media and information literacy (MIL) is understanding how these media shape our sense of the world we live in.

— ACTIVITIES

- Use the Internet to research the success of recent major motion pictures. Visit a website such as Box Office Guru. Make a list of the five films that are box office successes locally or internationally. If possible, view the trailers online for each of these films, or select

one film and watch it in its entirety. Describe who or what is represented as central to the storyline. Explain why this representation might be appealing to audiences

- Ask teachers to identify various versions of the representation of historical events. For example, Napoleon in Russia: books published during and about this period; films created in various genres; artworks or pictures; any other visuals such as photos and music videos. Visit a museum or archive (if one exists in this subject area in your region) and based on this, collect material to prepare an essay about your observations
- Select any book or article written about your country. It could be about your community, culture, or a specific event. Identify how different aspects of the subject selected are represented. Do you agree with these representations? Why or why not? Discuss
- Obtain a collection of advertisements from the Internet or local newspapers or television in your country. Try to ensure that these advertisements feature both women and men. In small groups, discuss how women are represented in the advertisements vis-à-vis men. Write down some of your observations. Discuss the possible implications of some of these representations. Are certain representations viewed differently by some members of the group? Why do you think this is so?
- A popular feature film formula focuses on the archetypal myth of the 'heroic journey'. Myths represent implicit belief systems that express the fears, desires and aspirations of a culture. In these stories, the hero – unaware of his destiny – is called upon to take up an important quest. The hero usually passes through several stages as part of the quest, including: his 'birth' or beginning, becoming aware of his 'calling' or destiny, experiencing romance, encountering foes, receiving advice from a wise elder and, finally, returning home
 - Develop a list of films that are based on this formula. Account for their appeal. Describe the hero, explaining to what extent the hero represents the desires and values of the individual in society
 - Describe the camera work as well as the use of sound and music. Assess how these technical elements reinforce the representations central to the story (i.e. the impression created of a villain or a romantic hero). Explain how the meaning of particular scenes in the film would change if, for example, the sound track were different
- 'Our goal is to get a variety of perspectives represented in film and television. Increasing the number of points of view available on screen is not taking anything away from anybody. In fact, it leads to more and better programming, new visions on screen.' (Joan Pennefather, first woman chair of the Nation Film Board of Canada, in *Maclean's*, 29 March, 1993)
 - Visit the websites for mainstream, indigenous or community media that represent alternatives to the Hollywood blockbuster. Browse the selection of stories being told through these companies or organizations. Compare these stories to those being produced by the major Hollywood studios. Assess the value of these 'independent' organizations in giving representation or voice to alternative, indigenous stories
 - Discuss the responsibility of the film and television industries to their viewers. Why should all viewers be able to see themselves and their stories on the screen? Discuss the implications of mainstream stories and representations for various audiences. Explore how specialty channels, various Internet sites, blogs and new technologies are influencing the art of storytelling and offering alternative representations to audiences

ASSESSMENT RECOMMENDATIONS

- Analysis of current examples of television programmes and feature films
- Assessment of the impact of technical strategies and form on content and representations
- Examination and assessment of national film organizations and independent production companies for providing alternative, indigenous stories

UNIT 4: REPRESENTATION AND MUSIC VIDEOS

► **DURATION:** 2 hours

KEY TOPICS

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- Analyzing music videos
- Representation
- Music and social change
- Using storyboards

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Develop a storyboard and treatment for a music video
- Analyze a music video, with emphasis being given to representations of gender, race and sexuality
- Examine representation in 'alternative' music
- Compare representations in alternative media to those in the mainstream

PEDAGOGICAL APPROACHES and ACTIVITIES

Music plays a vital role in all of human society. Music is generally seen as entertainment but it also plays a significant role in many religious and cultural practices, and is frequently used in political struggles. Understanding how music affects audiences is part of MIL.

- Using the Internet, examine the videos of today's top recording artists. Analyze the messages and values of a music video of choice (based on the availability of song lyrics as well as the video for the song). The analysis should include the following:
 - Examination of the content of the lyrics, including a description of the ways in which the images in the video relate to the lyrics and melody of the song, and to the teacher's interpretation of the lyrics
 - Examination of the technical components of the video, considering the use of colour, lighting, editing (pace, juxtaposition, cutting on the beat), special effects, and the connection between audio and video components
 - Examination of the social issues dealt with in the video, with consideration given to how those messages might change if people of a different social class or race were included, or if the male and female characters switched roles

Interpret the ideological and value messages being presented in a video using the following questions as a guide:

- Does the video present the beliefs of one particular group?
- Describe the representations of men and women in the video. Are any stereotypes used? If so, to what effect?
- Who is in a position of power? Who is not? Who benefits as a result?
- Does the video exclude any groups of people or their beliefs?
- What definitions of happiness, success, or morality are implied?

Determine the target audience. Assess to what extent the video would have any appeal beyond this target audience.

- Assess the power of popular culture and music as tools for transformational change. To what extent do musicians and artists have a role in providing political and social commentary and in promoting social justice? Look at the work of the Denmark-based organization Freemuse, which supports musicians who have been involved in social and political causes. What issues and events have been represented in their music? To what effect?
- Select song lyrics and prepare an original storyboard for a music video that will convey the message of the lyrics. Carefully consider the images that will represent the lyrics. Identify and select the technical elements that will enhance this representation.
 - If a video for this song already exists, compare the storyboard with the video that has been produced, noting differences and similarities in imagery and techniques.
- Visit the Internet site of an organization such as MediaWatch (www.mediawatch.org), committed to challenging 'racism, sexism and violence in the media through education and action'. Investigate the goals and campaigns of this and similar organizations.

ASSESSMENT RECOMMENDATIONS

- Analysis and assessment of current examples of music videos based on representations, technical elements, ideology and value messages
- Development of storyboard(s) for song lyrics of choice

RESOURCES FOR THIS MODULE

The first six sources quoted below are illustrative only and principally drawn from North America. They may not be appropriate outside of this region so trainers should develop or research their own resources based principally in their own region.

- Reconstructions, a site launched by members of the MIT Comparative Media Studies community in the days following the events of 11 September 2001: <http://web.mit.edu/cms/reconstructions>
- Imob, wide range of links to music: recordings, films, technology, production courses: www.imob.com
- BIRTH, the historical archives of European television: <http://www.birth-of-tv.org/birth>
- Cynopsis, free daily news aimed at the television industry – a number of editions are available: www.cynopsis.com
- Box Office Guru, American and international box office figures, both current and past, are listed here: <http://boxofficeguru.com>
- The Internet Movie Data Base, the most comprehensive site for researching films and television. There is a wealth of information on individual titles, reviews, chat, actors, directors, genres: www.imdb.com
- United Nations Fourth World Conference on Women, Beijing Declaration and Platform for Action (1995) at, <http://www.un.org/womenwatch/daw/beijing/platform/>
- International Federation of Journalists. (2009). Getting the balance right: Gender Equality in Journalism: Brussels, Belgium at, http://portal.unesco.org/ci/en/files/28397/12435929903gender_booklet_en.pdf/gender_booklet_en.pdf
- World Association of Christian Communication. (2010). Who Makes the News? Global Media Monitoring Project: Toronto, Canada at, www.whomakesthenews.org
- International Women's Media Foundation. (2011). Global Report on Status of Women in the News Media: Washington, DC, USA AT, <http://www.iwmf.org/pdfs/IWMF-Global-Report.pdf>



MODULE 4: LANGUAGES IN MEDIA AND INFORMATION

‘Language is the source of misunderstandings.’

Antoine de Saint-Exupéry (1900–44)

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BACKGROUND AND RATIONALE

‘**The medium is the message**’, now a famous quote, was written by Marshall McLuhan in 1964. While the medium may affect how messages are received, the users’/audiences’ own background/experience may also affect the interpretation of messages. An important first step in becoming media and information literate is to understand how information, ideas and meaning are communicated through and by various media and other information providers, such as libraries, archives, museums and the Internet. Each medium has its own ‘language’ or ‘grammar’ that works to convey meaning in a unique way. ‘Language’ in this sense means the technical and symbolic ingredients or codes and conventions that media and information professionals may select and use in an effort to communicate ideas, information and knowledge. Technical codes include sound, camera angles, types of shots and lighting. They may include, for example, ominous music to communicate danger in a feature film, or high-angle camera shots to create a feeling of power in a photograph. Symbolic codes include the language, dress or actions of characters, or iconic symbols that are easily understood. For example, a red rose may be used symbolically to convey romance, or a clenched fist may be used to communicate anger. Media languages can also include the repeated use of particular words, phrases and images, also known as verbal or visual language. When we study media languages, three main questions should be considered: How are media languages understood by media audiences? What are some of

the major codes and conventions used by people working in media and information today? Another important question is whether different persons can derive dissimilar meanings from the same text or piece of information.

This module aims at training teachers to acquire knowledge of a variety of media languages to enable them to understand the ways in which information and messages can be conveyed and how their interpretation of information or ideas from media and other information providers can be related to the type of languages used.

UNITS

- 1- Reading media and information texts
- 2- The medium and the message: print and broadcast news
- 3- Film genres and storytelling

UNIT 1: READING MEDIA AND INFORMATION TEXTS

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► **DURATION:** 2 hours

KEY TOPICS

- Examining codes and conventions in information texts
- Analysing meaning: – symbols and visual language
- Exploring media languages – photo and video collages

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Identify codes and conventions used to convey meaning in a variety of media and information texts
- Identify signs and symbols used for a variety of purposes in local and global communities

PEDAGOGICAL APPROACHES and ACTIVITIES

- List some technical and symbolic codes and conventions that are used in the following media and information texts: soap operas, tourism brochures, documentary films, family sitcoms, and political advertisements. What messages and information are conveyed through these codes?
- Identify the signs and symbols in your community that are used for a variety of purposes to convey information (e.g. for directions, locations of attractions, etc.). Describe the verbal and visual 'languages' used in these signs and symbols so they are commonly understood by people in your community. Consider the use of font, stylized images, design, etc.
- Examine a variety of postcards from your country or community. Identify the key symbolic and technical codes that are used in each. What information about your country is communicated through the use of these codes? What information is omitted? Create a postcard for a place or organization of your choice. What key technical and symbolic codes would you use to convey important information and create the desired impression?
- Using still or video images, create a collage of images to convey the importance of your school to a particular audience. Consider the use of appropriate icons, symbols, visual/verbal language, music, colours, camera shots and angles, etc., to engage and speak to this audience. Audiences for this collage could be potential students who might enrol in the school, parents of these students, school trustees, a politician, and so on

ASSESSMENT RECOMMENDATIONS

- Analysis of codes and conventions in a variety of texts
- Analysis of signs and symbols in the community
- Analysis and assessment of the codes used in local or national postcards
- Creation of the collage

UNIT 2: THE MEDIUM AND THE MESSAGE: PRINT AND BROADCAST NEWS

► **DURATION:** 2 hours

KEY TOPICS

- Analysis of codes and conventions in news media
- Application of codes and conventions to a news story
- Media languages and meaning: assessment and analysis of news and information

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze the codes and conventions used in television, radio and newspaper coverage of an event
- Apply these codes and conventions to a particular news story
- Evaluate the ways in which a medium and its particular codes and conventions can shape the message being conveyed
- Assess the information that can be conveyed through the use of a particular medium

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PEDAGOGICAL APPROACHES and ACTIVITIES

- A government is planning to change legislation that will affect environmental protection. A government official has just made a speech to justify the government's position. A large group of young people are present to protest and a struggle breaks out between the protesters and the police
 - Predict how this event will be covered by a newspaper, a radio station and a television station. How do you think the coverage will differ and why? How much of this difference would be based on the unique characteristics of each medium?
- Select a current event or issue of interest, such as a new school policy, a recent cultural or political event, or a health issue. Working in groups, develop a news story on this event that would appear on radio, in a newspaper and on a television news programme. For the radio, the story can be no longer than 20 seconds; for the newspaper, 210 words; and for television, 1–2 minutes. After completing the stories, discuss the results using the following questions as a guide:
 - How do various media affect the kind of coverage and information that can be given?
 - What codes and conventions used in the development of each story?

- How is this exercise an example of the phrase 'the medium is the message'?
- Create a collage of images or symbols that could be used to promote a school or other institution, considering the target audience and the information being conveyed

ASSESSMENT RECOMMENDATIONS

Description and assessment of the kind of news coverage possible in a variety of media

- Development and analysis of a news story for radio, television and newspapers

UNIT 3: FILM GENRES AND STORYTELLING

► **DURATION:** 2 hours

KEY TOPICS

- Film genres
- Technical and symbolic codes in film
- Storyboarding a film scene

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Identify a variety of film genres and the codes and conventions associated with them (use of film techniques, subject matter, theme, characters, conventional plots, situations and settings)
- Identify particular technical and symbolic codes used to convey meaning in film
- Develop a storyboard for a film scene that includes the codes and conventions of a particular genre
- Identify the codes and conventions used in a film genre popular in another country

PEDAGOGICAL APPROACHES and ACTIVITIES

- Develop a list of film genres that you enjoy. Identify the key elements that define each genre. Watch a scene from one of these films. Note the following: storyline, setting, types of characters, music, lighting, special effects, editing and camera work. What are the messages and values conveyed through the use of these elements in the film? Explain how the meaning of the scene can be altered by changing various elements (e.g. the setting, soundtrack, etc.)
- In groups, create a storyboard for a scene from a film genre of choice. Explain the ways in which the 'language' of the genre is captured in each scene
- Show teachers a clip from a popular film from a foreign country. Compare and contrast the film 'languages' used in those with a film produced in their own country. Discuss the effect of the various techniques used. What is communicated through these techniques? Who do you think is the target audience for each film?
- Using the Internet or the local library, locate two posters of the same film that will be shown in different countries and consider the following questions:
 - What impression of the film is conveyed through the posters?
 - What technical and symbolic codes are being used? To what effect?
 - Can you identify the target audience for each film based on the posters?
 - What information about each film is conveyed through the posters?

ASSESSMENT RECOMMENDATIONS

- Analysis of a film scene
- Creation of a storyboard for a film scene
- Film poster analysis
- Film comparison

TOPICS for FURTHER CONSIDERATION

- Use of soundtracks in film
- Work of Foley artists who create sound effects
- Conventions of documentary filmmaking

RESOURCES for THIS MODULE

The sources quoted below are illustrative only and principally drawn from North America and the United Kingdom. They may not be appropriate outside of this region so trainers should develop or research their own resources based principally in their own region.

- Goodman, Steve. (2003). *Teaching Youth Media: A Critical Guide to Literacy, Video Production, and Social Change*. NY: Teacher's College Press.
- Hitchcock, Peter. (1992). *Videography: A Guide to Making Videos*. Ontario, Canada: Peter Hitchcock Productions.
- Jenkins, Henry. (2006). *Convergence Culture: Where Old Media and New Media Collide*. US: New York University.
- McLuhan, Eric and Zingrone, Frank. (1995). *Essential McLuhan*. Canada: Anansi.
- Bone, Jan and Johnson, Ron. (2001). *Understanding the Film: An Introduction to Film Appreciation*. US: Glencoe McGraw Hill.
- Bordwell, David and Thompson, Kristin. (1998). *Film Art: An introduction*. 6th edition. US: McGraw Hill.
- Film Education, 91 Berwick Street, London UK W1F 0BP . This includes a variety of free teaching materials and outstanding study guides, many of which can be downloaded from the web site, www.filmeducation.org.
- Film Study Guides for High School. Written for Pacific Cinematheque and distributed by Open Learning Agency of BC, Canada, these include study guides for individual films www.cinematheque.bc.ca
- National Film Board of Canada. www.nfb.ca The NFB works with schools, public libraries and museums to unite documentary films and education.
- Howard, Sue ed. (1998). *Wired-Up: Young People and the Electronic Media*. UK: Routledge. This anthology is designed as an accessible introduction to important research regarding new communication technologies.



MODULE 5: ADVERTISING

BACKGROUND AND RATIONALE

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Advertising involves the paid use of the media (print and electronic)—in terms of time or space—to promote a message, service or product. Generally speaking, there are two types of advertising: commercial advertising; and public service announcements, sometimes called social marketing. Commercial advertising typically involves the promotion of a person, product, service or company in order to generate sales (e.g. commercials and print ads for clothing companies, soft drinks, movies, etc.), whereas public service announcements involve the promotion of messages and services that benefit the general public (e.g. health and safety messages, literacy promotion, etc.) Both forms of advertising constitute the primary source of revenue for traditional and new media. The revenue that media and other information providers receive from advertising is used to pay for operating costs and the development of content (e.g. television programmes, website material, magazine articles, radio programmes, etc.). Without this revenue, most private media companies, which form a part of a central advocating mechanism for the democracy and freedoms we enjoy, could not survive.

It is important for the media to attract advertising revenue by offering opportunities or 'vehicles' that will appeal to advertisers and sponsors. Therefore, the media often develop content that is in public demand or that will attract various large groups of citizens. These groups may be categorized according to age, race, sex, income, political persuasion, and so on.

Advertising, in one form or another, reaches almost every corner of the globe. Companies, organizations, citizens and governments use advertising to promote products and services, and to convey information, beliefs and values. The information or messages conveyed through advertising are essential to the decision-making public. Given the prominent role of advertising in our societies today, teachers should understand what goes into the creation

of effective advertising and be able to evaluate advertisements as sources of information. Furthermore, it is important for teachers to learn about the mechanisms that allow citizens to provide feedback on ads to the industry and to government officials.

Advertising can have a negative effect upon the media, however. Pressure from advertisers may lead to journalists avoiding writing about controversial topics. It can drive out public-interest content in favour of entertainment that attracts a particular audience. Unless there is a clear wall between the editorial and the business sides of the media, which is less and less the case, then the business interests of the media company can impact content and news coverage without this being overt.

While advertising opportunities have expanded with the explosion of media and technology, the industry continues to be regulated by specific codes intended to help maintain public confidence. Generally speaking, these codes operate at the national level and are created by the advertising industry. The codes are designed to help ensure that advertising is truthful, fair and accurate. In many countries, advertising councils and consumer affairs groups can be contacted by consumers if they have any questions or concerns about industry practices.

Advertising today has moved beyond its traditional role. No longer confined to television commercials, magazine ads or billboards, ads for more and more products, information, messages and ideas can now be presented through pop-ups on web sites, mobile phones and other handheld devices, product placements in film and television programmes, and sponsorship agreements, as companies continue to seek new ways to bring their information to the public. Governments, politicians and non-governmental organizations (NGOs) also make use of advertising strategies as they attempt to promote and gain approval for policies or programmes and, in some cases, improve their image.

In many countries, the local private advertising base is not sufficient to sustain all the media entities that exist. Therefore, at times, media companies must also depend on advertising from foreign companies as well as the government. In addition, international companies and organizations that want to reach local audiences purchase advertising space from local media. In recent years, we have seen the emergence of 'superbrands': products or companies whose advertising and branding efforts have 'gone global'.

UNITS

1. Advertising, revenue and regulation
2. Public service announcements
3. Advertising – the creative process
4. Advertising and the political arena

UNIT 1: ADVERTISING, REVENUE AND REGULATION

► **DURATION:** 2 hours

KEY TOPICS

- Analysis of advertising regulations
- Application of regulations to current advertisements
- Advertising as a revenue model

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

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- Investigate advertising as an important source of revenue for television
- Examine and assess the purpose and effectiveness of regulations in the advertising industry
- Apply existing regulations to current examples of advertising
- Evaluate the impact of advertising on programming and media content

PEDAGOGICAL APPROACHES and ACTIVITIES

- Using the Internet or a library, investigate the regulations that exist in your region for the advertising industry. Identify where the regulations are located for citizens needing to access this information. Identify what individuals or groups have created these regulations. Summarize the key areas that are covered by the regulations and explain their purpose. Explain how they support the interests of citizens and consumers. Explain the potential impact of these regulations on the industry
- Apply the regulations to a variety of ads found in local media. Assess to what extent the regulations are being followed. Give specific examples from each ad to support your response. In instances where an advertisement violates the regulations, investigate the recourse available to consumers
- Investigate whether the needs of advertisers have affected the type or quality of programming or coverage in the media. Investigate advertising as a revenue model for a particular medium. For example, examine the schedule for prime time television or radio programming in your region. Note the programmes that are broadcast between 20.00 and 23.00

- Select a particular station, and view or listen to one or two hours of this programming, listing the ads broadcast during this time. Explain the reasoning behind the placement of the ads during specific programmes. Also note any advertising or product placements that occur within the programmes themselves. Assess the effectiveness of the advertising strategies used during this time frame for reaching target audiences
- Investigate the ratings for the Top Ten television programmes in your region. Select one television network and determine the products or services that you would choose to advertise during a particular programme or time slot. Explain your choices, identifying the target audience that could be reached during that time. Conduct research to determine the revenue generated by a 30-second ad during that time
 - Given that advertising is a primary source of revenue for media; Should Freedom of Expression, Freedom of the Press or Free Access to Information be sacrificed to please advertisers, big companies, or the government? What are the implications of this? Should government subvention to public funded media and other information providers be made public? Should publicly or privately funded media and other information providers be answerable to the government upon receipt of advertising revenue?
 - The primary aim of media and other information providers is to make profits. Discuss this statement. Give arguments for and against this. Can media and other information providers operate without advertisement? What actions should be taken by citizens if media and other information providers are found to be sacrificing the public good for advertising revenue? Why should certain actions be taken?

— NOTE

This exercise could also be adapted for use with newspapers, magazines, websites, etc.

ASSESSMENT RECOMMENDATIONS

- Ad analysis and assessment based on the regulations
- Investigation and assessment of television programming, advertising and revenue

UNIT 2: PUBLIC SERVICE ANNOUNCEMENTS

► **DURATION:** 3 hours

KEY TOPICS

- Analysis of public service announcements
- The creative process and planning a public service announcement (PSA)

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze a number of PSAs as a means of communicating information on a variety of issues
- Develop a plan for an original PSA for a chosen issue, including statement of purpose, message, target audience, and technical and creative strategies
- Product a PSA
- Evaluate the effectiveness of the communication strategies and the PSA in conveying information and the intended message, and in reaching the target audience

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PEDAGOGICAL APPROACHES and ACTIVITIES

Periodically, governments wish to communicate with their citizens through the media to achieve a particular public policy goal. Classic examples might be public health campaigns to limit the spread of HIV and AIDS infection, campaigns to encourage the take-up of mosquito nets to reduce malaria, or literacy drives. These are known as public service announcements (PSAs).

- Based on the examples included, discuss the meaning and purpose of PSAs. Explain how PSAs are different from commercial advertising. Brainstorm a list of issues addressed in PSAs that you have seen. Identify the various uses for PSAs in your region
- Visit one of the following public service sites: (These are included only as sample resources to illustrate the activity described here. Other resources, appropriate for various regions, could be used instead.)
 - <http://www.un.org.za/public-service-announcement-on-the-effects-of-drugs>
 - <http://www.unodc.org/unodc/en/human-trafficking/human-trafficking-public-service-announcements.html>
 - <http://saloproductions.com/public-service-announcements/psa-samples.php>

Examine a number of PSAs – print and video – and discuss the key features of each. Identify key information and the main message being conveyed and analyze how they are presented. Consider both technical and creative strategies

- Analyze the use of emotional appeal in various PSAs. Identify any claims being made by these PSAs and whether or not they are supported by facts. Analyze how the technical elements of the PSA reinforce its meaning or message. Explain the effects created through the use of various camera shots and angles. Explain how sound can be used to convey meaning
- Teachers could 'deconstruct' a PSA from the samples in more detail, by creating a storyboard for it based on their viewing. They will need to view the PSA more than once, and the facilitator will have to pause the PSA on each frame so the teachers can document on their storyboard what they are seeing and hearing. Sample storyboards can be accessed at: www.storyboardsinc.com
- Develop an original plan for a PSA for an important social or cultural issue. Brainstorm a list of possible issues to use as the basis for the PSA. Discuss the purpose and audience. This discussion will, in turn, help shape the message being conveyed. Consider the key information and main message that you need to convey
 - Now consider *who* you want to reach and *how*. The information and message should be directed at a specific target audience
 - On paper, describe the concept and develop a list of strategies that can be used to create the PSA. These can include *creative strategies* (the content ideas for the PSA) and *technical strategies* (the production component)
 - Complete an outline for the PSA, including a statement describing the concept, technical and creative strategies, and the audience

GUIDELINES FOR A PUBLIC SERVICE ANNOUNCEMENT (PSA)

Adapted from Think Literacy www.edu.gov.on.ca/eng/.../thinkliteracy/library.html

Concept: Designed by you to meet the objectives of the organization/client and to explain the purpose or function of the campaign.

Strategies: *Creative* (an explanation of your ideas, including a description of how the objectives can be met); and *technical* (which media can be used, and in what way, to meet the client's objectives).

Audience: Who is your target audience? Who do you need to reach? Provide a detailed description of your audience (e.g. age, gender, race, class, nationality, how familiar they are with this form of media, etc.).

Text: The overall message of the campaign, which must be tied to objectives, and the creative strategy noted above (i.e. key information included, point of view, story line, images of men and women, language, costumes and behaviour of characters). Consider the use of specific claims and emotional appeal.

Production: An outline for what needs to be produced. This must be tied to your technical strategy. Consider locations, camera work, sound, voice over, special effects, graphics, animation, etc. Decide on which technologies will convey the meaning you want and complement your message.

Industry/business component: Explain and defend choices as to where and when you want your PSA to play. Also, a television, radio or Internet PSA should include elements of advertisements presented on these media, such as a slogan/jingle, specific appeals and claims, a script that includes appropriate setting, props and costuming, and a storyboard that includes appropriate video and/or audio directions.

ASSESSMENT RECOMMENDATIONS

- The concept and plans for a PSA
- The final product: the PSA as a media text – presentation and discussion

UNIT 3: ADVERTISING: THE CREATIVE PROCESS

► **DURATION:** 3 hours

KEY TOPICS

- Advertising and sponsorship – location, messages and audience
- Evaluating claims and appeals in advertising
- Examining the design and production of advertisements
- Product placement in programmes

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze the advertising process as a means of communicating information
- Explore concept development in advertising, including technical and creative strategies
- Deconstruct the key ingredients that go into an advertisement and its emotional appeal
- Assess the impact of advertising messages on specific target audiences
- Explain how the concept of 'active' audiences applies to advertising, or more specifically, how audiences negotiate meaning (i.e. how we explain the success of some advertisements and not others)
- Identify the latest trends in advertising
- Identify product placements in programmes as indirect advertising (mixing editorial and commercial content)

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PEDAGOGICAL APPROACHES and ACTIVITIES

- Take an imaginary tour of your school/campus and neighbourhood. Identify the kinds of advertisements, public service announcements (PSAs), promotions or sponsorships that exist there. Provide a brief description of each advertising/PSA/sponsorship example. Describe the message and image created through each example and assess their effectiveness in conveying necessary information. Identify the source for each example (i.e. who created it or who benefits/profits from it)
 - Explain why businesses and institutions might choose to have their names, products or logos located here. Explain in what ways these sponsorships/promotions differ from 'traditional' advertising

- Communities often consider whether or not to sell naming rights to areas, venues or buildings. Discuss the benefits and liabilities of such advertising strategies for the advertiser, the community and the individual
- Survey a collection of magazines, view ads on television and visit a number of websites for major companies. Describe the advertising strategies used in current examples. Select a number of ads to examine closely. Describe the 'personality' of the product featured in each ad and identify the emotions the advertiser is trying to evoke. What promises or solutions does the ad or PSA offer? How realistic are these? What views of happiness or success are being communicated?
 - Identify the information, messages and values conveyed in each ad. Discuss the need for a clear distinction between editorial and advertising content. Also, are any specific claims being made in these ads? What facts are presented to support these claims? Is any of the information misleading or unclear? Based on your analysis, what recommendations would you make to the audience for this ad? In other words, would you accept the information being presented in this ad? Why or why not? Would you suggest any changes to make the information or message more accurate or complete? Explain with examples
- Select a print ad to examine closely. This exercise requires you to consider the design elements used in the ad, the information and message being conveyed, and the audience being targeted. How do the design elements (composition, angle, light, colour, choice of words, etc.) support the message and information being conveyed? In other words, how does *form* reinforce *content*?
- Product placement means placing a commercial product prominently in a particular radio or television programme or a book, and also increasingly on the Internet, without identifying it as an advertisement, to satisfy the product manufacturer who has sponsored the programme (i.e. paid for it entirely or met some of the associated costs). Some regulators permit product placement on the condition that viewers are clearly informed of the product placement at the start and end of the programme. Select examples of product placement: Are they identified as such? If regulations relating to product placement exist in your country, what actions can citizens take? What is the message conveyed about the product because of the context? What the messages are conveyed through the product itself as well as the context for it? Would a different context or placement change the image of the product and its message?
 - Make a list of the players involved in the advertising industry. This should involve individuals and institutions/organizations. Describe their respective roles. Consider any audiovisual advertising. Do you think the role of each of the key players you listed is explicitly reflected in the ad? How do you think your knowledge of those involved in the creation and dissemination of this ad helps you to better interact with it or to assess its usefulness in providing the information you need? (Note: In this regard, the documentary film series *The Persuaders* may be of interest – see a description of this programme in the list of references at the end of this module.)

ASSESSMENT RECOMMENDATIONS

- Ad analysis – including emotional appeal, technical/design components and target audience
- Media log entries – response to ad deconstruction and viewing

UNIT 4: ADVERTISING AND THE POLITICAL ARENA

► **DURATION:** 2 hours

KEY TOPICS

- Analysis of political and election advertising
- Evaluation of guidelines for political advertising
- Evaluation of regulatory bodies for election advertising
- Media regulations applicable during national elections

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Assess political and election advertising
- Evaluate the guidelines in place for political advertising
- Analyze emotional appeals in political and election advertising
- Recommend strategies to maintain an informed citizenship, given the use of emotional appeals in political advertising
- Explain the procedure available to citizens who wish to solicit a regulatory body during an election

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PEDAGOGICAL APPROACHES and ACTIVITIES

- Collect examples of political advertising from your country or region. If necessary, conduct research at your local library. Analyze these ads using the guidelines from Unit 2. Consider the reasons why the average citizen would be interested in political advertising. Assess the effectiveness of each ad, considering the purpose, the information and message conveyed, and the target audience. Explain how the design/form of the ads is used to reinforce content
- Examine several ads from the same political campaign. Evaluate the effectiveness of the campaign as a whole in its use of unified graphics, images, slogans and messages
- Using the Internet and/or library resources, investigate the regulatory bodies put in place to monitor political advertising. Examine the guidelines established to monitor the advertising used by political candidates during elections. Assess to what extent the ads selected adhere to these guidelines

- Investigate how these regulatory bodies represent the interests of citizens. Examine the role that citizens can play in ensuring that political advertising is truthful, fair and accurate. Outline any suggestions you would make to a regulatory body regarding political advertising
- List the media regulations (established by the national election commission) on reporting elections. See whether there are guidelines for reporting opinion polls, allocating airtime by the national broadcasters to different political parties, broadcasting election results, etc.
- Political consultant Frank Luntz tells his political clients that '80 per cent of our life is emotion and only 20 per cent is intellect. I am much more interested in how you feel than how you think.' Examine political advertising in light of this comment. Explain to what extent political ads are based on emotional appeal. Examine the language used to 'sell' a candidate and his or her ideas or policies. Assess whether or not the language used is accurate or misleading
- Given the use of emotional appeal in political advertising, recommend strategies for maintaining an informed citizenship

TOPICS FOR FURTHER CONSIDERATION

- Corporate and community sponsorship (including sponsorship and advertising in schools)
- Celebrity endorsements in advertising
- Caring capitalism – connected to celebrity endorsements, although the focus is on promoting the marketing and strategic altruism of various corporations
- Psychographics and audience research

RESOURCES FOR THIS MODULE

Please note that the bulk of these resources are drawn from North America and may not be appropriate for use throughout the world. Trainers should seek to identify alternative local or regional materials that offer more relevant examples to the trainees.

- *Adbusters* – www.adbusters.org – Offers a critique of advertising and popular culture; famous for its 'spoof' ads
- *Advertising Age* – www.adage.com – An industry publication, with advertising costs, reports on strategies, etc.
- *Ads of the World* – <http://adsoftheworld.com/> – An advertising archive and forum discussing advertising work worldwide
- *The Persuaders* – Frontline – www.pbs.org – This programme explores how marketing and advertising strategies have come to influence not only what people buy, but also how they view themselves and the world around them. This 90-minute documentary draws on a range of experts and observers of the advertising/marketing world. The entire programme can be viewed online at the PBS website in six excerpts. For this module, if possible, view Chapters 1 and 2 of the programme *High Concept Campaign and Emotional Branding*

- <http://www.un.org.za/public-service-announcement-on-the-effects-of-drugs>
- <http://www.unodc.org/unodc/en/human-trafficking/human-trafficking-public-service-announcements.html>
- <http://saloproductions.com/public-service-announcements/psa-samples.php>
- *The Merchants of Cool* – Frontline – www.pbs.org – A document available online that explores how advertisers target youth
- *Think Literacy, Media*, Grades 7–10 (2005) – A resource for creating public service announcements. <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/library.html>
- *Rejected Online* – <http://bestrejectedadvertising.com/html> – Ads rejected by clients on aesthetic, commercial or strategic grounds. Also includes rejected, banned, spoof and most criticized ads



MODULE 6: NEW AND TRADITIONAL MEDIA

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BACKGROUND AND RATIONALE

This module introduces teachers to the role that new and converging technologies are playing in the widening participation of citizens in social, economic and political change. It explains how new digital and electronic forms of media (online news, blogs, Wikipedia, YouTube, social networking applications, video gaming, etc.) have evolved from traditional media and how they are enabling greater access to information and knowledge, Freedom of expression, good governance and participation in democratic processes.

The co-existence of print media, broadcast media (radio and television), the Internet, mobile phones, etc. is also allowing media content to flow across various platforms, widening access to information and creating a participatory culture where citizens not only consume information, but actively participate in its production and distribution. New information and communication technologies (ICTs), for example, have opened up opportunities for greater audience participation in information and knowledge sharing, and are encouraging people to actively engage in the democratic process, causing more societies to open up.

In effect, new media and converging technologies are creating new spaces for self-expression and participation in public discourse on a wide range of social, economic and political issues. New media platforms are allowing citizens to consciously engage in the democratic process in their societies, and helping to bring global news and issues much closer to local societies.

UNITS

1. From traditional media to new media technologies
2. Uses of new media technologies in society – mass and digital communication
3. Uses of interactive multimedia tools, including digital games in classrooms

UNIT 1: FROM TRADITIONAL MEDIA TO NEW MEDIA TECHNOLOGIES

► **Duration:** 2 hours

KEY TOPICS

- Change and continuity – a brief history of the media
- What is media convergence?
- Digital media as new media
- Key differences between traditional media and new media

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Explain a brief history of the media
- Describe how new technologies have led to the convergence of traditional and new media
- Describe the differences between traditional and new media and how the latter has enhanced participatory democracy

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PEDAGOGICAL APPROACHES and ACTIVITIES

- An important development with the growth of digital media has been the move from a traditional communication model of 'one to many', characteristic of print and broadcast media, to a 'peer to peer' model that facilitates collaborative creation and sharing of content. As content is digitized, it becomes accessible from a multitude of devices, including radio, television, personal computer and, perhaps most importantly, the mobile phone, which is emerging as the dominant platform for delivering content of all kinds. The digitalization of voice, image, sound and data – known as convergence – is creating new opportunities for interaction
 - Trainees working in groups are given the task of researching the evolution of the media up to the emergence of the Internet, and noting how the Internet was first used and how it has come to be used more widely in their society. They should evaluate its applications and benefits to education, civic society and governance. The result of this work should be presented for class discussion
 - Trainees research the extent to which digital media are presenting opportunities for free speech in their society. In their research, they should pay attention to how people are using new media for self-expression. Also, they should note how traditional media (newspapers, radio and television) are converging with new media (e.g. online news sites with multimedia access) in their society. Trainees should present their findings to the class using PowerPoint or other forms of presentation

- Trainees research the extent to which new media are challenging traditional news media in their society, the different kinds of media that people in their society are using to express their own views on important news items, and the users of the different media platforms, along with issues/topics they are discussing. The result of this research should be presented for group discussion and debate

— ACTIVITIES

- Write a short essay on the main differences between traditional and new media, discussing the extent to which the differences are real or artificial. In the essay, evaluate the similarities and differences between traditional media and electronic or digital media. Issues of editorial responsibilities, verification and other journalistic principles should be highlighted
- One characteristic of traditional media is that media content goes through an organized editorial process designed to authenticate news stories and attribute them to a news media organization rather than to an individual. The online citizen journalist does not work through this process. In this context, discuss the difference between the opinioned news item by an individual blogger and a news report appearing in the online version of a newspaper
- Investigate and produce a report on the extent to which knowledge and information have changed or remained the same as new media and new media technologies have emerged in your society
- Prepare an essay on how the emergence of new media has impacted the way people interact and how this benefits them. Also ask how new media are impacting the social and academic lives of teachers, and what the challenges and opportunities are for improving universal access to digital media

UNIT 2: USES OF NEW MEDIA TECHNOLOGIES IN SOCIETY – MASS AND DIGITAL COMMUNICATIONS

► **Duration:** 2 hours

KEY TOPICS

- New media and social interactions – social networking, etc.
- Communication technology and development
- Interrelations between changes in mass communication as a result of new technologies and changes in democratic institutions

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Analyze the effects of digital communication on the social and political life of a society
- Describe the use of one or two forms of new media to share knowledge and information on a current issue in society
- Evaluate how new media are used in mass communication and the impact democratic institutions and processes in society

PEDAGOGICAL APPROACHES and ACTIVITIES

Research and class discussion: Trainees undertake small-scale research to evaluate the impact of digital communication technologies on development; this should include learning about the media platforms used in their country and how the media present their country to the outside world. Trainees should visit their country's website and discuss in groups how the country is being projected and how it compares with neighbouring countries. They should list other features they would like included in the image of their country shown to the outside world. A class discussion should be used to discuss the findings.

Survey and group presentation: Trainees carry out a small-scale survey to investigate the impact of traditional mass communications and new media (e.g. community radio; private, regional and national newspapers; and the Internet) on audience participation in a social, economic or political debate. Examples of topics for the survey could be HIV/AIDS education, or social justice for minority groups. In particular, it might be worth focusing on the role of mobile phones and social networking applications (e.g. Facebook and Twitter), as tools to mobilize groups. More generally, trainees could discuss: Who are the media owners? Who creates the messages, and what is the key message being conveyed? What audiences do they attempt to reach and why do they target them? Who are their sponsors/investors, and what would they do differently? How do traditional and online media vary in this respect?

Class discussion: The tutor should lead a general class discussion on which of the new media are used predominantly in the trainees' environment: the Internet, mobile technologies (e.g. SMS and smart phones applications), digital TV, digital radio, computer games/online games (e.g. virtual reality games, such as SIMS). The discussion should explore the advantages and disadvantages of these new media. Before this activity, trainees should carry out interviews, possibly in both rural and urban communities, on the use of mobile phones. From these interviews, they should present to the class what they see as the impact of mobile phones on users' social, economic and political lives.

— ACTIVITIES

- Carry out a small-scale survey on how new media and new media technologies are changing the way in which people in your society communicate, and how this is changing the way people interact, exchange information and inform their decision-making

- Do case-study research on how mass media and new technologies are used for mass communication, and how they are influencing the everyday lives, values and opinions of the public. For example, how has mobile phone technology helped to bridge the communication gap between the rich and poor in society? Explore how digital communication is changing the way people in your society interact, share knowledge and exchange information
- Develop a strategy for using a social networking site to promote interaction on a particular topic you wish to teach. What are the risks and challenges teachers are likely to face in using social networking for educational purposes? Identify the risks and suggest ways of reducing their impact
- E-governance involves the new and evolving forms of governance in which ICTs play a key role. Use of ICTs has influenced governance in a number of ways. These include: (1) E-democracy which is the facilitation of participation through increased access to information and knowledge which forms the basis of decision making; (2) E-services which is automating tedious tasks such as filing tax forms, checking the status of applications etc; and (3) E-administration improving of government processes and of the internal workings of the public sector with new ICT-executed information processes. ICTs, therefore, can be a very useful way to improve the governance process.

E-governance and e-government are related concepts with a subtle difference between the two. The latter refers the systems by which government processes are automated while the former concerns the process by which are made open and inclusive (cf. UNESCO 2007).

- Have teachers use the Internet to research the extent to which e-governance exists in their country. They should select any two examples as evidence that such activities exist. Teacher should indicate to what extent they were involved or consulted in the process. Were citizens consulted in general? Discuss the effectiveness of these e-governance projects. What are the benefits and disadvantages? Carry out a basic research on similar projects in your region or internationally relating to local governance. What type of e-governance project would you recommend to your local government? Why?
- Access to ICTs or new technologies is equally important for the empowerment of men, women, the disabled and other marginalised groups such as ethnic and indigenous populations as well as those living in remote communities.
 - Using local or international sources do a basic research on the access of women, the disabled and people living remote communities to ICTs or new technologies. Do women have equal access as do men? To what extent peoples with disability or people living in remote communities have access? What are the implications? What should be done if certain groups are marginalised from access to new technologies? If such data is not available about your country or region, try to find out why not? Which organisations should be concerned with the absence of such data? What can be done about it?

UNIT 3: USES OF INTERACTIVE MULTIMEDIA TOOLS, INCLUDING DIGITAL GAMES IN CLASSROOMS

► **Duration:** 3 hours

KEY TOPICS

- Interactive multimedia tools, open educational resources, and types of software solutions for enhancing education
- Interactive multimedia tools/digital games for creating learner-friendly environments
- Media games as a tool for raising awareness and promotion of global issues
- Educational games versus games for entertainment

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Identify the value of interactive multimedia tools, including interactive websites, presentations, online discussions, blogs, wiki, wikibooks, ebooks, podcasting, videocasting, vodcasting and games in teaching and learning
- Develop social, intellectual and spatio-temporal skills, using interactive multimedia tools, especially games
- Apply interactive multimedia tools, especially digital games, to teaching and learning.
- Use low/high-tech interactive multimedia tools/games to introduce concepts from academic subjects (e.g. mathematics, science, social studies, etc.)
- Analyze different interactive multimedia tools developed using free and open-source or proprietary software, and evaluate their implications for and impact on teaching and learning
- Evaluate the impact and opportunities provided by open educational resources in teaching and learning processes

PEDAGOGICAL APPROACHES and ACTIVITIES

Interactive multimedia tools: Think about the subject area you teach. Using any search engine, identify and list interactive multimedia tools, including digital games, that could be used in delivering a specific lesson (or lessons) to a group of teachers. You should identify a number of such tools. Prioritize these tools in terms of usefulness for your specific needs. What criteria did you use? Research the criteria used by experts on the use of interactive

multimedia tools in education. Now compare your criteria with those of the experts. What are your observations? Do you agree with the experts' criteria?

In your list of interactive multimedia tools, can you identify tools that could significantly alter and facilitate cooperation and discussion in the teaching/learning process? Why did you choose these tools? How do you think multimedia technologies will allow students and teachers to interact with information in new ways, change content, and create their own knowledge?

Online games:⁶ Play any free online humanitarian simulation game, such as *Peacemaker*, *Food Force* or *Darfur is Dying*. How can a computer game help you to creatively think about global issues? What are the learning outcomes from these games? If there is limited or no access to the Internet at the educational institution, teachers should be encouraged to access the material from other public Internet sources. Where Internet access is severely limited, the teacher can try to acquire games in CD-ROM or DVD format, or use games that have been pre-packaged on computers. Trainees should be encouraged to:

- Do case studies of electronic games in specific subjects, (e.g. language, maths, geography, etc.) and pilot the use of one or two games in a specific learning context. Write a report on how the game was used and how it helped achieve the lesson's objectives
- Develop a lesson plan using an electronic game as part of teaching and learning, to raise awareness about global issues, such as hunger, conflict and peace. Teach this lesson and write a short report on teachers' responses to the issues, noting the questions they raised and how the games helped to address them

Open educational resources (OERs): Open educational resources (OERs) are learning materials and tools – including full courses, modules, course materials, textbooks, streaming videos, tests, software, and any other materials (interactive or non-interactive), or techniques – used to support access to knowledge, in open-document format, released with an open licence, allowing free use, re-use and customization to the specific needs of given groups of users (i.e. learners, trainers of trainers, facilitators, etc.). Trainees should be encouraged to:

- Identify several websites that provide access to open educational resources
- Identify requirements/criteria for educational resources to be used as OERs
- Analyze how OERs are created, used, distributed and adapted to specific teaching and learning environments and needs
- Analyze how, for example, digital games could be made into an OER, and understand what needs to be done to comply with OER requirements, including copyright laws

Library research and class discussion: Trainees should identify, analyze and critique a variety of techniques used in electronic games they are familiar with. Contrast electronic games with traditional or culturally specific games for their educational value and limitations. Trainees should present their findings through PowerPoint presentations or use charts to showcase their findings.

6 www.darfurisdying.com
www.food-force.com
www.peacemakergame.com

Class discussion: Produce a lesson plan and set of teaching activities, including simple interactive multimedia tools or digital games in the teaching and learning process. Trainees should examine the pros and cons of integrating digital games into teaching practices. One group should present the advantages and the other group the challenges and disadvantages of using digital games in teaching and learning. (See Chapter 3 of http://ames.eun.org/2009/09/teachers_handbook_on_how_to_us.html for more details.)

RESOURCES FOR THIS MODULE

Please note that these are mostly US examples included for illustrative purposes only. Trainers are expected to identify relevant local and regional resources wherever possible.

- *Youth Protection Toolkit*, www.yprt.eu
- Lenhart, A. 2009. It's Personal: Similarities and Differences in Online Social Network Use between *Teens and Adults*. *Teens, Social Networking, Generations* presentation at the International Communications Association Annual Meeting. (May 2009). www.pewInternet.org/Presentations/2009/19-Similarities-and-Differences-in-Online-Social-Network-Use.aspx
- Madden, M. 2009. Eating, Thinking and Staying Active with New Media. *Health, Education, Teens, Families, Web 2.0* presentation at the National Institute of Child Health and Human Development. (June 2009). www.pewInternet.org/Presentations/2009/15--Eating-Thinking-and-Staying-Active-with-New-Media.aspx



MODULE 7: INTERNET OPPORTUNITIES AND CHALLENGES

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BACKGROUND AND RATIONALE

Taking part in the information society is essential for citizens of all age groups. The Internet provides great opportunities to improve life for all users. It has positive effects on education, the working world and economic growth. With easy digitalization and storage of information, and accessibility through a wide range of devices, the Internet has enormously increased the information resources available to people. Children and young people are often well acquainted with its applications and can benefit from its use tremendously, but they are also vulnerable. Risks and threats accompany this positive development, often in parallel to those that already exist in the offline world.

Taking measures to protect minors may help address the problem. As helpful as these measures might be, however, total reliance on protection strategies has not been effective in enabling young people to use the Internet responsibly. The best way to help them stay out of harm's way is to empower and educate them on how to avoid or manage risks related to Internet use. Technologies can play a useful and supportive role in this area, especially where children and young people are concerned.

UNITS

1. Young people in the virtual world
2. Challenges and risks

UNIT 1: YOUNG PEOPLE IN THE VIRTUAL WORLD

► **Duration:** 3 hours

KEY TOPICS

- Web 2.0 and the virtual world
- Internet usage and online habits of children and young people
- International conventions and other instruments relating to children's rights

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Understand young people's Internet usage patterns and interests
- Describe general terms and conditions, codes of conduct and privacy regulations with respect to Internet use
- Develop their ability to use educational methods and basic tools to help young people use the Internet responsibly – and make them aware of the related opportunities, challenges and risks

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PEDAGOGICAL APPROACHES and ACTIVITIES

Web 2.0 is a shorthand term for aspects of the Internet that facilitate interaction and user-generated content (such as mobile phone applications).

This unit can be taught using resources you can find online, such as a rights-free videos about the Internet and its expanding features and impact society. Alternatively, you can prepare a short PowerPoint presentation on Web 2.0. It should include as many of the key elements of the virtual world as possible. Organize discussions in small groups about these key elements. Ask each group to prepare and deliver a short presentation on the benefits of Web 2.0.

- Ask teachers if they belong to social networks and/or use the web, and if so, how frequently. Ask them to surf the web, set up a profile, look up profiles of others, upload and download content from Internet platforms (e.g. Wikipedia), and take part in chat rooms, online collaboration, blogging and twittering. A discussion with trainees after this activity should focus on the educational benefits and responsible use of the web, and its challenges and risks. Write down and discuss some of your personal concerns when using the web

- Trainees working in groups design and use a wiki to share information about an aspect of education practice or policy. This task should be allocated enough time for sufficient engagement, (e.g. over the course of a term). Tutors and trainees should develop criteria for assessing the wiki's effectiveness, appropriateness and impact participating trainees
- Ask teachers to organize themselves into small groups. Each group should discuss and list at least five main activities they think young people engage in on the Internet. Ask them to rank the importance of these activities on a scale of 1 to 5. Each group should present the outputs of their discussions, explaining how they organized themselves and what influenced the decisions they took. The teacher trainer should then present actual statistics (prepared prior to this session and based on existing resources) about children's use of the Internet if such figures are available. Compare the outputs of the group work with what actual statistics say. Discuss. Are there surprises? Are there statistics about Internet use specific to your region or country? If not, what are the implications? Discuss what can be done about the absence of such statistics
- Discuss the extent to which young people use the web for educational purposes, watching news, participating in their country's political process, learning more about and interacting with people from different cultures, etc. Are there signs of high levels of such usage? What can be done to motivate young people to use the web positively? Ask teachers (in small groups or individually) to prepare a short lesson related to their subject area, integrating use of the Internet into the lesson. The lesson should demonstrate not only how the objectives of the lesson can be achieved through use of the Internet, but also how the teacher can motivate the students in this way
- Discuss with teachers the general terms and conditions, codes of conduct and privacy regulations of different Internet applications. Then encourage them to develop a model code of conduct, focusing on the use of Internet by children and young people
- Analyze children's online conduct and their profiles: Trainees working in groups investigate Internet usage of children aged 6–17. Group reports should highlight the extent of Internet use and what children use it for, and compare this with parental knowledge and use of the Internet. What opportunities and challenges does the Internet present for children and parents?
- Organize a discussion around a clause in the Human Rights Declaration, the United Nations Convention on the Rights of the Child, or in other related legal instruments in your country or region that relates to use of the Internet and young people – the right to information, free expression, protection of minors, and the role of parents, governments and civil society. Discuss these issues individually and then consider how they are related. Do freedom of expression and the right of access to information conflict with protection? Are they both necessary? Should freedom of expression and the right access to information be sacrificed for protection? Why or why not? Should girls and boys have equal access to information, the Internet and new technologies? What is happening in your region? How can this be addressed? Ask teachers to prepare a short poem on certain freedoms and rights and the need to protect minors

UNIT 2: CHALLENGES AND RISKS IN THE VIRTUAL WORLD

► **Duration:** 3 hours

KEY TOPICS

- Understanding the challenges and risks of Internet use
- Empowerment and responsible use of the Internet
- Privacy and security

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- List and describe the challenges/risks of Internet use and where they are most likely to occur
- Develop knowledge about risks and threats that potentially accompany newly developed Internet applications
- Understand the interdependencies between users' behaviour and the likelihood of them being a victim or a perpetrator
- Apply this knowledge to enable teachers to use the Internet more responsibly

Challenges and risks related to online content

Adapted from *Youth Protection Roundtable Tool Kit – Stiftung Digitale Chancen 2009*

Age-inappropriate content: The Internet provides a wealth of content for all groups of users. Mainstream interests are served as well as special interest groups. Nevertheless, not all content should be accessible for children and young people. So it has to be carefully decided which content is appropriate to which age group. Special attention should be given to content that is not illegal in general but might harm younger users. Age-inappropriate content like adult pornography might especially harm younger children when exposed to it unintentionally. The risk of facing age-inappropriate content can result from the user's own conduct when searching for it deliberately, as well as stumbling across it without intending to. Content that is not appropriate for all age groups might be provided for commercial reasons, but can also be generated by users themselves. Access to the former might be restricted to closed user-groups only, while user-generated content is mostly publicly available and therefore needs special attention. Since today many children and young people have a mobile phone with multimedia functionalities and access to the Internet at their fingertips, it must be considered that they might access age-inappropriate content when on their own and not having an adult for guidance at their side. Mobile devices also enable children to produce their own digital content in any life situation, thus contributing to the increasing volume of user-generated content.

Illegal content (i.e. racism and child pornography): The type of content classified as illegal depends foremost on national laws, although some type of content is outlawed in most countries. Nevertheless, illegal content is available and can be accessed unintentionally or deliberately by children and young people. Attention should also be paid to children and young people as potential victims of illegal content, e.g. by taking and publishing pictures or videos of child abuse.

Lack of verification of content: Given that content available through the Internet is often not verified by an independent source, it is important that young people learn to read content with a critical eye and not take everything that is said at face value. User-generated content, characteristic of the Web 2.0 environment, can often be partial, biased or inaccurate. Younger users need to be aware of the dangers of simply believing anything they read online.

Incitement of harm: There are many sites on the web inciting users to harm themselves (e.g. websites promoting suicide, anorexia or sectarianism). With Web 2.0 and the increasing possibilities to publish user's own content, the risk of being exposed to content inciting harm is growing. In particular children and young people are in many cases not able to make a realistic assessment of the risks arising from following the instructions given in such websites.

Infringement of human rights/defamation: In the anonymity of the web, propaganda against certain population groups or individuals can easily be widespread. In addition, one can presume that people act differently online when they do not have to face their counterparts or victims directly and therefore are not immediately confronted with the consequences of their conduct. Thus the risk of infringement of human rights and being a victim of defamation is much more likely online than in reality. Also, defamatory content is harmful to children and young people whose opinion might be influenced by misleading information.

Inappropriate advertisement and marketing to children: Inappropriate advertisement means the risks of receiving or being exposed to advertising for products and/or services that are inappropriate to children like cosmetic surgery. The more users give away private information (i.e. name, age or gender), the more likely they are to receive advertisements or be asked to participate in lotteries. Since children are in many cases unaware of the consequences of typing their names into forms and boxes on the web, they are profoundly at risk. Considering the high penetration rate of mobile phones among children and young people, attention should also be paid to this additional channel for the dissemination of advertisement.

Privacy: Once published on the web, content can spread rapidly around the world and remain in existence indefinitely. Users, and in particular children and young people, are often unaware of the short- and long-term consequences of publishing texts and pictures they may not want to make available publicly later. Data stored on a server or a platform can be easily accessed by others and people may not be aware of how unprotected their personal data can be. It is important when using the Internet that people fully understand the environment they are working in.

Copyright infringement: Copyright infringement is a risk mostly related to the conduct of users themselves. Irrespective of whether a copyright has been infringed deliberately or accidentally, the infringement is seen as fraud by the holder and puts the violator at risk of penalty.

Risks related to online contact

Adapted from *Youth Protection Roundtable Tool Kit – Stiftung Digitale Chancen 2009*

Harmful advice: Forums, blogs and other contact-related areas of the Internet provide a platform for the exchange of information and advice between users. This can be valuable assistance but can also facilitate contact with inappropriate or even more harmful advisors. The risk of receiving harmful advice, in particular for children and young people, is greater in social community platforms or other Web 2.0 applications than on regular websites.

Identity theft: Getting hold of, and making use of, other people's electronic identity (e.g. user name and password) with the intent to commit commercial or other fraud and to benefit from it is called identity theft. Identity theft is a growing risk as the number of virtual identities is increasing with the number of people online and particularly those using personalized services.

Money theft/phishing: Phishing refers to the process of harvesting bank details, in particular personal identification numbers (PINs) and transaction authentication numbers (TANs), with the intent to ransack other people's bank accounts. Young people are more likely to not recognize a fake website and to give away their bank details.

Commercial fraud: Commercial fraud happens when sellers pretend to sell goods or services which, after payment, either do not show the promised attributes or are not delivered at all. It can also result from identity theft and phishing. Another source of commercial fraud can be the sale of digital services (e.g. a ring tone) at an unreasonable and unfair price, often bound to a permanent subscription to the service that was not intended by the buyer. In the majority of cases, users (and in particular young people and children) are unaware of the consequences of such contracts concluded online.

Grooming: Grooming refers to paedophiles using the Internet as a means to contact children and young people while concealing their adult identity. They often build their strategy on children's longing for friendship and familiarity. All areas of the Internet that provide platforms for personal contact and exchange are likely to provide a basis for grooming attacks. As mentioned before, the mobile phone (as an additional device to contact others and to access social networks) should be taken into strong consideration here, especially as children look at their mobile phone as a particular part of their private life and are mostly on their own when using it. Thus, with the increase of mobile communication technologies and social networks, the risk of falling prey to a grooming attack and then accepting a dangerous invitation has become much greater.

Bullying: Various types of bullying seem always to be part of people's lives. Bullying one another is certainly simplified by the Internet due to the anonymity provided by the medium. Children and young people in particular risk being both victims of bullying and offenders. Hence bullying is related to one's own conduct as well as to the conduct of others. Even though publishing content like defamatory pictures can be part of bullying, the phenomenon is chiefly related to online contact. As mentioned before, multifunctional mobile phones are often used for taking pictures with the intention of bullying and then uploading the pictures to the Internet or sending them via multimedia messaging (MMS) to others. Since many children and young people have a mobile phone equipped with a digital camera, bullying is becoming easier.

Disclosing private information: When setting up a profile on a social community platform, users are invited to disclose private information to present themselves to the community. Also in chat rooms and forums users may disclose private data to others, such as their address or telephone number. Young people in particular, are unable to foresee the consequences of publishing their private data. They are often unaware that a chat room is not a private but a public area.

Profiling: With the increasing number of profiles a person can publish on different platforms, there is a greater risk that personal data published on one platform will be merged with data published on other platforms or given away elsewhere (e.g. in polling or raffles). Thus profiles are created that make it possible to directly address the person with potentially unwanted content, services and advertisements. Profiling can be carried out from the website when personal data are displayed publicly, but a more dangerous practice is when profiles of users (or their partial profiles) are harvested from the database behind the website and sold by the platform provider to third parties.

- It is important to understand what is meant by harmful online content. International human rights law specifies a number of acceptable restrictions upon freedom of expression – particularly when freedom of speech conflicts with other rights. Examples of matters that might be restricted include incitement to violence or racial hatred, child

sex images and defamation. In each case, international law stipulates that restrictions should be finely detailed and supervised by the courts

- Ask teachers to share any experience that they or a friend have had with any one of the challenges outlined above. How did they deal with it? What was the final outcome? What lessons did they learn?
- Consider, for example, identity theft, monetary theft/phishing, infringement of human rights, defamation or any other abuse on the Internet. Through research, or using resources provided in the Media and Information Literacy curriculum for Teachers, identify and list steps to be taken and exact characteristics that teachers should look for to recognize fraudulent online requests for information, fraudulent websites, and content that breaches human rights. What are some of the benefits of electronic banking and commerce? Resources used for this activity should be practical and represent real cases as far as possible. Teachers could carry out this activity for all the risks listed above
- Do an online search of the wealth of medical (or other category) information available on the Internet. Can medical websites help you diagnose any health problems you are having? Is it safe to take actions concerning your health based on advice from the web? List and discuss the main ways to determine the authenticity and authority of a medical website
- If you are part of social network, carry out a Google search of your name. How much personal information about you is available in the public domain? Can you still find information about you that you deleted from your social network? Which of the risks mentioned above is this related to?
- Take an extract from Facebook's Statement of Rights and Responsibilities, Article 2,⁷ 'Sharing Your Content and Information' (or from any other social network or even software that comes with your computer). In small groups, analyze whether the extract you selected may have an effect on someone's privacy and possibly security. How can users control the content posted on them online? Analyze and discuss who holds the copyright for certain types of content (photos, videos, etc.) posted on social networks or on the web
- Examine the United Nations Convention on the Rights of the Child (<http://www.unicef.org/crc/>). It sets out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Are there Convention articles that require the development of appropriate guidelines for protecting children from information and material that could harm to their well-being?
- According to the International Telecommunication Union's *Technology Watch Report 10*, actions to address the concerns of privacy and security are the number one priority to improve life in the digital world and on the Internet (ITU 2009). The absence of robust security inevitably presents a risk to all systems and processes that rely on electronic communication, including the media (ITU 2006). Weak (or absent) security leads to growing occurrences of cyber crimes. This threat is so serious that the International Multilateral Partnership Against Cyber-Threats (IMPACT) was created to promote international cooperation to make cyberspace more secure. Dr Hamadoun Touré, ITU Secretary-General, states that 'access to communication is useless if peace and safety online cannot be guaranteed...', and adds that we should see the digital world as a

7 <http://www.facebook.com/terms.php>

'gated community, where users may have to sacrifice certain freedoms and anonymity in return for better security...' (*ITU News*)

However, many activists for freedom on the Internet are concerned about government interference and control. There is growing concern that the Internet is becoming a closed controlled space rather than an open public-interest space, and is increasingly dominated by governments and corporations. It may be that for some governments and businesses, security is the dominant concern, while this is not the case for many citizens

- Discuss the statements above made by Dr Touré. Do you think governments need to take steps to make the virtual world more secure? Why or why not?
- Do you agree that privacy will have to be sacrificed to some extent? What are some of the implications? Why do you think it is not possible or desirable to regulate the Internet like television and radio? What would happen if the Internet were controlled by any one country or region of the world?
- Carry out a search on several (5–10) types of tools being used for Internet security – blocking, filtering, legal controls and so on. Discuss their benefits and disadvantages
- Select any social network website or software that you use. Experiment with the privacy settings. Search in the 'terms of use' for the terms 'privacy and security'. Do you think that the privacy safeguards are sufficient to help you avoid some of the risks described in this section (see boxes on risks related to Internet content and contact)? What are some of the repercussions when you put the privacy settings to the maximum level?



MODULE 8: INFORMATION LITERACY AND LIBRARY SKILLS

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BACKGROUND AND RATIONALE

Teachers will have been exposed to the basics of media and information literacy (MIL) in the introductory unit of Module 1 and subsequent units. The purpose of this module is to show that many other important information skills are vital components of MIL.

This module emphasizes the building blocks that contribute to information literacy. Many courses concentrate on the delivery of knowledge rather than on learning how to learn. However, the increasing emphasis on the value of MIL in education and the wider society highlights the importance of users being skilled learners. This means learning how to recognize their information needs; efficiently and effectively locate/retrieve information; analyze, organize, and evaluate this information; and use, apply, reproduce and communicate that information for specific decision-making and problem-solving ends (UNESCO, 2008).

Teachers have to acquire for themselves and develop in their students a set of competencies (knowledge, skills and attitudes) for obtaining, understanding, adapting, generating, storing, and presenting information for problem analysis and decision-making. These are competencies applicable to any teaching and learning context, whether in the education environment, general work/professional environment or for personal enrichment. A media- and information-literate teacher is capable of understanding information and media messages from different information sources and is able to evaluate and use

that understanding appropriately to solve problems. He or she has also acquired basic library skills and is capable of maximizing the use of documentary resources for learning and information sharing. The media- and information-literate teacher understands and appreciates the functions in society of media and other information providers, such as libraries, museums, archives, the Internet, and educational and research institutions working in this field.

Information providers offer an important service for people to access and in some cases store their own information. Beyond the media, there are other sources of information that people use, (e.g. health notices, government reports and information communicated orally, both informally and through public debates). These may be carried electronically, (e.g. as election debates on television) or in face-to-face sessions (e.g. town hall meetings). These events may be mediated by 'the media' or by people. Essentially, MIL also embraces library skills, study and research skills, and technology skills.

This module focuses on developing understanding and skills in information literacy, library skills and digital literacy for problem-solving and decision-making in educational contexts. It intends to enable teachers to understand the *concepts of information, information literacy and digital technology* and the relationship between these in order to increase their skills in accessing and using the wide range of information resources available in today's world. Gaining these skills will provide opportunities for life-long learning through information access, thus ensuring teachers' continued participation in an active intellectual life.

UNITS

1. Concepts and applications of information literacy (IL)
2. Learning environments and information literacy
3. Digital information literacy

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UNIT 1: CONCEPTS AND APPLICATIONS OF INFORMATION LITERACY

► **Duration:** 2 hours

KEYTOPICS

- Introduction to information and information literacy
- Key concepts in information literacy
- Impact of information on societies and new skills
- Standards and applications in information literacy
- Stages of information literacy

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Describe the role and importance of information and the need for information literacy skills in information and knowledge societies
- Demonstrate understanding of stages/major elements of information literacy applicable across all domains
- Identify and explore general information sources (print and electronic)
- Analyze information literacy standards
- Identify and discuss ethical and responsible uses of information tools and resources

PEDAGOGICAL APPROACHES and ACTIVITIES

The terms 'information', 'information literacy', 'ICTs' and 'key skills' for the 21st century are in frequent use in discussions about the information and knowledge society. Citizens require new competencies (knowledge, skills and attitudes) in order to participate in and contribute to society. An understanding of these terms is necessary before engaging in training, and must first of all begin with a clear comprehension of the concept of information.

DEFINITION OF INFORMATION

Discuss the definitions of information below:

- Information is data that have been collected, processed and interpreted so that they can be presented in a useable form
- Information is that 'which changes us' (Stafford Beer, 1979)
- Information is 'what reaches man's consciousness and contributes to his knowledge' (Blokdijk and Blokdijk, 1987)
- 'Information is data that have been processed into a form that is meaningful to the recipient and is of real or perceived value in current or prospective actions or decisions' (Davis and Olsen, 1984)

What do these definitions have in common? Do you think they are relevant in the 21st century? Research other definitions of information. Can you find definitions that offer a broader description of the term?

DEFINITION OF INFORMATION LITERACY

Define the term 'information literacy':

- 'Information literacy is a basic human right in the digital world' (The Alexandria Proclamation, 2005)

- Information literacy is a set of individual competencies needed to identify, evaluate and use information in the most ethical, efficient and effective way across all domains, occupations and professions
- Information literacy enables people to make good use of information and communication technology

Define critical thinking. Discuss the role of analysis, synthesis and evaluation of information in critical thinking. Present a meaningful and valuable case in the context of students' daily lives.

The stages/elements of information literacy include:

- Identifying/recognizing information needs
- Determining sources of information
- Locating or searching for information
- Analyzing and evaluating the quality of information
- Organizing, storing or archiving information
- Using information in an ethical, efficient and effective way
- Creating and communicating new knowledge

Discuss, in general, the stages/elements of information literacy (see Woody Horton Jr., 2007 *Understanding Information Literacy – a Primer*. Paris, Unesco, pages 9-13 and Annex B).

Have teachers prepare a checklist of key skills needed at each stage/element of the information literacy process. How does this apply in different problem-solving contexts? How would you identify and accurately define information needed to solve a problem or make a decision (e.g. 'financial advice information to deal with a financial problem')?

Sources of information can be categorized in three broad groupings: primary, secondary and tertiary sources. Describe these sources of information to teachers and guide them to give examples of such sources.

INFORMATION AND KNOWLEDGE SOCIETY

There is a significant change in the way the world works today. Driven by rapid technological growth, information and knowledge have become the engine of economic, social, political and cultural life. Emerging from this phenomenon is what is been called *information* or *knowledge societies*.

- Carry out a search in your library or on the Internet on the term 'information society'. Describe the key assumptions underlying the information society. Discuss the relevance of these assumptions to living and learning in the age we live in today. Carry out a similar task for the term 'knowledge society'. What are the perceived similarities between the two terms, if you observe any?
- Ask teachers to write what they think information literacy, including library skills, involves, based on their own knowledge. They should also list five reasons why having these skills is relevant for survival in the information society

- Ask teachers to draw a diagram with necessary annotation describing the relationship between information, information society, ICTs, information overload and media and information literacy (MIL)
- Discuss with teachers how the level of information literacy changes/increases during our lifetimes, particularly from undergraduate to graduate and professional levels (in a context of lifelong learning). Discuss the information and knowledge production cycle. Analyze the role, functions and responsibilities of information providers in society. Discuss how information literacy skills are developed using ICTs
- Describe what makes a student information literate
- Compare and contrast how different kinds of information are generated, their common characteristics, and their uses and value to health and well-being, in civil society, in the education sector, and for work and economic activity
- Research and debate one of the following:
 - Information is an input to action or decision-making and not simply for transfer (for reference, see *Towards Literacy Indicators*, UNESCO, 2008, page 14)
 - The provision of and access to information is a source of power and control in society
 - Does information literacy require separate skills to ICT? For example, can people be information literate in the absence of ICT?
- Discussion cultural attitudes to information. How is information viewed and valued in your society? How do views on printed information (e.g. from the major newspapers) compare with information generated in the electronic media? What is the relationship between information and power and print media and digital media? What is the identity of the person(s) behind the information generated? Is knowledge of this information important and why? Propose the following activities to teachers
- Assess the value of information from print media (e.g. newspapers, magazines, etc.) and the costs associated with its storage, retrieval and use. The investigation should also address the following issues: the value of the information based on the benefits it generates, the realistic value of the information based on its availability or non-availability, and the consequences for users if information is not available
- How are information literacy skills relevant for combating diseases, enhancing employment opportunities or improving a teacher's classroom pedagogical practices?
- Using either the Internet or school library or both, identify a problem or issue to investigate in one of the following areas: civic education, science, social studies, history, or geography. Present the results of your research using a PowerPoint presentation. After the presentation, reflect on the following: How did you select what you wanted to present from the wide variety of information available on the topic? What did you want more information on that you could not access, and how did this affect your presentation? Finally, did you transform the information you gathered to apply to your particular context? How and why?

UNIT 2: LEARNING ENVIRONMENTS AND INFORMATION LITERACY

► **DURATION:** 3 hours

KEY TOPICS

- The Big6 – guide to information problem-solving in six stages
- Using libraries
- Learning environments and information providers

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Understand the differences between information transmission and information for learning
- Describe and demonstrate understanding of key aspects of organizing information, i.e. using classification schemes to locate information and knowledge (e.g. library collection classifications, indexes, abstracts, bibliographies, databases, etc)
- Use a library effectively for learning – evaluating the opportunities a library presents for researching a topical issue
- Apply the Big6 stages for information problem-solving.

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PEDAGOGICAL APPROACHES and ACTIVITIES

- Ask teachers to consider the following six-stage framework for information literacy and information problem-solving (for a more detailed description of the framework, see the table at the end of this unit):
 - 1. Task definition:** define the information problem and identify the information needed
 - 2. Information-seeking strategies:** determine all possible sources and select the best sources
 - 3. Locate and access:** locate sources and find information within the sources
 - 4. Use of information:** engage (e.g. read, hear, view, touch) and extract relevant information

5. Synthesis: organize information from multiple sources and present the information.

6. Evaluation: judge the product (effectiveness) and the process (efficiency).

- Compare this to other information cycle taxonomies, such as the process provided by Woody Horton, Jr. (2007) or Bloom's Revised Taxonomy for information literacy. Do you agree that the six stages in the Big6 form the core elements of information literacy? If not, what would you add and why? In reality, do you think these six stages occur in a neat sequential order as presented?
- Now guide teachers through each stage of the information problem-solving process in the table shown at the end of the unit, and ensure that they invest sufficient time to address all the topics/questions outlined in the table.
- Access a journal in print or electronic format in your school library (or the main library in your city or town) on education (e.g. teacher education, special education, comparative education, etc.). Identify a topic that you wish to learn more about in the journal. Summarize the key findings/issues in the articles. How useful is the information for your professional practice as a teacher? Is the information applicable in your country context? If so, how would you use this information?
- Meet with your college/school librarian and discuss the information skills your teachers need to maximize the use of the library. Set tasks that require students to use the full range of resources in the library, and get them to compare the information they have acquired in the library with other sources (e.g. the Internet) and evaluate their usefulness in terms of the task specifications.
- Evaluate a school environment for its information literacy needs and make specific recommendations that would enhance the information literacy of students
- The Big6 and information problem-solving: use information resources in the library to explore a topical or current affairs issue (e.g. voting rights, democracy, HIV/AIDS, etc.). Apply the Big6 stages to explore this topic
- Use a computer-based technology to access information on a topic of interest and present the information (textual or numerical) in a table or graphical format. Compare the amount, quality and usefulness of the information from your library resources with the information from the Internet
- Write an essay on how the use of radio or mobile phone technology is changing the face of information generation and use in your country. Present your findings as a PowerPoint presentation

TABLE: Six-stage framework for information literacy and information problem-solving

STAGES	TOPICS/QUESTIONS
Stage 1: Defining information needs or problems	<p>What do I want to find out? What problem am I trying to solve? Do I understand the nature of the problem or the topic being researched? Can I clearly define my information needs or the problem? What prior knowledge do I have about the subject? How much information do I want on the subject?</p>
Stage 2: Information - seeking strategies	<p>How much time do I have to find this information? Where should I look for the information? Teachers should be guided as to the best sources for certain types of information and why. Depending upon the context, these may include (i) primary sources, which are original sources, where information is not interpreted, such as research reports, sales receipts, speeches, e-mails, original artwork, manuscripts, photos, diaries, personal letters, spoken stories/interviews or diplomatic records; (ii) secondary sources, provided by information providers, where information has been interpreted, analyzed or summarized (e.g. scholarly books, journals, magazines, criticism or interpretations; and (iii) tertiary sources, which include compilations, indexes, or other organized sources (e.g. abstracts, bibliographies, handbooks, encyclopedias, indexes, chronologies, databases, etc.) Do I search the physical library, the Internet (including digital libraries), museums, archives, etc.? Who can I ask for help?</p>
Stage 3: Locate and access	<p>Here teachers should be guided on how to effectively search for information in the sources mentioned in Stage 2. This should include: 1) Tips for searching the Internet, including general searching and specialized searching on a particular field (e.g. students' country); understanding domain names (e.g. .edu, .gov, .org, etc.), searching the web for pictures and sound (audio and video), and searching academic websites (e.g. Google scholar); 2) using the index and table of contents effectively in a book, and searching within electronic PDF files, etc.; 3) using libraries (searching library catalogues, periodicals, indexes and abstracts and reference books); 4) searching databases (examples of popular databases such as AGRICOLA, AGRIS/CARIS, EBSCO or Expanded Academic ASAP, and others in students' country or region); database search tips (key word searches, identifying synonyms and spelling variations, searching by subject or author, combining key words such as 'and', 'or' and 'not', using truncation and wildcards, and searching by limits, such as date, language, publication type and peer-reviewed works); and 5) using RSS feed to receive the information you need automatically.</p>
Stage 4: Critical evaluation	<p>Evaluation criteria necessary to assess/validate the reliability, authenticity or quality of information from books, website, other online sources, etc.</p>
Stage 5: Synthesis	<p>What is a thesis? What is my thesis? How does this relate to the problem I want to solve? How do I effectively organize relevant information from multiple sources? How do I present the information? What tools are available? What tools do I need?</p>
Stage 6: Information use, sharing and distribution	<p>Applying the information I have located to solve my problem. Referencing/tracking sources, using available bibliography/reference tools, such as zotex, rework, etc. Tools available for sharing, distributing and cooperating with others who have similar information needs or problems (e.g. Google Documents, wikis, Slash, etc.). Understanding copyrights and plagiarism.</p>

UNIT 3: DIGITAL INFORMATION LITERACY

► **Duration:** 3 hours

KEY TOPICS

- The nature of online information
- Exploring computer hardware and software
- Copyright laws in the digital information age. Protecting computer software and electronic data
- Digital services, including machine translation, speech to text and audio transcription;
- Learning via the Internet (i.e. e-learning)
- Digital preservation and digital formats

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

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- Describe digital vs analogue, including the creation, storage, transportation, distribution and preservation phases of digital information
- Use the basic capabilities of productivity tools for word processing, file storage, access to remote information sources, and interpersonal communication
- Use information technology to re-define many aspects of academic and personal experience
- Understand and apply copyright laws including creative commons and copyright licencing
- Search online using the relevant techniques (search engines, subject directories and gateways)
- Understand the role of information providers (e.g. as libraries, museums and archives in preserving digital information)

PEDAGOGICAL APPROACHES and ACTIVITIES

- Storing information in a digital format, enable is to be accessed using a wide range of devices, unlike other forms of analogue information. This flexible access makes digitalization important and also underlines the need for digital skills to be learnt with information skills. Essentially, digital literacy includes analyzing, locating, organizing, evaluating, creating and using information using digital technology. Discuss the advantages of having information in a digital format (effective transmission, storage, search, manipulation, cross compatibility, etc.)

- If teachers have limited or no knowledge of computers and software, plan a series of computer lab sessions (physical or virtual). Guide the teacher to become familiar with the basics of hardware, software, networks and servers. This could also include basic keyboard and mouse skills, file types and filing. Teachers should also be exposed to the basics of open-source software and low-cost technology. Provide teachers with a list of proprietary software and popular computer hardware devices. Ask teachers to search the Internet and list at least two examples of free open-source software and low-cost computer hardware devices with similar functionalities to each of the proprietary tools selected. Critically assess the possible advantages and disadvantages of each

ACTIVITIES

- Search the Internet and other online resources, such as databases and e-libraries to gather information on a specific research topic. Reduce the information sources to fit the purpose of your search. Look for key words, logical operations (e.g. 'and', 'or', 'and') and determine which work best and why
- Produce an activity plan or a set of activities to get students to use various digital media resources to prepare a project, assessment or homework. Discuss features provided by new technologies for people with disabilities to access digital information (e.g. web accessibility and the creation of digital documents in accessible formats)
- Study an Internet site used to deliver a course on teacher education or any other educational programme. Review how this information is organized and accessed on the site. What online digital information resources are being used? How are digital resources integrated with course materials? Practice using this site and discuss how useful it could be to learning and what the limitations are. Discuss the advantages and disadvantages
- Visit various 'blogs' and 'wikis', which are put together by individuals or a collaboration of individuals. What kind of information exchange is happening on these online media? What purpose does the information serve? Who provides the information? What do you think their motivations and motives are?
- Visit an educational wiki site and analyze how it delivers its course or curriculum. Set up a wiki site on a topical issue in education (e.g. improving reading and basic numeracy skills in early primary school). Organize a discussion forum for a teacher training assignment on the wiki, and review the benefits and limits of sharing information using this platform
- Experiment writing a blog on a topic related to education in your country. This should be a topical issue that will attract interest and response (e.g. improving educational access at primary or secondary level for the poorest in society, diversifying access to information for secondary school students to improve quality of learning, why the poor are getting poorer in an age of increasing knowledge and information, etc.)
- Discuss which digital information, from students' point of view, should be preserved? What are the major selection criteria and available technical solutions, and how can sustainability be ensured? What are other aspects of this preservation issue?
- Identify international instruments available for the preservation of digital information (e.g. UNESCO Charter on the Preservation of Digital Heritage, digital archiving and preservation guidelines)
 - Visit the World Heritage Library website

- Discuss the importance of preservation and promotion of documentary heritage within the context of a natural disaster, such as the Haiti earthquake, and discuss the work to be done by archivists from the National Archive of Haiti. Find an article that illustrates a situation in Haiti after the earthquake in January 2010
- Ask students why web archiving is needed and how it is done

RESOURCES FOR THIS MODULE:

- <http://dis.shef.ac.uk/literacy>. This site discusses features for information literacy. It also provides links to other websites and information literacy resources
- UNESCO. 2008. *Towards Information Literacy Indicators* – conceptual framework paper. Paris, UNESCO
- <http://www.big6.com>. This website features a wealth of resources relating to the stages of information literacy
- Gaunt, J., Morgan, N., Somers, R., Soper, R., and Swain, E. 2007. *Handbook for Teaching Information Literacy*. Cardiff, Cardiff University



MODULE 9: COMMUNICATION, MIL AND LEARNING – A CAPSTONE MODULE

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‘Innovation in content requires innovation in teaching’

Anonymous

BACKGROUND AND RATIONALE

This curriculum document on media and information literacy (MIL) should be viewed within the broader field of communication, as informed by modern learning theories. Teaching and learning are closely related and are integral parts of the communication process. In fact, neither can be effective without the other (Ndongko, 1985). Teachers and students consciously or unconsciously apply elements of a basic and sometimes complex communication process in the classroom.

Teaching and learning are made more challenging when new technologies, such as mass media (radio, television and newspaper libraries), are integrated into the classroom. The acquisition of MIL skills by teachers and students opens up opportunities to enrich the educational environment and promote a more dynamic teaching–learning process.

The interaction of teachers and students with the media and other information providers can help to create learning environments that are democratic and pluralistic, and that also foster knowledge creation. Awareness of these dynamic forces as acted out in the classroom brings into focus the cognitive and metacognitive processes identified in learning theories.

This module, the last in the core section of the curriculum, serves as a capstone by drawing on content covered in the earlier modules. It explores links between communication and learning (including learning theories), and suggests how MIL can enhance this relationship. It ends with a discussion on managing change in order to foster an enabling environment for MIL.

UNITS

1. Communication, teaching and learning
2. Learning theories and MIL
3. Managing change to foster an enabling environment for MIL in schools

UNIT 1: COMMUNICATION, TEACHING AND LEARNING

► DURATION – 2 hours

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KEY TOPICS

- Defining communication
- Basic theories of communication
- Exploring teaching and learning as communication processes and how knowledge of MIL can enhance this process
- Strategies for teaching through and about MIL

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Demonstrate a basic understanding of communication
- Identify and analyze basic theories of communication and their relation to the teaching–learning process with consideration to the application of MIL skills

PEDAGOGICAL APPROACHES and ACTIVITIES

If we are using the media, libraries, archives and other information providers (including the Internet or new technologies) in the classroom, we need to consider our ways of teaching: how are we using media and other information providers? How do they impact the ways in which information is communicated to students?

Communication models can provide a framework for conceptualizing the place of MIL within the teaching and learning experience. These models provide the opportunity to closely examine the roles of teachers, students and the media, libraries, archives and other information providers in the classroom. Many of these models share the components listed below (Shannon and Weaver, 1948; Schramm, 1954; Berlo, 1960):

- Sender (originator/source)
- Message (content)
- Channel (medium)
- Receiver (responder/decoder)
- Feedback (receiver to sender and vice versa as the loop continues)

Identify the ways in which this model could be applied to the learning experience in your classroom. What roles do you assume as teacher? What roles are available to your students? How is the learning experience shaped by these roles? How is the feedback process managed in the teaching-learning process? How can your knowledge of MIL help to improve this process?

Consider the opportunities students have to critically examine the platforms through which they receive information in your classroom. Related to this are notions of teaching about and through the media, libraries, archives and other information providers. Through which media are students receiving information in your classroom? What is the impact of these media on the teaching and learning experience? Identify the media and sources of information that students have access to in your classroom. Explain the rationale and selection process for including these in the curriculum.

Teaching about MIL requires awareness and analysis of the media, libraries, archives and other information providers and the role they play in lifelong learning and the conveying and shaping of information and messages(i.e. the media and technology themselves become the subject of study in the classroom). Teaching through the media and other information providers requires an awareness and analysis on the part of teachers of their own role and the role of the media and technology in the teaching and learning process. Phrased differently, what is being taught through media and/or technology in the classroom? Is there a particular topic or subject that is being taught through the use of technology or the media? How can teachers apply MIL skills to what they are teaching?

Identify general examples of teaching *about* MIL and *through* the media, libraries, archives and other information providers. Describe specific activities/examples in your classroom where both of these approaches are used. What do these approaches offer to students in terms of their learning experience?

UNIT 2: LEARNING THEORIES AND MIL

KEY TOPICS

- Pedagogy and MIL
- What is metacognition?
- Metacognition and MIL: making the link

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Develop pedagogical strategies appropriate for students of MIL
- Identify and develop metacognitive strategies for students

PEDAGOGICAL STRATEGIES

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- Consider the following MIL skills that are essential to media and information literacy:
 - Task definition
 - Information search
 - Location and access
 - Analysis of messages and information
 - Assessment of context for messages and information
 - Use of information
 - Synthesis
 - Evaluation

Identify the ways in which students can develop and demonstrate these skills in your classroom. Describe specific pedagogical strategies or activities that make this possible.

- Develop a lesson plan or outline for a curriculum unit that incorporates these strategies and activities. Consider developing a stand-alone lesson/outline in MIL, or a lesson/outline that integrates MIL into an existing course. Identify the key considerations/accommodations that teachers need to make in order for students to successfully demonstrate these skills.
- Considering the communication model outlined in the previous unit, explain and justify the roles that the media, libraries, archives and other information providers will play in your lesson/unit outline. What role(s) will you assume as teacher? What role(s) will be available to your students? How will these roles enhance the learning process?

- In order for students to experience success as learners, knowledge of metacognition and metacognitive strategies is important. Metacognition can be defined as 'cognition about cognition', or 'knowing about knowing'. It can take many forms and includes knowledge about when and how to use particular strategies for learning or for problem-solving. In practice, these capacities are used to regulate one's own cognition, to maximize one's potential to think and learn, and to evaluate proper ethical/moral rules (adapted from Wikipedia)
- Examine the list of skills for MIL that appears above. For each MIL skill, list and describe a metacognitive strategy students could use to support their learning experience. For example, task definition could be supported by the use of a concept map, while analysis of messages and information could be supported by a diagram that labels various parts of an information text, accompanied by critical questions
- Select several activities from a module of your choice. Identify the skills that students require to complete each activity. What role can metacognition play in the transfer of learning from this activity to students' involvement with the media and other information providers outside of the classroom?
- Refer to Module 1, Unit 4 on pedagogical strategies for the teaching of MIL. In the context of your own curriculum, select a specific strategy and adapt or develop it for your students. How does this approach integrate communication theory and MIL into the learning experience? How does this strategy link to your specific curriculum expectations? How will students know if they have been successful? (I.e. where does this strategy fit in, terms of a programme for assessment and evaluation?)
- Consider the role of libraries and museums in developing MIL skills. Design an activity that illustrates how a specific pedagogical strategy could be used in one of these environments. Consider the unique features that are part of these environments and that can influence the teaching and learning experience in a positive way
- Based on activities from one of the modules in this curriculum, or from your own work, explain the ways in which an MIL curriculum provides opportunities for differentiated instruction and learning (i.e. kinesthetic learning, visual learning, auditory learning, etc.)

UNIT 3: MANAGING CHANGE TO FOSTER AN ENABLING ENVIRONMENT FOR MIL IN SCHOOLS

KEY TOPICS

- The global media and information literacy drive: an overview of actions around the world, policy development, etc.
- The enabling environment required for take-up of MIL in schools

- Challenges to be faced in integrating MIL into schools and devising strategies to overcome these challenges

LEARNING OBJECTIVES

After completing this unit, teachers should be able to:

- Identify and describe MIL initiatives being implemented locally and globally
- Promote media and information literacy to different stakeholder groups
- Describe key issues to be considered when planning the integration of MIL into schools

PEDAGOGICAL STRATEGIES

- Using search engines and other resources, conduct a search of programmes, projects or initiatives in media and information literacy that currently exist in institutes for teacher education. Consider both local and international examples. Select one of these examples and identify the key areas addressed. In what ways is the programme different from this curriculum, which has included MIL? In what ways can this programme still serve as a resource for teachers interested in MIL?
- Conduct a search of associations and organizations that support the goals of MIL. What information and resources (human and material) do these programmes offer teachers?
- To ensure the success of MIL courses and programmes, many experts have developed a set of recommendations. Several of these recommendations are listed below. Explain the ways in which this list could be applied to your particular situation. Identify any additional recommendations you would make to ensure the success of MIL in your department or institution

Suggested recommendations:

- Identify content
- Identify key participants and supporters at programme and policy levels
- Develop a strategic plan for implementation/integration, etc.
- Develop a plan for promoting MIL
- Identify supporting agencies/associations
- Identify available and required resources
- Develop evaluation tools for MIL courses and programmes


Does this list change when one considers the criteria of a successful programme for students? Identify any additional considerations here.

- Considering the needs of your own educational community, what are the ways in which MIL could be integrated into existing programmes for teachers, or developed as a stand-alone programme? What are the advantages and disadvantages of each? Cite specific modules as examples
- Develop a plan for promoting MIL to policy-makers, programme directors, and teachers in your institution. What are the key priorities or needs for each group? Explain how this MIL curriculum can help address those needs. Identify other stakeholder groups that could be included here. What role could each play in the promotion of MIL?

RESOURCES FOR THIS MODULE

- University Library Service. 2009. *Handbook for Information Literacy Teaching*, third revision
- Paris, UNESCO. 2003. *Media Education in the Pacific: A Guide for Secondary School Teachers*
- *Teaching information literacy through learning styles: The application of Gardner's multiple intelligences*. Intan Azura Mokhtar, Wee Kim Wee, School of Communication and Information (WKWSCI) at Nanyang Technological University (NTU), Singapore, 2008
- Big6. 2010. *Teaching Information Literacy Through Literature*, Big6 eNewsletter 11.1, 4. www.big6.com





Non-Core Modules



MODULE 10: AUDIENCE

► **DURATION:** 8 hours

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BACKGROUND AND RATIONALE

We all have experience as media audiences. Children and adults both spend a significant amount of their time each day engaged in media and communications activities. A common assumption has been that an audience is a homogeneous group of passive individuals who will interpret a text in the same way. More accurately, there are two main ways of studying media audiences. The first is as consumers of media products, or what the media and communications industry describes as 'target audiences'. The second is based on reception theory, where audiences are seen as active participants in reading and interpreting media and information texts.

Target audiences are groups of readers, viewers or listeners defined by specific characteristics such as age, income, gender or interests. This is a specific group for whom media and other organizations develop content and shape messages. For example, advertisers are very concerned about buying time or space that will provide them with access to a specific demographic or target audience. In the television industry, for example, advertisers will buy commercial time slots from a network during a particular programme, if that programme is attracting the audience they want to reach.

While we can be seen as a target audience for the media, every time we see or hear a media text our response is based on our individual social knowledge and the experiences we bring to a text. When we receive messages or information from the media, we interpret it through our personal ideology and values.

It is also very possible, however, that we actually *negotiate* the meaning we take from a text, accepting some elements and rejecting others. How meaning is constructed in footage or

photographs (through camera angles, types of shots, editing, etc.) also affects audience interpretations in different ways

Researchers have discovered that magazine readers spend little more than 2 seconds glancing over a page. On television, a typical commercial 'spot' is only 15 or 30 seconds long, and many viewers 'flip' through commercial breaks, or 'surf' the Internet, staying in one 'place' for only seconds at a time. In order to connect quickly with today's consumers, producers of media texts often create strong emotional appeal based on research into social demographics or 'psychographics', which is the analysis of people's attitudes, beliefs, desires and needs. Although a creative team cannot predict how each individual will react to the media, their research will give them a good idea of how large groups of the population will react.

Why do we study media audiences? Audience study helps to explain how important issues are seen by different people, according to their gender, age, or social group. It also helps us understand the relationship between the producer and audience of a text, and how producers attempt to influence audiences to read their material in a particular way. It helps us understand how young people make meaning of media texts in their lives outside the classroom. In this information age, audience study can also help us determine how to create our own media texts and communicate with our audiences more effectively.

This module will explore several key questions: How does a producer/author's background influence an individual's understanding of a media text? How does the construction of a text guide the interpretive process? How does an individual negotiate meaning in a media text? How do audiences use the media in their daily lives?

KEY TOPICS

- Audience and market research
- Identifying target audiences
- How audiences negotiate meaning

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Explore the notion of audience – both target and active
- Identify reasons for interpretations of media texts
- Analyze how audiences are identified and targeted
- Explain how audiences choose which media they consume and interact with
- Analyze how audiences respond to media texts and explain the determining factors
- Examine the relationship between production, message and audience

PEDAGOGICAL APPROACHES and ACTIVITIES

Collect and describe examples of how people use mass media in their daily lives. Consider the use of media for information, entertainment, monitoring, companionship, and identification. Find some material from Internet sites on popular television programmes or music. What do these sources tell you about how audiences use and enjoy the media? How might these uses be different from what the producers intended?

- Imagine how a family from a completely different background or time period might interpret some current television programmes or advertisements. What would they say about media audiences today?
- Using the Internet, research the response of audiences in a variety of countries to popular television programmes. How are these programmes and their main characters and plots 'read' or interpreted by various audiences?
- Analyze the messages and values conveyed through a popular media text such as a television programme. How might the messages change if people of a different social group (e.g. age, ethnic background) were included, or if the male and female characters switched roles? How might this impact the audience?
- Using the Internet, research the current strategies advertisers are using to understand and target audiences, such as psychographics or social demographics. Describe the approach, identify the categories, and reflect on the assumptions made about audiences today
- Survey newspapers and magazines to collect a number of ads you think will appeal to people in each of these categories

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OR:

Choose a product and create an outline for an ad that would appeal to each of the researched audience categories. Consider the key words and images you would use for each

- Give two opposite readings of a popular media text, such as a film, television programme or newspaper article. Determine the audience characteristics or background that might contribute to each critical reading. How does this explain the variety of responses that a popular media text might receive from audiences?
- Scan a number of newspapers or use the Internet to access current film titles. Based on the titles and the advertising for these films, what do you expect to see in each film? Who do you think the target audience is for each of these films?
- In many cinemas today, audiences watch advertisements before the feature film begins. Based on the films in the previous exercise, what kind of ads would you expect to be shown to the audiences before these films?
- Using still or video pictures, create a collage of images you would use to sell your school to a particular audience. Consider the use of appropriate icons, symbols, visual and verbal language, music, colours, camera shots and angles, etc. to engage and speak to this audience. Audiences for this collage could be potential students who might enrol in the school, parents of these students, school trustees, a politician, etc.
- Examine the promotional material that is available for colleges and universities in your region. If students are shown, what do they look like? What are they doing? What image of the school is being shown in this material? What impression do they give of the school they represent? Are they real students or models? If students do not appear,

- what images were chosen and what do they say about the institution? Based on your analysis of the material, who is the target audience? What message is being conveyed?
- Many independent brands, films, television programmes, and alternative magazines exist outside of the large media corporations. Examine some of these media products to find out what value – social, artistic or commercial – they have to offer their audiences. How do the producers or creators pay for and market their products?
 - Investigate the research of Blumer and Katz (1974), who stated that audiences might choose and use a media text for one or all of the following reasons:
 - **Diversion:** an escape from everyday life
 - **Personal relationships:** seeing yourself connected to a television character or 'family'
 - **Personal identity:** being able to identify with and learn from the behaviour, attitudes and values reflected in media texts
 - **Surveillance:** using the media and information texts to learn about what is going on in the world around you, and to gain information that could be useful for daily life (e.g., weather forecasts, news, election results, etc.)
 - Identify specific examples in your life or the lives of your students that illustrate these reasons for using media and information texts

ASSESSMENT RECOMMENDATIONS

- Development of ad campaign outline
- Preferred and oppositional readings of MIL texts
- Collage of school images
- Textual analysis
- Internet research

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RESOURCES FOR THIS MODULE

These sources are drawn from North America and are here for illustrative purposes only. More relevant resources should be found by the trainers themselves, drawn from their own region or country.

- *Advertising Age* – www.adage.com
An industry publication, with advertising costs, reports on strategies, target audience research, etc.
- *The Persuaders* – Frontline – www.pbs.org
This programme explores how the strategies of marketing and advertising have come to influence not only what people buy, but also how they view themselves and the world around them. This 90-minute documentary draws on a range of experts and observers of the advertising/marketing world. The entire show can be viewed online at the PBS website in six excerpts.

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- *The Merchants of Cool* – Frontline – www.pbs.org
This programme explores the world of market research involving young people, the work of 'cool' hunters, and the selling of 'cool'.
- *The Internet Movie Data Base* – www.imdb.com
The most comprehensive site for researching films and television from the industrialized countries. There is a wealth of information on individual titles – reviews, actors, directors, genres, marketing and audience research, etc.



MODULE 11: MEDIA, TECHNOLOGY AND THE GLOBAL VILLAGE

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BACKGROUND AND RATIONALE

The question of the ownership and control of communication media is crucial as it defines media content and processes. Even as journalists promote democracy in the exercise of free speech and a free press, this freedom and journalists' independence are, according to some critics, in some ways impacted by the financial or political concerns of media owners or employers – subtle in some cases and more blatant in others. Such control, including its pattern and structure, is shaped mainly by pervasive political (and geopolitical) realities and the potential for ownership concentration. This is why both the editorial independence and pluralism of media at local and global levels are important. Due to the increasing geographical complexity of the media, media flows are no longer just from North to South but also South to North and South to South. Some influential regional media are increasingly changing the configuration of the international media system.

In a majority of countries around the world, mass media organizations are private commercial companies. Others are privately owned but non-commercial, such as those operated by non-governmental organizations, while some are government-owned and controlled. In broadcasting, the public service broadcasting model provides an alternative to both commercial and government-owned media. A positive development is the growing popularity of community-owned media, which involve local residents in content development and give a voice to marginalized sectors of society.

Technological advances in a worldwide market economy have encouraged the growth of global media companies, referred to as transnational media conglomerates. Their power and influence extend over geographic, economic, and political barriers. Global media companies include those that operate at the regional level. Convergence, despite antitrust regulations, has also facilitated media mergers and acquisitions at the national and global level. Many mass media organizations are establishing alliances with companies doing business in telecommunications, web applications and entertainment (movies and video games), etc. The new companies created by these coalitions have become more powerful as their messages, images and voices can now be transmitted globally and reach even the remotest villages through diverse platforms – print, broadcast and digital.

The emergence of global media presents both challenges and opportunities. Some communication scholars have warned of threats of cultural homogeneity, but the same media tools offer opportunities for cultural diversity and pluralism (i.e. it is now easier to produce, share, and exchange local media content). The global media also have the capability and resources to set higher standards of professionalism. Consequently many local media outlets are forced to become more competitive by improving the quality of their programming. Moreover, development issues that have a worldwide impact, such as climate change, pandemics or threats to biodiversity, can be effectively communicated by the global media. It is also acknowledged that many stories hidden from local and national audiences due to politico-economic constraints, are revealed to a worldwide audience by independent global media.

The impact of media industries on the political setting is also changing. With new media technologies, there is now a greater two-way flow of information within and outside national boundaries, as well as broader platforms for public discourse. All these cultivate tolerance and understanding. The paramount issue is: How can the media help promote a wider range of options, choices and freedom?

The prevailing commercial media system deserves particular attention because advertising remains its main source of revenue. How can media organizations keep their independence and the public's trust, while remaining viable (profitable) and sustainable (in terms of operations)? The impact of overemphasizing either factor should be considered.

This module ends on an optimistic note, with a discussion on alternative media, especially those in small communities, operating in today's global media landscape. The increasing number of news media channels is also discussed, as these offer alternatives to the dominance of a few, including online news sites. Community media can be set up in schools, communities, workplaces, etc. and are alternative to larger media outlets. These 'small' media channels promote the right to information and offer local people a voice of their own.

UNITS:

- 1. Media ownership in today's global village**
- 2. Socio-cultural and political dimensions of globalized media**
- 3. Commoditization of information**
- 4. The rise of alternative media**

UNIT 1: MEDIA OWNERSHIP IN TODAY'S GLOBAL VILLAGE

► **DURATION:** 2 hours

KEY TOPICS

- The global economy, e-commerce and media ownership
- Patterns of communication, media ownership and control
- Private (commercial) media, government-owned or controlled media, and public media organizations, e.g., public broadcasting systems
- Community media
- Technology convergence (mass media, telecommunications and computers) and the emergence of media conglomerates
- Pluralism and concentration (e.g., media chains and cross ownership)
- Acquisitions, mergers, joint ventures and consortiums
- Transnationalization (global media corporations)
- International and national protocols on media ownership
- Anti-trust laws
- Foreign ownership limitations
- Other regulatory policies and mechanisms
- Media ownership, content development and programming
- Foreign content vs. local content
- Outsourcing, offshoring and home sourcing
- Tensions between editorial independence and ownership interests

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LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Describe the different patterns of media ownership and control
- Discuss the workings of the global economy, and the emergence of new technologies, and how these affect media ownership structures and patterns
- Assess how media ownership and control affects media policies, processes, content, and transmission
- Demonstrate how media convergence facilitates new approaches to content (editorial) development (e.g., outsourcing, offshoring and home sourcing)
- Understand how existing international conventions and national laws/policies shape or regulate media ownership structure

PEDAGOGICAL APPROACHES and ACTIVITIES

Monopolistic ownership of the media, like state control, can pose a significant threat to media diversity and pluralism, and therefore to freedom of expression. Competition regulation is an important part of restricting monopolies as is the professionalism and independence of journalism. Diversity of viewpoints is also helped by a variety of forms of ownership (public, private and not-for-profit), as well as by the availability of different types of media (print, radio, television, Internet, etc.).

For discussion: The widest possible dissemination of information from diverse and antagonistic sources is essential to the welfare of people. While separately-owned newspapers and broadcasters generally criticize each other's content, the concentration of media under common ownership may prevent any kind of mutual criticism and result instead in self-promotion.

CASE STUDIES

Using published stories on how the political and economic interests of media owners have influenced news coverage of specific issues. (Refer to Module 2, Units 2 and 3, for background on news values and the news development process.) They should identify factors that determine the degree of influence or control.

CONTEXTUAL ANALYSIS

Identify a national issue extensively covered by different major television stations (privately-owned, government-owned and publicly-owned) and compare and contrast the angles (i.e. particular points of view or perspectives) and treatment (i.e. reporting or manipulation) of news stories. (Refer to Module 2, Units 2 and 3, for background on news values and news development processes.)

Review the editorial policies of school publications in different settings (sectarian vs. non-sectarian, private vs. government-owned, and state vs. local schools) and discover how ownership affects publication management, editorial content, etc.

Review the coverage of *CNN* and *Al Jazeera* on a *particular topic* and particular day and compare and contrast the angles and treatment of news stories.

RESEARCH PROJECT

Conduct a research study on the registered owners of major media organizations (as reflected in relevant government agency) and investigate the links with other business and political interests, if any. Results can be illustrated in a chart.

ASSESSMENT RECOMMENDATIONS

- Research paper on media ownership and control
- Participation in case studies
- Written ideas based on contextual analysis exercises

TOPICS FOR FURTHER CONSIDERATION

Emergence of media-related creative industries:

- Game development (interactive entertainment software)
- Electronic publishing
- Film, video and photography
- Software and computer services
- Others

UNIT 2: SOCIO-CULTURAL AND POLITICAL DIMENSIONS OF GLOBALIZED MEDIA

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► **DURATION:** 3 hours

KEY TOPICS

- Socio-cultural dimensions of global media
 - Media and popular culture
 - Cultural stereotyping, prejudices and biases
 - Perceived threat of cultural homogenization
 - Promise of cultural diversity and pluralism
 - Media and cultural tolerance, understanding and global citizenship
- Political impact of media
 - Providing mechanisms for the two-way flow of information (e.g. North-South, South-South)
 - Media as a platform for broadening the public sphere (democratic speech)

- Media as a mechanism for political and social mobilization
 - The power of media in shaping public opinion and the public agenda
 - Promoting good governance through transparency and accountability
- Media and migrant communities
 - How global media and technological convergence address the needs of migrant communities
 - Case studies of media channels of diaspora/migrant communities

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Explain and illustrate how the media influence or define popular culture
- Explain the dynamics of what are seen as counter-processes of cultural homogeneity and localization
- Analyze how the media can broaden or narrow the public sphere, democratize access and promote political participation
- Discuss how global media (e.g. satellite and cable television, Internet) can address the information needs of migrant communities

PEDAGOGICAL APPROACHES and ACTIVITIES

TEXTUAL ANALYSIS OF VARIOUS MEDIA TYPES

Discuss how the media influence or define popular culture. Examine whether the media are encouraging greater homogenization or diversity in the new entertainment culture.

Conduct a textual analysis of a popular song by popular western and local pop icons. Identify cultural values embedded in the lyrics of the songs and critique the appropriateness and desirability of those values for the local setting.

Watch a documentary or film that focuses on a particular religious, cultural or ethnic group. Identify images or words used in dialogues that create or reinforce stereotypical images of the group. Identify elements that reflect biases and prejudices.

CONTEXTUAL ANALYSIS

Conduct a random survey among primary school students on their contemporary heroes and idols, and the reasons for their choice. After collating the results of the survey, analyze the results in terms of:

- (a) How many are foreign and how many are local

- (b) Possible reasons for their choice (e.g. exposure of pupils to these heroes and idols through media)
- (c) Values exemplified by the heroes or idols selected in various media

Read several issues of a publication or view media programs intended for migrant workers in the community. Identify the common topics or themes discussed in the publication. Determine whether issues related to the adopted or host country and their country of origin are adequately represented.

CASE STUDIES

Visit a website, or other online site such as a blog, social network or an online video uploaded by an international advocacy organization (e.g. WWF, Plan International, etc.) dedicated to a transborder issue, such as the environment and sustainable development, human rights, etc. Examine how dialogue and consensus-building among global citizens visiting the site are promoted through interactive features.

ISSUE-ENQUIRY APPROACH/RESEARCH

Teachers interview members of a migrant community on the following issues:

- (a) Mass media they use to keep abreast of news and current events in their home country
- (b) Perceptions of how international media report on their home country's socio-political issues and events in terms of accuracy, coherence, completeness, etc.
- (c) Psychosocial impact of maintaining access to news and information from the home country

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ASSESSMENT RECOMMENDATIONS

- Research report
- Written papers on results of textual/contextual analysis exercises and case studies
- Participation in class discussions and other group learning activities

TOPICS FOR FURTHER CONSIDERATION

- Gender and racial or ethnic issues in the coverage of mainstream, alternative and new media
- Sex and violence in media and society
- Privacy and a 'tell-all society'
- The weakening of nation-states and the emergence of 'supranationals' (new global sovereigns, such as the World Bank and the WTO)

UNIT 3: COMMODITIZATION OF INFORMATION

► **DURATION:** 2.5 hours

KEY TOPICS

- Information as a social (public) product and a commodity
 - Advertising as the lifeblood of commercial media
 - Ratings and circulation figures as gauges for media products and services
 - The threat of consumerist culture (audience needs vs. wants and desires);
- Strategies and approaches in commoditizing information;
- Intellectual property rights and public-domain information
 - Copyright and other proprietary information rights
 - Public domain information
 - Free and open-source software (and Creative Commons)⁸.

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LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Define commoditization of information
- Recognize the different strategies and approaches in commoditizing information
- Explain how the media feeds into a consumerist culture, or more specifically, how media messages create needs, wants and desires for commercial ideas, products and services
- Distinguish between proprietary information rights and public-domain information, and appreciate the use of public-domain information to promote universal access to information and to serve the common good

PEDAGOGICAL APPROACHES and ACTIVITIES

CONTEXTUAL ANALYSIS

For at least two to three days, review the issues covered in the business section of a major newspaper or news channel. On a daily basis, count the number of stories about private

8 <http://creativecommons.org>

corporations vis-à-vis the total number of stories for the section. Also, stories can be classified as 'good' news, 'bad' news or 'neutral' concerning the corporations.

ISSUE-ENQUIRY APPROACH/RESEARCH

Teachers interview at least ten primary-school children and ask them why they prefer a particular brand for a particular product. The trainees collate the answers of the children and compare the top answers with the advertisements of the preferred products.

RESEARCH PAPER ON INTELLECTUAL PROPERTY RIGHTS (IPR)

Teachers explore the various dimensions of intellectual property rights and their implications for universal access to information. The paper may cover the historical background of IPR, advantages and disadvantages of IPR, specific cases of problems arising from IPR, issues of developing countries against IPR, etc.

REFLECTION

Teachers obtain the latest copy of audited newspaper circulation figures or ratings of national television stations. The trainees then reflect on the editorial content or programming style of the leading circulated newspaper or top-rated television station and write an essay on what they have learned from the exercise.

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ASSESSMENT RECOMMENDATIONS

- Written papers on results of textual/contextual Analyzes exercises and research
- Case studies/research paper
- Participation in class discussions and other group learning activities

TOPICS FOR FURTHER CONSIDERATION

- The information/knowledge society
- The digital/knowledge divide
- Issues on universal access to information: IPR and public domain information

UNIT 4: THE RISE OF ALTERNATIVE MEDIA

► **DURATION:** 2.5 hours

KEY TOPICS

- Alternative media: why they have emerged
 - Public credibility of mainstream media
 - Advent of information and communication technology
 - Changing media habits and consumer preferences
- Defining alternative media (in contrast to mainstream media)
- Ownership and control of alternative media (i.e. democratizing ownership and control)
- Audiences of alternative media: different sectors (women, young people, children, labourers/workers, etc.), marginalized groups (cultural communities, migrants, etc.), etc.
- Content of alternative media (e.g. community or sector development issues and concerns)
- Journalistic processes in alternative media (e.g. community perspectives, participatory and interactive approaches)
- The role of alternative media in society (e.g. transparency, diversity and freedom of expression)
- Planning, managing and sustaining an alternative medium in different settings
 - Alternative media in a school setting
 - Alternative media in a community
 - Revenue models of alternative media.

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LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Define alternative media – their rationale, features and applications
- Analyze examples of alternative media using various formats – print, broadcast and electronic
- Describe the editorial processes (including planning, production and distribution) involved that distinguish alternative media from mainstream media
- Assess the impact of alternative media on specific communities (including virtual communities), particularly in covering issues and concerns of marginalized audiences and giving them a voice
- Plan the creation of alternative media for a community or school context

CASE STUDIES

Teachers read case studies of leading alternative media (some are available online) and list best practices in planning and managing alternative media, particularly in the following areas:

- Issue planning (i.e. identifying story ideas)
- Generating or sourcing facts
- Processing/organizing data/information
- Involving stakeholders (audiences) in the editorial process
- Managing operations (editorial and business)
- Expanding and sustaining audiences
- Generating revenue

The trainees may use the following of characteristics as a checklist of indicators of best practices:

- Innovative
- Creative
- Indigenous
- Effective
- Efficient
- Participatory

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STUDY-VISIT OF ALTERNATIVE MEDIA ORGANIZATION/COMMUNITY IMMERSION

Trainees make a field trip to an alternative media organization; interview editors, media managers and journalists; and observe editorial and management policies and practices in comparison with mainstream media companies. Their report should include how the alternative media organization:

- Selects stories
- Selects sources of information
- Selects angles (i.e. promoting a specific point of view) and treatment (i.e. reporting or manipulating) stories far
- Generates audience feedback
- Generates income
- Measures success in terms of rating and circulation

MEDIA PRODUCTION

Teachers visit a marginalized community and interview leaders and members to determine their information needs and requirements. The team then produces and uploads a YouTube video or a podcast. They may add music and other elements for better impact.

ASSESSMENT RECOMMENDATIONS

- Case studies
- Alternative media production
- Written paper on the field trip to alternative media organizations
- Participation in class discussions and other group learning activities

TOPICS FOR FURTHER CONSIDERATION

- Community reporters and community broadcasting
- Conflict-sensitive reporting/peace journalism

RESOURCES FOR THIS MODULE

- Birdsell, W. F. (N.D.), *The Internet and the Ideology of Information Technology*. (Accessed 2 september 2009.) http://www.isoc.org/inet96/proceedings/e3/e3_2.htm
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MODULE 3, UNIT 5: DIGITAL EDITING AND COMPUTER RETOUCHING

► **Duration:** 2 hours

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KEY TOPICS

- Identification and use of technology and software for manipulation of video and still images
- Examples of the use of this technology in the worlds of fashion and news reporting
- Benefits and liabilities of the use of this technology
- The impact of this technology on the credibility of photojournalism, and on an individual's ability to access authentic information

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze manipulated images and the messages and values conveyed
- Examine the use of image-manipulation technology in photojournalism and fashion photography
- Use image-manipulation software
- Identify manipulated images and assess their impact on audiences
- Analyze ethical aspects of image manipulation

PEDAGOGICAL APPROACHES

- Comment on the statements and quotations below. Discuss the implications of these statements for media and information literacy
 - 'Computers have made retouching and the complete re-creation of photos so fast and efficient that photo technicians have now joined video and recording engineers in the fraternity of modern manipulators, each of them capable of reassembling bits of reality for any effect at all.' (Marshall Blonsky)
 - 'By decade's end, we will look back at 1992 and wonder how a video of police beating a citizen could move Los Angeles to riot. The age of camcorder innocence will evaporate as teenage morphers routinely manipulate the most prosaic of images into vivid, convincing fictions. Clever image hacks of advertisements and news footage will become a high art form. We will no longer trust our eyes when observing video-mediated reality, and will seek out external indicators of reliability.' (www.saffo.com/essays/texthotnewmedium.php)
 - The manipulation of images and videos has serious implications for the accuracy of information and is unacceptable in news media. Manipulated images should not be used in news stories or any legal situations to convey evidence
 - 'I have the same freedom to work with photographic images that illustrators have had for centuries. I am no longer hindered by the laws of physics and reality.' (Photographer and computer retoucher Barry Blackman)
- Research retouching– and video–manipulation technology that is currently available. Describe the kinds of changes this technology makes possible
- Based on your research, identify and describe examples where this technology has been used in the worlds of fashion and news reporting. Explore the controversy surrounding the use of this technology for people working in the fashion and news industries
- Discuss to what extent knowledge of this technology affects the way people respond to pictures in fashion editorials and photojournalism. Describe the benefits and liabilities of this technology for the people and events being portrayed, and for audiences viewing these images
- If possible, access available software for image manipulation. Scan a photograph and experiment with the software. Describe the kinds of changes to the photograph that are possible. Explain the effect these changes have on the impact or meaning of the photograph

ASSESSMENT RECOMMENDATIONS

- Analysis of current examples of manipulated images from print and electronic media
- Participation in case studies of photojournalism and fashion photography
- Participation in production exercises



MODULE 4, UNIT 4: CAMERA SHOTS AND ANGLES – CONVEYING MEANING

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► **DURATION:** 2 hours

KEY TOPICS

- Exploring and analyzing camera shots and angles in media texts
- Developing a shot list for camera work

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Identify and analyze the use of camera shots and angles in a variety of media and information texts
- Analyze the effect of particular shots and angles on the messages conveyed and on audiences
- Select appropriate camera work to capture an event, such as a political rally or debate, or a community festival or celebration

PEDAGOGICAL APPROACHES and ACTIVITIES

- Survey the media to find examples of media and information texts that make effective use of one or more of the camera shots and angles listed in the box at the end of the module. Consider checking newspaper photographs, television news footage, film clips or clips from television programmes. Describe the meaning that is conveyed through the camera 'languages' used in each text
- Find an example of a still image or photograph, a clip from a television programme or news footage. Examine it closely. Describe how the subject is positioned in the photo or footage. What impression is conveyed as a result? Describe how the audience is positioned in relation to the subject. If you were to substitute a different camera angle or shot, how could this change the meaning conveyed through the photo or footage?
- Imagine you are a videographer or photographer covering a political rally or community festival or celebration. What camera angles and types of shots would you choose to use in your coverage and why? Develop a shot list for covering the event. How would this camera work help to convey the necessary information and the desired impression of the event?

CAMERA SHOTS AND ANGLES

— TYPES OF SHOTS

Abbreviation | meaning | description | effect

ECU – extreme close up of eyes/face: aggression, discomfort

CU – close up of head/reaction: intimacy

CU head and shoulders – 2–3 people

MS – medium shot: to waist, 2–3 people

MLS – medium-long shot: full-body normal view

LS – long shot: room, normal view

ELS – extreme long shot: house, establishing the setting

ES – establishing shot: city, establishing the venue

— CAMERA ANGLES

Low angle: camera looks up – subject looks large – creates an impression of power

Normal or straight angle: camera looks at the subject from eye-level – subject looks equal to viewer, who feels equal to, and may even identify with, subject

High angle: camera looks down – subject appears small – creates an impression of weakness

— FILM TERMS

Frame: a single still picture or image

Shot: the images that are filmed from the time the camera starts to the time it stops, with no cuts

Sequence: a series of shots on the same subject

Cut: stop one shot/abruptly start second; creates the impression of different places, same time

Fade out/in: go to black/go from black to picture; suggests passage of time, change of place

Pan: camera moves from left-to-right or right-to-left across scene from one subject to another – can be used to create suspense

Zoom: camera moves in (tight) or out (wide)

Tilt: camera moves vertically, up or down

Adapted from *Mass Media and Popular Culture Resource Binder*. Toronto: Harcourt Brace & Company Canada

ASSESSMENT RECOMMENDATIONS

- Identification of camera work in a variety of media texts
- Analysis of still images, photographs or news footage for symbolic and technical codes
- Outline of camera work for coverage of a rally or celebration
-





MODULE 5, UNIT 5: TRANSNATIONAL ADVERTISING AND 'SUPERBRANDS'

179

► **Duration:** 2 hours

KEY TOPICS

- The appeal of 'superbrands'
- Strategies used in creating superbrands
- The effectiveness of current examples of branding in communicating a message and reaching a target audience
- Major themes and messages that are conveyed through global ad campaigns

LEARNING OBJECTIVES

After completing this unit, teachers will be able to:

- Analyze and evaluate branding strategies and their effectiveness
- Assess the impact of branding on local and global communities
- Analyze the messages and values conveyed through specific branding strategies
- Assess the role of new technologies in branding locally and globally

PEDAGOGICAL APPROACHES and ACTIVITIES

- 'Global marketing strategy is so effective that conscious subversion is hardly needed. The message "we will sell you a culture", has resulted in the global advertising campaign, a single advertising message used in all countries where a product is made or distributed. Worldwide advertising is more economical and more efficient, although it may clash wildly with local conditions.' (Noreene Janus, *Advertising and Global Culture*, in *Cultural Survival Quarterly*, 1983.)
 - Conduct online research to determine the marketing strategies used by transnational corporations. Consider visiting www.adage.com, the website for the industry publication *Advertising Age*. Identify the various strategies used by major corporations to promote their products and 'sell' a culture. Discuss what is implied – directly or indirectly – about traditional vs. contemporary culture
 - Visit the website of a transnational corporation and select one of their advertisements to examine closely. Identify the elements of this ad that make it appealing. Consider the use of claims and emotional appeal. If possible, compare this ad with another for the same product targeting a different region or market. Identify the ways in which each ad is constructed for its target market. Explore to what extent it is possible for a person to understand the ad, even if he or she doesn't understand the language used in it (consider what can make an ad and its images 'universal')
 - Many critics say that transnational ads are involved in 'selling' a culture. Analyze the ways in which this 'selling' is accomplished. Identify the messages and values being conveyed
 - Create an ad outline for a product or service that is indigenous to a particular community or region. Identify and explain the technical and creative strategies that would be most effective for reaching that audience. Explain how your ideas are different from those developed by North American or European ad agencies targeting the same market
- 'Since an important characteristic of transnational culture is the speed and breadth with which it is transmitted, communications and information systems play an important role, permitting a message to be distributed globally through television series, news, magazines, comics, films' (Noreene Janus, 'Advertising and Global Culture', in *Cultural Survival Quarterly*, 1983) and, perhaps most importantly today, the Internet
 - Research current examples of advertising that illustrate the powerful role of technology in communicating and disseminating the advertiser's message. Explain how the technology is being used and to what effect
 - Based on this research, develop a plan for marketing a fictional product to an international market. Identify the target audience. Explain the strategies that would be most effective in reaching this audience. Explore how new technologies make this possible
 - Examine examples of branding in your local community. Explain the elements that contribute to the development of an effective brand. Assess to what extent the example is effective in establishing high brand recognition, communicating brand meaning and reaching a target audience

ASSESSMENT RECOMMENDATIONS

- Analysis of current advertising examples and strategies
- Online research
- Creation of outlines for ad campaigns

GLOSSARY of TERMS

Advertising

A set of practices and techniques that draw consumer attention to products or services with the purpose of persuading them to purchase the product or service advertised.

Archetype

A model or ideal form of a person or object that is held to represent subsequent versions of that person or object.

Audience

The group of consumers for whom a media text was constructed as well as anyone else who is exposed to the text.

Target audience: the group of people to whom a media text is specifically addressed because of a set of shared characteristics, such as age, gender, profession, class, etc.

Active audience: a theory that people receive and interpret media messages in the light of their own history, experience and perspective so that different groups of people may interpret the same message in different ways.

Auditory learning

Learning through listening – sometimes grouped with visual learning and kinesthetic learning (see below) as one of three different types of learning.

Blocking

Refers to a technical way of obstructing access to digital content by preventing access to the address of a piece of information - Uniform Resource Locator or URL (see World Wide Web below).

Blog

A website, usually maintained by one person, where he or she posts commentary, descriptions of events, pictures or videos. Other users can leave comments on blog entries but only the owner can edit the actual blog. Blogs are often referred to as 'online journals'.

Citizenship (active)

A member of a defined community (political, national or social). Citizenship is usually understood to comprise a set of rights (e.g. voting and access to welfare) and responsibilities (e.g. participation). **Active citizenship** is the philosophy that citizens should work towards the betterment of their community through economic participation, public and volunteer work, and other such efforts to improve life for all citizens.

Citizen journalism

Refers to the ability of people, using digital media, to interact with and reshape news and content by providing their own information, comment or perspective.

Citizenship/ civic responsibility

The state of being a member of a particular social, political or national community. Citizenship status, under social contract theory, carries with it both rights and responsibilities.

Code of ethics/ code of practice/ diversity code

The set of principles of conduct for journalists, which describe the appropriate behaviour to meet the highest professional standards. Examples of such codes were established by the International Federation of Journalists (IFJ). While there are differences between various existing codes, most share common principles, including truthfulness, accuracy, objectivity, impartiality, fairness and public accountability, as these apply to the acquisition of newsworthy information and its subsequent dissemination to the public.

Communication

A process whereby information is packaged, channeled and imparted by a sender to a receiver via some medium. All forms of communication require a sender, a message and an intended recipient. However, the receiver need not be present or aware of the sender's intent to communicate at the time of communication in order for the act of communication to occur.

Context

Set of facts and circumstances that surround a media text and help determine its interpretation.

Contextual analysis

The pedagogical approach in MIL teaching that focuses on the study and analysis of the technical, narrative and situational contexts of media texts.

Convention

In the media context, refers to a standard or norm that acts as a rule governing behaviour.

Convergence

Refers to the ability to transform different kinds of information, whether voice, sound, image or text, into digital code, which is then accessible by a range of devices, from the personal computer to the mobile phone, thus creating a digital communication environment.

Copyright

A set of rights granted to the author or creator of a work, to restrict others' ability to copy, redistribute and reshape the content. Rights are frequently owned by the companies who sponsor the work rather than the creators themselves, and can be bought and sold on the market.

Critical thinking

The ability to examine and analyze information and ideas in order to understand and assess their values and assumptions, rather than simply taking propositions at face value.

Culture

A shared, learned and symbolic system of values, beliefs and attitudes that shapes and influences perception and behaviour – an abstract 'mental blueprint' or 'mental code'. Also refers to an integrated pattern of human knowledge, beliefs, and behaviour that depends on the capacity for symbolic thought and social learning.

Curriculum

A set of courses whose content is designed to provide a sequential approach to learning.

Democracy

A system of government where the people have final authority which they exercise directly or indirectly through their elected agents chosen in a free electoral system. It also implies freedom to exercise choice over decisions affecting the life of the individual and the protection of fundamental rights and freedoms.

Diversity

Genuine respect for and appreciation of difference – central to the idea of pluralism. Democratic societies or systems protect and value diversity as part of human rights and respect for human dignity.

Digital literacy

The ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. It also refers to the ability to understand and use information in multiple formats from a wide range of sources when presented via computers, or to a person's ability to perform tasks effectively in a digital environment. Digital literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments.

Discourse

The treatment of a subject or issue (spoken or written) discussed at length.

Editor

The person responsible for the editorial side of a publication, determining the final content of a text, especially of a newspaper or magazine. This term should be clearly differentiated from **media owner**, which refers to the person or group of stakeholders who own the media company.

Editorial independence

The professional freedom entrusted to editors to make editorial decisions without interference from the owner of the media outlet or any other state or non-state actors.

Equality

The idea that everyone, irrespective of age, gender, religion and ethnicity, is entitled to the same rights. It is a fundamental principle of the Universal Declaration of Human Rights captured in the words 'recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world'. The idea of citizenship embraces equality issues.

Film

A form of entertainment that enacts a story by a sequence of images and sound, giving the illusion of continuous movement.

Freedom of expression

A fundamental human right. It is used to indicate not only the freedom of verbal speech but any act of seeking, receiving and imparting information. The freedom of the press is a corollary to this right and essential to the building and supporting of communities and civil society.

Freedom of information

The right of citizens to access information held by public bodies.

Freedom of speech

The freedom to speak freely without censorship or limitation, or both. The synonymous term **freedom of expression** is sometimes used to indicate not only freedom of verbal speech, but any act of seeking, receiving and imparting information or ideas, regardless of the medium used.

Freedom of the press

The media in general (not just print media) being free from direct censorship or control by government – does not preclude the application of competition law to prevent monopolies, or state allocation of broadcast frequencies.

Gatekeeper

A generic term applied to anyone who has the role of filtering ideas and information for publication or broadcasting – the internal decision-making process of relaying or withholding information from the media to the masses. Gatekeeping occurs at all levels of the media hierarchy – from a reporter deciding which sources to include in a story to editors deciding which stories to print.

Genre

Specific kinds of media content (e.g. entertainment, information, news, advertising, drama, etc.) Each has its own general purpose and design.

Global village

First mentioned by Marshall McLuhan in his book *The Gutenberg Galaxy*, this term describes how the globe has been contracted into a village by electronic technology and the instantaneous movement of information from every quarter to every point at the same time. It has come to be identified with the Internet and the World Wide Web.

Governance

Best understood as a process of governing that involves interaction between the formal institutions and those in civil society. Governance is concerned with who wields power, authority and influence, how these are used, and how policies and decisions concerning social and public life are made. Governance embraces both the institutions of government and the practices and behaviour that inhabit them.

Good governance is epitomized by predictable, open and enlightened policy-making, a bureaucracy imbued with a professional ethos acting to further the public good, the rule of law, transparent processes, and a strong civil society participating in public affairs.

Poor governance is characterized by arbitrary policy making, unaccountable bureaucracies, unenforced or unjust legal systems, the abuse of executive power, a civil society unengaged in public life, and widespread corruption.

Hate speech

Any communication that incites hatred of a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.).

Human rights

A set of entitlements and protections regarded as necessary to protect the dignity and self-worth of a human being. Such rights are usually captured in national and international documentation that articulates these rights (e.g. Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child, etc.). Also, the rights of groups or peoples – seeks to protect especially poor and/or marginalized groups in society.

ICT

Information and communication technology consists of all technical means used to handle information and facilitate communication, including computer and network hardware, as well as necessary software. In other words, ICT consists of Information Technology as well as telephony, broadcast media, and all types of audio and video processing and transmission. It stresses the role of communications (telephone lines and wireless signals) in modern information technology.

Ideology

A doctrine, philosophy, body of beliefs or principles belonging to an individual or group. Can be thought of as a comprehensive vision, a way of looking at things (as in common sense and several philosophical tendencies), or as a set of ideas proposed by the dominant class of a society to all members of this society.

Image

An iconic mental representation or picture.

Indigenous or community media

Any form of media that is created and controlled by a community – either a geographic community or a community of identity or interest. Community media are separate from either private (commercial) media, state-run media or public broadcast media, and media are increasingly recognized as a crucial element in a vibrant and democratic media system.

Information

A broad term that can cover data; knowledge derived from study, experience, or instruction; signals or symbols. In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence or news reports.

Information sources

The persons, groups and documents from which information is obtained.

Information literacy

Refers to the ability to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various formats.

Internet

A global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a **network of networks** that consists of millions of private, public, academic, business and government networks, of local to global scope that are linked by a broad array of electronic and optical networking technologies.

Journalism

The collecting, writing, editing and presenting of news in newspapers, magazines, radio and television broadcasts or the Internet.

Journalist

A person who collects and disseminates information about current events, people, trends and issues. His or her work is acknowledged as **journalism**.

Kinesthetic learning

Refers to an approach to learning that involves physical activity rather than, for example, listening to a lecture.

Knowledge

The fact or condition of having information or of being learned.

Learner centred

An approach to education that places the learner at the heart of the learning process. Here the needs and aspirations of individuals are placed at the centre of any learning process or programme, focusing very much on the experiences they bring to the learning situation. It embraces the notion of participation, and values the learner's contribution to the community of learning.

Library skills

Competency in the use of a library.

<u>Life-long learning</u>	Connected to the idea of learner-centred education . It recognizes that life does not 'start' and 'stop' after a programme of instruction within a specific time and space. Each individual is constantly learning, which makes media and information technologies critical to sustain this kind of learning. Development of media and information literacy is not restricted to simply completing a programme, but extends beyond formal education contexts. It occurs in various settings (places of work, in community activities, non-formal education settings, etc.).
<u>Mainstream media</u>	Media disseminated via the largest distribution channels, which are therefore representative of what the majority of media consumers are likely to encounter. The term also denotes media that generally reflect the prevailing currents of thought, influence or activity.
<u>Marketing</u>	The process by which companies create customer interest in goods or services. Marketing generates the strategy that underlies sales techniques, business communication and business developments.
<u>Mass media</u>	Media designed to be consumed by large audiences using the agencies of technology. Mass media are channels of communication through which messages flow.
<u>Media</u>	Physical objects used to communicate, or mass communication through physical objects such as radio, television, computers, film, etc. It also refers to any physical object used to communicate media messages. Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values and therefore editorial accountability can be attributed to an organization or a legal person. In more recent years the term media is often used to include new online media.
<u>Media content</u>	Media produced and delivered to audiences.
<u>MIL</u>	MIL stands for media and information literacy , and refers to the essential competencies (knowledge, skills and attitude) that allow citizens to engage with media and other information providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens.
<u>Media languages</u>	Conventions, formats, symbols and narrative structures that indicate the meaning of media messages to an audience. Symbolically, the language of electronic media works in much the same way as grammar works in print media.

Media literacy

Understanding and using **mass media** in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyze, evaluate and produce communication in a variety of media forms (e.g. television, print, radio, computers etc.). Another understanding of the term is the ability to decode, analyze, evaluate and produce communication in a variety of forms.

Merchandising

Activities aimed at the quick retail sale of goods using bundling, display techniques, free samples, on-the-spot demonstration, pricing, special offers, and other point-of-sale methods.

Message

The information sent from a source to a receiver.

Multimedia

The combined use of several media, especially for the purposes of education or entertainment. It can also mean the integration of text, sound, full- or partial-motion video or graphics in digital form.

Myth

Myths represent implicit belief systems that express the fears, desires and aspirations of a culture, such as the myth of the 'heroic journey'. In these stories, the hero – unaware of his destiny – is called upon to take up an important quest. The hero usually passes through several stages as part of the quest, including: his 'birth' or beginning, becoming aware of his 'calling' or destiny, experiencing romance, encountering foes, receiving advice from a wise elder, and finally returning home.

Narrative

The telling of a story or plot through a sequence of events. In the context of a media text, it is the coherent sequencing of events in time and space.

News

The communication of information on current events print, broadcast, Internet or word of mouth to a third party or mass audience.

News media

The section of the **mass media** that focuses on presenting current news to the public. It includes print media (e.g. newspapers and magazines), broadcast media (radio and television), and increasingly, Internet-based media (e.g. **World Wide Web** pages and **blogs**).

New media

Content organized and distributed on digital platforms.

Newspaper

A regularly scheduled publication containing news, information and advertising, usually printed on relatively inexpensive, low-grade paper such as newsprint.

News values

Sometimes called **news criteria**, they determine how much prominence a news story is given by a media outlet, and the attention it is given by the audience. Some of the most important news values include frequency, unexpectedness, personalization, meaningfulness or being conflict-generated.

Participation (civic participation)

Participation is at the heart of democracy, with its main aim to ensure that each individual can take his or her place in society and make contribution to its development. It is an important element of democratic practice and crucial to decision-making processes, considered a cornerstone of basic human rights.

Pluralism (media pluralism)

Characterized by a diversity of media outlets, both in terms of ownership (private, public and community) and types of media (print, radio, television and Internet). More broadly, pluralism in society is characterized by a situation in which members of diverse ethnic, racial, religious or social groups maintain an autonomous participation in and development of their traditional culture or special interests within the confines of a common civilization.

Podcasts

Audio and video media files that are released periodically and may be listened to podcasts on devices such as the computer and smartphones.

Popular culture

The totality of ideas, perspectives, attitudes, themes, images and other phenomena that are preferred by an informal consensus in the mainstream of a given culture, especially Western culture of the early to mid-20th century and the emerging global mainstream of the late 20th and early 21st centuries.

Press

Print media responsible for gathering and publishing news in the form of newspapers or magazines.

Print media

Media consisting of paper and ink – reproduced in a printing process that is traditionally mechanical.

Production

The process of putting together media content to make a finished media product. It can also refer to the process of creating media texts as well as the people engaged in this process.

Propaganda

A form of communication aimed at influencing the attitude of a community towards some cause or position.

Public domain information

A term applied to original creative works, including poetry, music, art, books, movies, product designs and other forms of intellectual property, such as computer programmes. Being in the public domain means the creative work can be used for any purpose the user desires. Public domain items are considered part of the collective cultural heritage of society in general, as opposed to the property of an individual.

Public interest

The concept of general welfare or benefit to the public as a whole, in contrast to the particular interests of a person or group. There is no agreement as to what constitutes the public interest, but the term reflects the sense that some interests pertain to everyone, regardless of their status or position, and require action to protect them.

Public service media

Publicly-funded media that are often required to play a role in supporting the public interest by providing balanced and diverse programming that is representative of the community as a whole.

Public service ad

A type of advertisement that addresses some aspect of the public interest, rather than a product or brand..

Public sphere

The notion of a public space in which members of society can freely exchange news, information and opinions – a place where individuals meet and exchange views on matters of common concern in public, on the basis of equality and inclusivity. The most influential modern theorist of the public sphere is Juergen Habermas.

Racism

The belief that the genetic factors which constitute race are a primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.

Radio

Communication of audible signals encoded in electromagnetic waves – transmission of programmes for the public by radio broadcast.

Regulation (media)

Refers to attempts to control or affect the behaviour of media organizations and media actors by developing and enforcing rules and codes for their behaviour.

Representation

Processes by which a constructed media text stands for, symbolizes, describes or represents people, places, events or ideas that are real and exist outside the text. It can also mean the relationship between actual places, people, events and ideas, and media content.

<u>Self-regulation</u>	Rules imposed by political or economic actors on themselves. For the media, self-regulation implies respecting codes of ethics and codes of practice without interference from any governing source or institution.
<u>Sexism</u>	Prejudice or discrimination based on sex, especially discrimination against women – behaviour, conditions or attitudes that foster stereotypes of social roles based on sex .
<u>Symbolism</u>	The use of symbols, including images, concepts and archetypes, to represent aspects of reality (e.g. bad cowboys wearing black hats and good cowboys wearing white hats).
<u>Social networking</u>	Online connections with people in networks surrounding a common interest or activity. Social network activity includes people publishing profiles that provide information about themselves. Facebook is an example of a popular social network.
<u>Software</u>	The programmes and data that give instructions to a computer on how to handle data or operations of various kinds. Examples range from office software that produces and manipulates data, to software that controls the shaping and editing of images.
<u>Stereotypes</u>	A common form of media representation that uses instantly recognized characteristics to label members of a social or cultural group. It can have both negative and positive connotations.
<u>Storyboard</u>	Pictorial representation of a film sequence often depicted as a series of comic-book style drawings – part of a director's preparation for a film shoot.
<u>Technology</u>	Hardware used to create and communicate with media (e.g. radios, computers, telephones, satellites, printing presses, etc.).
<u>Television</u>	The transmission of dynamic or sometimes static images, generally with accompanying sound, via electric or electromagnetic signals; the visual and audio content of such signals; and the organizations that produce and broadcast television programmes.
<u>Text</u>	Media text usually refers to the individual results of media production, both written audio and video, (e.g. a TV episode, a book, an issue of a magazine or newspaper, an advertisement, etc.).
<u>User-generated content (UGC)</u>	Also known as consumer-generated media (CGM) and user-created content, UGC refers to various kinds of publicly-available media content that can be produced by the users of digital media. Those consuming the content therefore also produce content.

Visual learning

A style of learning based on absorbing images or by watching demonstrations.

Visual media

Media that rely on images to communicate meaning (e.g. television, film, the Internet, etc.).

Web 2.0

Applications that facilitate interactivity and allow users to design their own software features. Web 2.0 applications emphasize the importance of collaboration and sharing.

Website

A collection of web pages, images and data with a common Uniform Resource Locator (URL) (see **World Wide Web** below).

Wiki

A website usually maintained by more than one person, where users collaborate on content. They often have multiple interlinked pages and content including commentary, description of events, documents, etc. A wiki differs from a blog in that its content is usually updated by multiple users and a larger variety of materials can be downloaded onto it.

World Wide Web

A service operating over the Internet that enables enormous volumes of content to be available by providing three key functions: a publishing format, HyperText Markup Language (HTML); an address for each piece of information (known as its Uniform Resource Locator or URL); and a means of transferring information, through the HyperText Transfer Protocol (http).

YouTube

A video-sharing website where users upload videos on any topic of interest to them.