

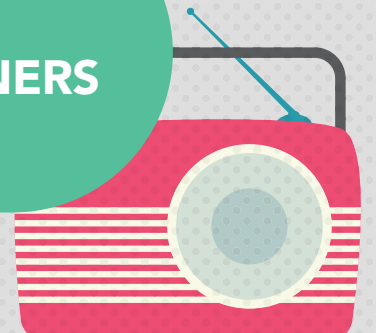


unesco

MEDIA AND  
INFORMATION  
LITERATE CITIZENS

THINK  
CRITICALLY,  
CLICK  
WISELY!

MEDIA & INFORMATION LITERACY  
CURRICULUM FOR EDUCATORS & LEARNERS



Published in 2021 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2021

ISBN 978-92-3-100448-3



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://en.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

## Authors

Alton Grizzle, Carolyn Wilson, Ramon Tuazon, C.K. Cheung, Jesus Lau, Rachel Fischer, Dorothy Gordon, Kwame Akyempong, Jagtar Singh, Paul R. Carr, Kristine Stewart, Samy Tayie, Olunifesi Suraj, Maarit Jaakkola, Gina Thésée, Curmira Gulston

Edited by Alton Grizzle, Carolyn Wilson, Dorothy Gordon

Graphic design by UNESCO/Katharine Mugridge  
Cover design by UNESCO/Katharine Mugridge

Typeset by UNESCO  
Printed by UNESCO

*Printed in France*

# PREFACE



**Audrey Azoulay,  
Director-General of UNESCO**

## **“Think Critically, Click Wisely! Media and Information Literate Citizens”**

SECOND EDITION OF THE UNESCO  
MEDIA AND INFORMATION LITERACY  
CURRICULUM FOR EDUCATORS AND  
LEARNERS

As the COVID-19 pandemic has demonstrated all too clearly, access to reliable and fact-based information is crucial for making potentially lifesaving decisions and participating in all areas of society. It is a critical pillar of democracy and central to our ability to address every major issue we face, whether it be climate change, migration, conflict or poverty.

As such, it must be treated as a public good, in the same way as the water we drink and the air we breathe.

The pandemic has been marked by widespread misinformation and rumours, especially through social media, that many, including the United Nations Secretary-General, have termed an ‘infodemic’. However, these challenges should not have been unexpected. They are the result of the massive technological shifts in recent decades that have completely upended the ways in which we communicate and interact and inform ourselves. Almost seventy percent of the world’s young people are now online<sup>1</sup>. Every day, people watch more than a billion hours of video on YouTube<sup>2</sup>, and almost two billion of us connect to Facebook<sup>3</sup>, with many using these platforms as their primary source of news and information about the world.

It is no coincidence that we are seeing trust in information falling to record lows globally, most dramatically for information found online, but even for that provided by traditional media and governments.<sup>4</sup>

1. ITU, 2020.

2. YouTube, 2021.

3. Facebook, 2021.

4. Edelman Trust Barometer 2021 (survey of 33,000 people 18+ across 28 countries): Trust in information is at record lows – only 35% of people trust what they see on social media, and 53% for traditional media. Almost 60% of people believe journalists and government leaders are purposely trying to mislead.

These shifts have brought immense new opportunities to educate and debate and express ourselves, but require an entirely new understanding of information and the ways that it spreads – both online and offline – where it comes from, and all manner of connected issues, from understanding media and scientific research, to ethics and data privacy to the impact of algorithms and artificial intelligence.

This, in short, is media and information literacy, the subject of this new curriculum from UNESCO that has been developed following eighteen months of global consultations that I had the pleasure to launch in the Republic of Serbia in September 2019. It is designed to serve as the definitive global framework for teaching these key twenty-first century skills in the coming years. It also provides a solid foundation for UNESCO's renewed focus as we work with governments, media, civil society and online platforms to bring the issue to the heart of the global education agenda.

These are issues that affect all of us, and every country must work to put national and institutional policies in place to reflect this. Every education system worldwide must adequately build critical minds that can navigate today's information flows, verify sources, differentiate fact from fiction, resist hate speech and, most of all, make informed decisions about their lives.

However, we must also go beyond formal education systems to develop new tools to reach all people, of all ages, through a life-long learning approach that responds to the constantly changing information environment. This means working in the very places where misinformation festers, including on social media platforms themselves, and among marginalized groups that can exist entirely outside of mainstream information ecosystems.

The future of democratic societies and our response to all manner of global challenges will depend in part on ensuring every citizen can “Think Critically and Click Wisely”. It will depend on ensuring media and information literacy for all.

# SHORT SUMMARY

## Can we improve our societies by clicking wisely?

Content providers such as libraries, archives, museums, media and digital communications companies can enable inclusive and sustainable development. However, they do not always live up to these ideals, which creates challenges for the users of these services. Content providers of all types open up new opportunities for lifelong learning. But at the same time, they open up challenges such as misinformation and disinformation, hate speech, and infringement of online privacy, among others.

Media and information literacy is a set of competencies that help people to maximize advantages and minimize harms. Media and information literacy covers competencies that enable people to critically and effectively engage with: communications content; the institutions that facilitate this content; and the use of digital technologies. Capacities in these areas are indispensable for all citizens regardless of their ages or backgrounds.

This pioneering curriculum presents a comprehensive competency framework of media and information literacy and offers educators and learners structured pedagogical suggestions. It features various detailed modules covering the range of competencies needed to navigate today's communications ecosystem. This resource links media and information literacy to emerging issues, such as artificial intelligence, digital citizenship education, education for sustainable development, cultural literacy and the exponential rise in misinformation and disinformation. With effective use of this media and information literacy curriculum, everyone can become media and information literate as well as peer-educators of media and information literacy.

**Nearly 60%  
of the world's population  
is using the Internet, yet  
wide-scale and sustainable  
media and information  
literacy training for all is  
still missing.**



“Since wars begin in the minds  
of men and women it is in the minds  
of men and women that the defences  
of peace must be constructed”.

# TABLE OF CONTENTS

Preface	III
<b>PART 1:</b>	<b>2</b>
Curriculum and Competency Framework	2
<b>PART 2:</b>	<b>50</b>
Modules	50
Introduction: How to use this MIL Curriculum	51
Glossary of Terms	368

The UN General Assembly calls upon all Member States and other stakeholders

**“to develop and implement policies, action plans and strategies related to the promotion of media and information literacy, and to increase awareness, capacity for prevention and resilience to disinformation and misinformation, as appropriate”.**

Resolution: Global Media and Information Literacy Week. A/RES/75/267

<b>PART 1: CURRICULUM AND COMPETENCY FRAMEWORK</b>	<b>2</b>
Introduction	3
Unifying Notions of Media and Information Literacy	8
Benefits and Requirements of MIL	14
Main Topics of The MIL Curriculum for Educators and Learners	15
The Curriculum Framework	20
Policy and Vision	22
Knowledge of Information, Media, Digital Communications for Sustainable Development, Peace, Democratic Discourse and Social Participation	22
Evaluation of Information, Media and Digital Communications	25
Content Production and Use for and In MIL	25
Core Educators' Competencies	26
Pedagogies in Teaching and Learning MIL: Using the Curriculum	37
Appendix: Selected Media and Information Literacy and other Resources	41
<b>PART 2: MODULES</b>	<b>50</b>
Introduction: How to Use this MIL Curriculum	51
Target Audience for the MIL Curriculum	51
Main Features of the MIL Curriculum	52
The MIL Curriculum Adaptation Process: Recommendations	53
Integration Strategies	54
<b>MODULE 1: A FOUNDATIONAL MODULE: AN INTRODUCTION TO MEDIA &amp; INFORMATION LITERACY &amp; OTHER KEY CONCEPTS</b>	<b>56</b>
Background and Rationale	57
<b>UNIT 1: UNDERSTANDING MEDIA AND INFORMATION LITERACY: AN ORIENTATION</b>	<b>62</b>
Key Topics	62
Learning Objectives	62
Pedagogical Approaches and Activities	65
Assessment & Recommendations	68
<b>UNIT 2: MIL, CIVIC PARTICIPATION AND RIGHT TO INFORMATION</b>	<b>69</b>
Key Topics	69
Learning Objectives	69
Pedagogical Approaches and Activities	71
Pedagogical Approaches and Activities	73
Assessment & Recommendations	74
<b>UNIT 3: INTERACTING WITH MEDIA AND OTHER CONTENT PROVIDERS SUCH AS LIBRARIES, ARCHIVES AND INTERNET COMMUNICATIONS COMPANIES</b>	<b>75</b>
Key Topics	75
Learning Objectives	75
Pedagogical Approaches and Activities	76
Assessment & Recommendations	79
<b>UNIT 4: MIL, DIGITAL SKILLS, CULTURAL PARTICIPATION/CREATIVITY AND ENTREPRENEURSHIP</b>	<b>79</b>
Key Topics	79

Learning Objectives	80
Pedagogical Approaches and Activities	82
Assessment & Recommendations	84
<b>UNIT 5: MIL, TEACHING AND LIFELONG LEARNING</b>	<b>85</b>
Key Topics	85
Learning Objectives	85
Pedagogical Approaches and Activities	85
Assessment & Recommendations	87
<b>MODULE 2: UNDERSTANDING INFORMATION AND TECHNOLOGY</b>	<b>90</b>
Background and Rationale	91
<b>UNIT 1: TECHNOLOGY, MEDIA AND SOCIETY</b>	<b>94</b>
Key Topics	94
Learning Objectives	94
Pedagogical Approaches and Activities	96
Assessment & Recommendations	98
<b>UNIT 2: FREEDOM, ETHICS AND SOCIAL ACCOUNTABILITY</b>	<b>98</b>
Key Topics	98
Learning Objectives	98
Pedagogical Approaches and Activities	100
Assessment & Recommendations	102
<b>UNIT 3: WHAT MAKES NEWS: EXPLORING THE CRITERIA</b>	<b>102</b>
Key Topics	102
Learning Objectives	102
Pedagogical Approaches and Activities	103
Assessment & Recommendations	105
<b>UNIT 4: THE NEWS DEVELOPMENT PROCESS: GOING BEYOND THE 5WS AND 1H</b>	<b>106</b>
Key Topics	106
Learning Objectives	106
Assessment & Recommendations	109
<b>MODULE 3: RESEARCH, INFORMATION CYCLE, DIGITAL INFORMATION PROCESSING, INTELLECTUAL PROPERTY</b>	<b>114</b>
Background and Rationale	115
<b>UNIT 1: HOW ACADEMIC AND SCIENTIFIC INFORMATION ARE CONSTRUCTED</b>	<b>119</b>
Key Topics	119
Learning Objectives	119
Pedagogical Approaches and Activities	119
Assessment & Recommendations	121
<b>UNIT 2: SEARCHING: STRATEGIC INFORMATION EXPLORATION</b>	<b>121</b>
Key Topics	121
Learning Objectives	121
Pedagogical Approaches and Activities	122
Assessment & Recommendations	126



UNIT 3: EVALUATION OF ACADEMIC AND SCIENTIFIC INFORMATION	126
Key Topics	126
Learning Objectives	126
Pedagogical Approaches and Activities	127
Assessment & Recommendations	129
UNIT 4: CONCEPTS AND APPLICATIONS OF INFORMATION LITERACY	129
Key Topics	129
Learning Objectives	130
Pedagogical Approaches and Activities	131
Assessment & Recommendations	133
UNIT 5: LEARNING ENVIRONMENTS AND INFORMATION LITERACY	133
Key Topics	133
Learning Objectives	133
Pedagogical Approaches and Activities	134
Assessment & Recommendations	136
UNIT 6: MORE ON DIGITAL INFORMATION PROCESSING	137
Key Topics	137
Learning Objectives	137
Pedagogical Approaches	138
Assessment & Recommendations	139
UNIT 7: INTELLECTUAL PROPERTY AND AUTHORSHIP RECOGNITION	140
Key Topics	140
Learning Objectives	140
Assessment & Recommendations	142
<b>MODULE 4: MEDIA AND INFORMATION LITERACY COMPETENCIES TO TACKLE MISINFORMATION, DISINFORMATION AND HATE SPEECH : IN DEFENSE OF TRUTH-SEEKING AND PEACE</b>	<b>146</b>
Background and Rationale	147
UNIT 1: TRUTH MATTERS	151
Key Topics	151
Learning Objectives	151
Pedagogical Approaches and Activities	151
Assessment & Recommendations	153
UNIT 2: THE MISINFORMATION AND DISINFORMATION ECOSYSTEM	154
Key Topics	154
Learning Objectives	154
Pedagogical Approaches and Activities	154
Assessment & Recommendations	157
UNIT 3: MEDIA AND MISINFORMATION	158
Key Topics	158
Learning Objectives	158
Pedagogical Approaches and Activities	158
Assessment & Recommendations	159

UNIT 4: IMPACTS OF FALSE AND MISLEADING CONTENT ON INDIVIDUALS AND SOCIETY	160
Key Topics	160
Learning Objectives	160
Pedagogical Approaches and Activities	160
Assessment & Recommendations	161
UNIT 5: MEDIA AND INFORMATION LITERACY AND MISINFORMATION	162
Key Topics	162
Learning Objectives	162
Pedagogical Approaches and Activities	162
Assessment & Recommendations	163
<b>MODULE 5: AUDIENCES AS CITIZENS</b>	<b>166</b>
Background And Rationale	167
UNIT 1: UNDERSTANDING GLOBAL CITIZENSHIP	171
Key Topics	171
Learning Objectives	171
Assessment & Recommendations	175
UNIT 2: AUDIENCES: NATIONAL AND GLOBAL CONTEXTS	175
Key Topics	175
Learning Objectives	175
Pedagogical Approaches and Activities	177
Assessment & Recommendations	179
UNIT 3: MIL, DIGITAL MEDIA AND CIVIC ENGAGEMENT	179
Key Topics	180
Learning Objectives	180
Pedagogical Approaches and Activities	181
Assessment & Recommendations	182
UNITS 4: CITIZEN-DRIVEN INFORMATION AND CITIZEN JOURNALISM	183
Key Topics	183
Learning Objectives	183
Pedagogical Approaches and Activities	184
Assessment & Recommendations	186
<b>MODULE 6: REPRESENTATION IN MEDIA AND INFORMATION: HIGHLIGHTING GENDER EQUALITY</b>	<b>190</b>
Background and Rationale	191
UNIT 1: THE CONCEPT OF REPRESENTATION	194
Key Topics	195
Learning Objectives	195
Pedagogical Approaches and Activities	195
Assessment & Recommendations	196
UNIT 2: NEWS REPORTING AND THE POWER OF THE IMAGE	197
Key Topics	197
Learning Objectives	197

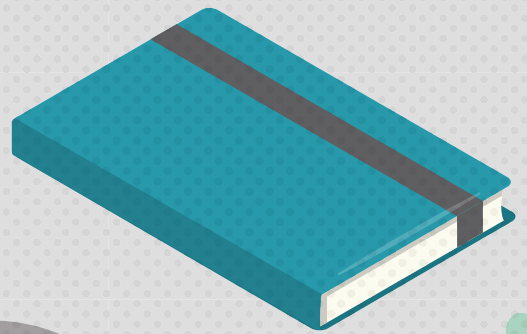
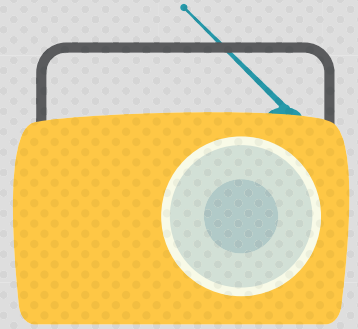
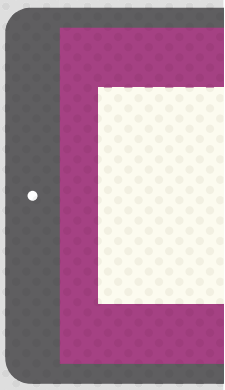
Pedagogical Approaches and Activities	197
Assessment & Recommendations	201
<b>UNIT 3: INSTITUTIONAL CODES ON DIVERSITY AND REPRESENTATION</b>	<b>202</b>
Key Topics	202
Learning Objectives	202
Pedagogical Approaches and Activities	202
Assessment & Recommendations	203
<b>UNIT 4: TELEVISION, FILM, AND PRINT PUBLICATIONS</b>	<b>203</b>
Key Topics	203
Learning Objectives	203
Pedagogical Approaches and Activities	204
Assessment & Recommendations	205
<b>UNIT 5: REPRESENTATION AND MUSIC VIDEOS</b>	<b>206</b>
Key Topics	206
Learning Objectives	206
Pedagogical Approaches and Activities	206
Assessment & Recommendations	207
<b>MODULE 7: HOW MEDIA AND TECHNOLOGY INFLUENCE CONTENT</b>	<b>210</b>
Background and Rationale	211
<b>UNIT 1: READING MEDIA AND INFORMATION TEXTS</b>	<b>215</b>
Key Topics	215
Learning Objectives	215
Pedagogical Approaches and Activities	215
Assessment & Recommendations	217
<b>UNIT 2: THE MEDIUM AND THE MESSAGE: PRINT AND BROADCAST NEWS</b>	<b>217</b>
Key Topics	217
Learning Objectives	217
Pedagogical Approaches and Activities	218
Assessment & Recommendations	218
<b>UNIT 3: FILM GENRES AND STORYTELLING</b>	<b>219</b>
Key Topics	219
Learning Objectives	219
Pedagogical Approaches and Activities	219
Assessment & Recommendations	220
<b>UNIT 4: COMMUNICATION ON DIGITAL PLATFORMS OF SOCIAL MEDIA</b>	<b>220</b>
Key Topics	220
Learning Objectives	220
Pedagogical Approaches and Activities	221
Assessment & Recommendations	223
<b>MODULE 8: PRIVACY, DATA PROTECTION AND YOU</b>	<b>226</b>
Background and Rationale	227

<b>UNIT 1: UNDERSTANDING PRIVACY IN MIL</b>	<b>231</b>
Key Topics	231
Learning Objectives	231
Pedagogical Approaches and Activities	233
Assessment & Recommendations	235
<b>UNIT 2: PRIVACY, DATA AND DEVELOPMENT</b>	<b>236</b>
Key Topics	236
Learning Objectives	236
Pedagogical Approaches and Activities	239
Assessment & Recommendations	240
<b>UNIT 3: AWARENESS OF INSTITUTIONAL OBLIGATIONS TO PROTECT YOUR PRIVACY AND DATA</b>	<b>241</b>
Key Topics	241
Learning Objectives	241
Pedagogical Approaches and Activities	243
Assessment & Recommendations	245
<b>MODULE 9: INTERNET OPPORTUNITIES AND CHALLENGES</b>	<b>248</b>
Background and Rationale	249
<b>UNIT 1: YOUNG PEOPLE IN THE VIRTUAL WORLD</b>	<b>252</b>
Key Topics	252
Learning Objectives	252
Pedagogical Approaches and Activities	252
Assessment & Recommendations	254
<b>UNIT 2: CHALLENGES AND RISKS IN THE VIRTUAL WORLD</b>	<b>254</b>
Key Topics	254
Learning Objectives	254
Pedagogical Approaches and Activities	255
Assessment & Recommendations	262
<b>UNIT 3: LEARNING, NETWORKING AND SOCIAL ENGAGEMENT ONLINE</b>	<b>262</b>
Key Topics	262
Learning Objectives	262
Pedagogical Approaches and Activities	263
Assessment & Recommendations	266
<b>UNIT 4 MEDIA AND INFORMATION LITERACY FOOTPRINTS: MORE ON MANAGING YOUR ONLINE PRESENCE:</b>	<b>267</b>
Key Topics	267
Learning Objectives	267
Pedagogical Approaches and Activities	268
Assessment & Recommendations	269
<b>MODULE 10: ADVERTISING AND MEDIA AND INFORMATION LITERACY</b>	<b>272</b>
Background and Rationale	273
<b>UNIT 1: ADVERTISING, REVENUE AND REGULATION</b>	<b>277</b>
Key Topics	277

Learning Objectives	277
Pedagogical Approaches and Activities	278
Assessment & Recommendations	280
UNIT 2: TARGETED ADVERTISING AND THE POLITICAL ARENA	281
Key Topics	281
Learning Objectives	281
Pedagogical Approaches and Activities	282
Assessment & Recommendations	283
UNIT 3: PUBLIC SERVICE ANNOUNCEMENTS (PSAS)	284
Key Topics	284
Learning Objectives	284
Pedagogical Approaches and Activities	284
UNIT 4: ADVERTISING: THE CREATIVE PROCESS	286
Key Topics	286
Learning Objectives	286
Pedagogical Approaches and Activities	286
Assessment & Recommendations	288
UNIT 5: TRANSNATIONAL ADVERTISING AND 'SUPERBRANDS'	288
Key Topics	288
Learning Objectives	288
Pedagogical Approaches and Activities	289
Assessment & Recommendations	290
<b>MODULE 11: ARTIFICIAL INTELLIGENCE, SOCIAL MEDIA AND MIL COMPETENCIES</b>	<b>292</b>
Background and Rationale	293
UNIT 1: UNDERSTANDING THE BASICS OF AI AND AI USE IN SOCIAL MEDIA	297
Key Topics:	297
Learning Objective	297
Pedagogical Approaches and Activities	297
UNIT 2: MIL COMPETENCIES IN THE AGE OF AI AND SOCIAL MEDIA	299
Key Topics	299
Learning Objectives	299
Pedagogical Approaches and Activities	304
UNIT 3: INDIVIDUAL AND SOCIAL RIGHTS, CHOICES AND TECHNOLOGY	308
Key Topics	308
Learning Objectives	308
Pedagogical Approaches and Activities	309
UNIT 4: USE OF AI AND SOCIAL MEDIA IN DEVELOPMENT	312
Key Topics	312
Learning Objectives	312
Pedagogical Approaches and Activities	312
Assessment & Recommendations	315

<b>MODULE 12: DIGITAL MEDIA, GAMES AND TRADITIONAL MEDIA</b>	<b>318</b>
Background and Rationale	319
<b>UNIT 1: FROM TRADITIONAL MEDIA TO DIGITAL MEDIA TECHNOLOGIES</b>	<b>322</b>
Key Topics	323
Learning Objectives	323
Pedagogical Approaches and Activities	323
<b>UNIT 2: USES OF NEW MEDIA TECHNOLOGIES IN SOCIETY– THE SOCIAL CHANGE</b>	<b>325</b>
Key Topics	325
Learning Objectives	325
Pedagogical Approaches and Activities	325
<b>UNIT 3: USES OF INTERACTIVE MULTIMEDIA TOOLS, INCLUDING DIGITAL GAMES IN CLASSROOMS</b>	<b>328</b>
Key Topics	328
Learning Objectives	328
Pedagogical Approaches and Activities	329
Assessment & Recommendations	331
<b>MODULE 13: MEDIA, TECHNOLOGY AND THE SUSTAINABLE DEVELOPMENT GOALS: THE MIL CONTEXT</b>	<b>333</b>
Background and Rationale	333
<b>UNIT 1: THE ROLE OF MIL IN THE SUSTAINABLE DEVELOPMENT GOALS</b>	<b>337</b>
Key Topics	337
Learning Objectives	337
Pedagogical Approaches and Activities	338
Assessment & Recommendations	341
<b>UNIT 2: SOCIAL, CULTURAL AND POLITICAL DIMENSIONS OF THE MEDIA AND DIGITAL COMMUNICATION COMPANIES</b>	<b>341</b>
Key Topics	341
Learning Objectives	341
Pedagogical Approaches and Activities	341
<b>UNIT 3: MEDIA OWNERSHIP AND THE COMMODITIZATION OF INFORMATION</b>	<b>342</b>
Key Topics	342
Learning Objectives	343
Assessment & Recommendations	346
<b>UNIT 4: PROMOTION OF ALTERNATIVE MEDIA THROUGH DIGITAL TECHNOLOGY</b>	<b>347</b>
Key Topics	347
Learning Objectives	347
Pedagogical Approaches and Activities	348
Assessment & Recommendations	349
<b>UNIT 5: USES OF NEW MEDIA TECHNOLOGIES IN SOCIETY – THE SOCIAL CHANGE</b>	<b>349</b>
Key Topics	349
Learning Objectives	349
Pedagogical Approaches and Activities	349
Assessment & Recommendations	350

<b>MODULE 14: COMMUNICATION AND INFORMATION, MIL AND LEARNING – A CAPSTONE MODULE</b>	<b>352</b>
Background and Rationale	353
<b>UNIT 1: COMMUNICATION AND INFORMATION, TEACHING AND LEARNING</b>	<b>356</b>
Key Topics	356
Learning Objectives	356
Assessment & Recommendations	358
<b>UNIT 2: LEARNING THEORIES AND MIL</b>	<b>359</b>
Key Topics	359
Learning Objectives	359
Assessment & Recommendations	361
<b>UNIT 3: MANAGING CHANGE TO FOSTER AN ENABLING ENVIRONMENT FOR MIL IN LEARNING SPACES</b>	<b>362</b>
Key Topics	362
Learning Objectives	362
Assessment & Recommendations	364
<b>GLOSSARY OF TERMS</b>	<b>368</b>
<b>ACKNOWLEDGEMENTS</b>	<b>389</b>







# PART 1:

## CURRICULUM AND COMPETENCY FRAMEWORK

## INTRODUCTION

---

“Where is the life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?”

– T.S. Eliot

---

This curriculum examines the competencies needed today to engage with content brought to us through numerous technologies and by countless providers. It puts a focus on informational messages within the wider flow of content. It examines the ever-growing digital possibilities to receive, share and provide content. Finally, it highlights the major types of institutions providing this content — libraries, museums, media companies, and digital communications companies providing social media, messaging and search services. Why is all this important? The answers are: for sustainable development and human rights.

In 2015, countries around the world agreed upon and committed to 17 Sustainable Development Goals (SDGs) as the primary collective objectives of international development cooperation. The SDGs were founded on the ideal to “leave no one behind”. The then Secretary-General of the United Nations made important observations in his report *Road to Dignity*<sup>1</sup>. He noted that the SDGs offered unique opportunities for global leaders and people around the world to bring an end to poverty and ensure social transformation that satisfied people’s needs and supported economic growth. Central to realizing these opportunities is the commitment to protect the environment, to ensure peace, and to protect human rights. Promoting information as a public good is indispensable if the SDGs are to be achieved by 2030. Media and information literacy (MIL) contributes to the realization of all the SDGs. For instance, it supports SDG 3 on ensuring healthy lives and well-being, SDG 4 on quality education for all, SDG 5 on gender equality and women’s empowerment, SDG target 16.10 on access to information and fundamental freedoms, and SDG 11 on making cities inclusive and resilient.

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.’ MIL equips citizens with the following competencies: the ability to understand information for public good; the ability to critically engage with information, media, and digital communications for participation in sustainable development; and the ability to seek and enjoy the full benefits of fundamental human rights. In this sense, MIL is also a public good.

1. The Road to Dignity by 2030, [https://www.un.org/disabilities/documents/reports/SG\\_Synthesis\\_Report\\_Road\\_to\\_Dignity\\_by\\_2030.pdf](https://www.un.org/disabilities/documents/reports/SG_Synthesis_Report_Road_to_Dignity_by_2030.pdf)

The idea that MIL is a public good 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). This opportunity, need, and ideal has since been further reinforced by the Prague Declaration towards Information Literate Societies of 2003<sup>2</sup>, the Beacons of the Information Society Alexandria Proclamation on Information Literacy and Lifelong Learning of 2005<sup>3</sup>, the Fez Declaration on Media and Information Literacy of 2011<sup>4</sup>, the Moscow Declaration on Media and Information Literacy of 2012<sup>5</sup>, the Youth Declaration on Media and Information Literacy (2016), and the Seoul Declaration on Media and Information Literacy for Everyone and by Everyone: A Defence against Disinfodemics of 2020<sup>6</sup>. The outcomes of international conferences, led by UNESCO and partners, spanning over three decades, place MIL at the core of lifelong learning. MIL can empower citizens from all walks of life to seek, evaluate, use and create information, media, and digital content effectively to achieve their personal, social, occupational, educational, and development goals.

Progress has been made in the first five years of implementing and monitoring the SDGs<sup>7</sup>. Meanwhile, digital transformation is growing at a rapid pace. The number of individuals using the Internet has increased from 3.2 billion in 2015<sup>8</sup>, when the SDGs became official, to 4.66 billion people actively using the Internet in 2020<sup>9</sup>. That is a 32 percent increase over only five years. While the digital gender gap is growing rapidly in developing countries, based on 2019 statistic, the proportion of women using the Internet globally is 48 per cent, compared to 58 per cent of men<sup>10</sup>. In this context, the evolution of Artificial Intelligence paves the way for new opportunities to accelerate sustainable development. Implicit here is that more people have access to information for decision-making and social participation. The following question arises: is access to information, media, and digital communication alone sufficient to achieve the SDGs? The answer is obviously no.

Despite progress being made in many places towards achieving the SDGs, the United Nations has observed that implementation is not advancing fast enough or at the right scale<sup>11</sup>. The digital transformation brings with it sure promises and opportunities, as well as threats. "Computers and robots are now learning to make decisions! Of course, "deciding" is a big word for machines that have no consciousness and whose level of "reasoning" is not even as evolved as that of a frog. But the latest developments in artificial intelligence (AI) are enough to frighten some and to arouse the fantasies of others," wrote Professor Jasmina Šopova in the UNESCO Courier in 2018<sup>12</sup>.

2. <http://www5.austlii.edu.au/au/journals/inCiteALIA/2004/17.pdf>

3. <http://eprints.rclis.org/3829/1/alexfinalreport.pdf>

4. <https://wayback.archive-it.org/10611/20160808074613/http://www.unesco.org/new/fileadmin/MULTI-MEDIA/HQ/CI/CI/pdf/news/Fez%20Declaration.pdf>

5. <https://www.ifla.org/publications/moscow-declaration-on-media-and-information-literacy>

6. [https://en.unesco.org/sites/default/files/seoul\\_declaration\\_mil\\_disinfodemic\\_en.pdf](https://en.unesco.org/sites/default/files/seoul_declaration_mil_disinfodemic_en.pdf)

7. Decade of Action. United Nations, <https://www.un.org/sustainabledevelopment/decade-of-action/>

8. ICT Facts and Figures. The World in 2015. ITU, <https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2015.pdf>

9. Measuring digital development Facts and figures 2020. ITU, <https://www.itu.int/en/ITU-D/Statistics/Documents/facts/FactsFigures2020.pdf>

10. The digital gender gap is growing fast in developing countries, <https://itu.foleon.com/itu/measuring-digital-development/gender-gap/>

11. Decade of Action. United Nations, <https://www.un.org/sustainabledevelopment/decade-of-action/>

12. UNESCO Courier, 2020. <https://en.unesco.org/courier/2018-3>

Helping people to understand international human rights law as it impacts on information, as is the case with the ethical use of information and data, as well as the features of the digital communications landscape, are all becoming a priority concern. While commercial technology providers are enabling the achievement of the SDGs, other threats such as rising misinformation, persistent gender inequalities<sup>13</sup>, racial discrimination, and other forms of intolerance and discrimination threaten the achievement of the SDGs. While disinformation is an old challenge, it is now fuelled by powerful technology<sup>14</sup> and algorithmic business models that amplify further its proliferation, and has become an issue of concern for global development, eroding trust in truth and established institutions and encouraging discourses that potentially harm peace, development and democracy. At the time of writing, the COVID-19 pandemic brought with it a ‘disinfodemic’<sup>15</sup>. Harmful and erroneous information as well as conspiracy theories are circulating like wildfire online and offline, denying the realities of the coronavirus crisis and the need for vaccines.

With geographic, class, gender, linguistic and other divides hindering open and equal access to information, media, and digital technology, this could spell a broadening of knowledge gaps and thus more susceptibility to misinformation and disinformation. The pandemic has already witnessed an eruption of all kinds of content on digital platforms, educational, cultural and artistic, etc. This is projected to continue and intensify as the world goes back to the next or new normal after the COVID-19 pandemic. These trends are also increasingly accompanied by the engagement of the public, who, beyond the conventional outlets of content providers, are actively engaging, producing and disseminating content of all types, including information. An enabling environment to develop MIL competencies, including digital skills, could thereby contribute to the empowerment of individuals, as well as to mutual understanding and intercultural dialogue.

The amount of data that people create each day is so huge that some people who have access face content overload. The feed is endless. Some people are overwhelmed when it comes to determining what is real, what is fake and what is uncertain. Contradictions also exist between the amount of available information and the actual informed use of it by the public. Not all content is information; much is entertainment or advertising, and growing proportions are ‘misinformational’ and ‘disinformational’ content (treated here as a generic label that includes misinformation and conspiracy theories). People struggle to distinguish these, with disempowering consequences. Without information in the sense of verified or verifiable content, decisions rely exclusively on emotions and/or falsehoods or false connections.

13. The World’s Women 2020: Trends and Statistics. United Nations Department of Economic and Social Affairs, <https://worlds-women-2020-data-undesa.hub.arcgis.com/>

14. Journalism, Fake news & Disinformation : Handbook for Journalism Education and Training. UNESCO Series on Journalism Education. UNESCO, 2018. Edited by Cheryl Ireton and Julie Posetti.

15. DISINFODEMIC Policy Brief 1 and 2: Deciphering COVID-19 disinformation, and Dissecting responses to COVID-19 disinformation. UNESCO, 2020. Authors, Julie Posetti and Kalina Bontcheva. See also Balancing Act: Countering Digital Disinformation while respecting Freedom of Expression, Authors: Julie Posetti and Kalina Bontcheva. UNESCO, 2020.

Content providers and mediators such as libraries, archives, museums, as well as trusted, professional, and ethical media, and digital communication companies are widely recognized as potentially being essential enablers for helping citizens to make informed decisions towards development paths that leave no one behind. But unless action is taken, there is a danger of not just the status quo, but also increased knowledge gaps, including between citizens of varied economic and social backgrounds. An example is how people's actual knowledge about gender discrimination can be skewed by the content they receive: according to research carried out in 2020, gender equality in news media staffing and content is only - at the current rate - projected to be achieved 70 years hence<sup>16</sup>. A range of inequalities are reinforced when Internet companies profit from hate and disinformation, and where this kind of content affects awareness and decision-making between different groups of actors who may live in different universes of meaning. Content providers can shape social ideology by normalizing certain beliefs and practices or promoting a culture of consumption that is detrimental to sustainability.

With changes, however, the range of content providers and mediators can be the means by which societies learn about themselves and others, maintain public discourse and dialogue, and build a sense of community, tolerance and mutual respect towards a future of common progress. Content providers and mediators can have a positive impact on lifelong learning. For this to happen, citizens need a basic knowledge of their functions and how to evaluate the content "texts" which they provide and interact with, or themselves produce as part of personal expression. The purpose of media and information literacy is to impart this knowledge to the users of content services.

There is a growing consensus on the need to promote UNESCO's concept of media and information literacy, or MIL – an umbrella term that encompasses various and evolving competencies required to navigate today's increasingly complex communications environment. MIL empowers citizens with critical thinking and other necessary competencies to enable their informed and ethical engagement with the integration of content, institutions providing content (and providing opportunities to produce and share own content), and digital technologies. MIL further aims to support users' purposeful and creative use of digital technology, and enhance knowledge of rights online, such as privacy rights, and ethical issues concerning access to and use of information. In this way, MIL contributes to fostering intercultural dialogue, gender equality, access to information, freedom of expression, and peace and sustainable development in an increasingly digital society.

The competencies acquired through media and information literacy can equip citizens with critical thinking skills enabling them to demand high-quality and rights-respecting services from all content providers.

16. Comparing Gender and Media Equality Across the Globe. A Cross-National Study of the Qualities, Causes, and Consequences of Gender Equality in and through the News Media. NORDICOM, 2020. Editors: Monika Djerf-Pierre, Maria Edström.

Social opportunities and challenges in connection with the Sustainable Development Goals are complex because they cut across cultures and are interdisciplinary. Social responses themselves must have an intercultural approach and be multi-disciplinary. Therefore, in promoting MIL, UNESCO places emphasis on how MIL connects to other social competencies such as cultural literacy, intercultural competencies, education for sustainable development, global citizenship education, health literacy, science literacy, etc. The 14 modules in this MIL Curriculum are thus presented from this multi-disciplinary standpoint, fostering to richer connections among knowledge centres and their application to sustainable development and peace.

Given their geographical and cultural ubiquity, all types of content providers assume pronounced places in this curriculum and competency framework. This multifaceted system of content flows must be recognized.

As an institution, news media (and news media services that are part of the offerings of broader media institutions) have specific functions that they are expected to fulfil in sustainable development and democratic societies. In many democracies, broadcast media – because of their ubiquity and the scarcity of spectrum – have been regulated to ensure balance. Digital communication companies have had more liberty than the news media, since they positioned themselves as mere platforms rather than active publishers. This is changing as these companies more actively play an editing role through algorithmic prioritization of content feeds, search results and recommendations, as well as through direct interventions to decide on categories or instances of content and particular users. Future digital governance, from the position agreed by UNESCO Member States, should ensure services that are rights-based, open and accessible to all, and governed through multi-stakeholder approaches<sup>17</sup>.

Systems of self-regulation have developed in the news media and digital communication companies as an alternative to draconian state regulations, to provide more accountability to the wider public interest. The increasing dependency of people on digital communication companies for information and their power to control social narratives and flows of information have given rise to growing calls for greater self-regulation of these companies, or even statutory regulation. Such regulation could encompass issues like corporate size and power (requiring a break-up of concentrations, and/or of limiting power – for example over advertising markets), privacy regulation, transparency regulation, data portability and inter-operability, consumer protection and even regulation targeting content.

Systems of self-regulation are underpinned by particular ethical values and principles. As such, the public has a specific expectation of news media and increasingly also of digital communications companies, making them liable to public criticism if they do not perform according to that expectation – even when they are not legally liable. This framework thus provides a lens through which news media and digital communication companies can be assessed in terms of their functions, the conditions under which they perform those functions, and the ways in which their output is critically appropriated by

17. UNESCO's Internet universality indicators: A framework for assessing Internet development. UNESCO, 2019. Authors: David Souter and Anri Van der Spuy.

the audience. Notwithstanding attention to the role of media and Internet companies, the importance of other content providers such as libraries, archives, museums, etc. in the information and communication ecology is also addressed throughout this MIL Curriculum.

Enhancing MIL among learners and all citizens requires that educators themselves become media and information literate. This MIL Curriculum focuses both on educators and learners in various forms of learning spaces – formal, non-formal, and informal. This focus, whether in schools, community centers, clubs, NGOs, at home, or within institutions, is a key strategy to achieving a multiplier effect: from media and information literate educators to learners and eventually to society at large. Media and information literate educators will have enhanced capacities to empower learners with their efforts in learning to learn, learning autonomously, pursuing lifelong learning, and becoming peer-educators of MIL themselves. By educating citizens to become media and information literate, educators would be responding first to their role as advocates of an informed and discerning citizenry. Second, they will be responding to changes in their role as educators, as education and learning processes balance teacher-centered approaches with more learner-centered methods.

Educators are more likely to embrace the MIL Curriculum if it connects with pedagogical strategies, linking social learning outside of formal learning spaces to learning in formal spaces, thus improving how people learn. Fostering the changes in the formal, non-formal and informal education sector that would result from the introduction of MIL and its impact on educators' professional development is an important goal of this curriculum and competency framework. The MIL Curriculum is designed to be comprehensive and with adaptation to local context in mind. The following sections provide more details about the curriculum framework and related competencies. See also the Section: How to Use the MIL Curriculum, in Part 2.

## UNIFYING NOTIONS OF MEDIA AND INFORMATION LITERACY

The UNESCO MIL Curriculum and Competency Framework combines three distinct areas – media literacy, information literacy, digital literacy – under one umbrella term: media and information literacy. It moves from what the terminologies mean individually, as shown in Figure 1<sup>18</sup>, to a unified notion that embodies elements of information, media, and digital technologies and conveys the aims and objectives of MIL.

18. Adapted from Ralph Catts & Jesus Lau, 2008.

FIGURE 1: KEY OUTCOMES/ELEMENTS OF MEDIA AND INFORMATION LITERACY

INFORMATION LITERACY <sup>19</sup>						
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

MEDIA LITERACY <sup>20</sup>				
Understand the role and functions of media, and Internet communications companies 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

DIGITAL LITERACY						
Use of digital tools	Understand digital identity	Recognize digital rights	Assess AI issues	Improve how to communicate digitally	Manage digital health	Practice digital security and safety

On the one hand, traditional information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information. On the other hand, traditional media literacy is also concerned with access to information and freedom of expression, and emphasizes the ability to understand the functions of media and digital communications companies to evaluate their content and how those functions are performed, and to critically engage with media and digital communications companies for sustainable development and self-expression. Digital literacy sits in a transversal manner, cutting across traditional information and media competencies – often with more emphasis on hard technical skills but also considering softer skills specific to digital issues. With the popularity of digital communications companies, digital literacy is also about the ability to use digital tools to produce writing, images, videos and designs. As these elements increasingly become means to share information and education about ethical production and dissemination of content among all citizens, especially young women and men, MIL competencies and digital skills become paramount. This is further explained later. The MIL Curriculum and Competency Framework for Educators and Learners incorporates all three sets of competencies. These conceptualizations of media literacy, information literacy, and digital literacy education point to competencies that emphasize the development of enquiry-based skills and the ability to engage meaningfully with all forms of content providers and mediators irrespective of the technologies they are using.

19. Adapted from White Paper. Digital Intelligence (DQ): A Conceptual Framework & Methodology for Teaching and Measuring Digital Citizenship. DQ Institute, 2017;

20. This subject has been sufficiently dealt with in the UNESCO ICT Competency Standards for Teachers, 2008.



There are three main schools of thought emerging about the relationship between these converging fields – media literacy, information literacy, and digital literacy. For some, information literacy is considered as the broader field of study, with the two others subsumed into it, while for others, information literacy and digital literacy are merely a part of media literacy, which is seen as the broader field. A third group of experts treats digital literacy as the overarching field covering the other two. However, several international expert groups convened by UNESCO have pointed out the interwovenness of information, media and digital competencies. Consider the following terminologies being used by various actors around the world:

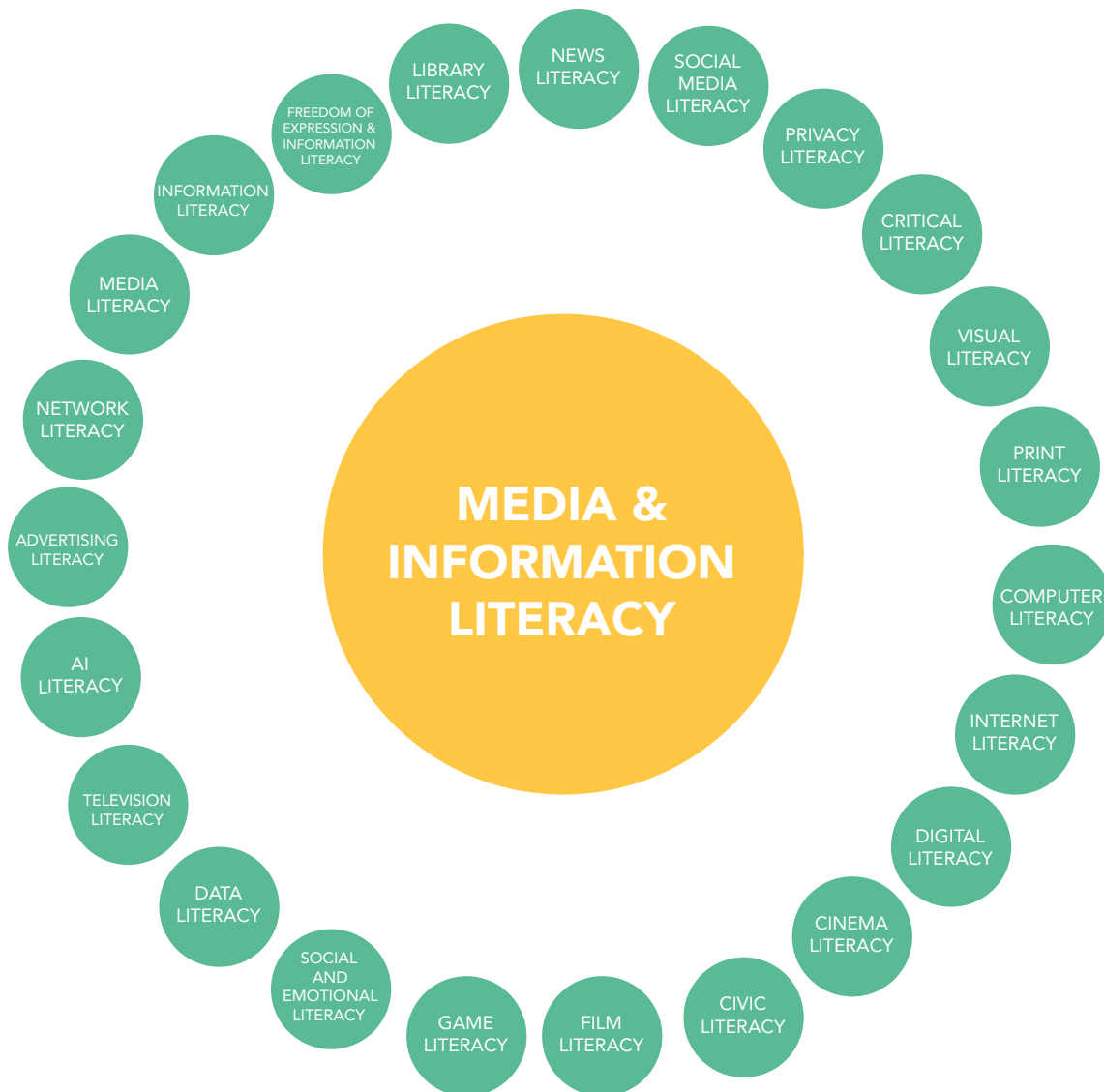
- Media literacy
- Information literacy
- Freedom of expression and information literacy
- Library literacy
- News literacy
- Social media literacy
- Privacy literacy
- Critical literacy
- Visual literacy
- Print literacy
- Computer literacy
- Internet literacy
- Digital literacy
- Cinema literacy
- Film literacy
- Games literacy
- Television literacy,
- Advertising literacy
- AI literacy
- Data literacy
- Civic literacy
- Social and Emotional literacy
- Network 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 this MIL Curriculum that UNESCO has produced. The salient point here is that, as educators and learners become more knowledgeable about the MIL field, they will come across these terms and should at least be conversant with them. Many of these terms continue to be the subject of lively debate and are applied differently depending on the academic and 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.

There is consensus that MIL as an umbrella term is concerned with citizens' engagement with communication and content forms (information, entertainment, advertising, misinformation and disinformation, etc.), how these are produced, disseminated, by whom; how people use content or not; how they engage with and understand the significance and operations of libraries, media and digital communications providers, or not; with what knowledge, skills, and attitude citizens critically evaluate content and related providers; and how people manage their interaction so as to distinguish and determine their engagements with information and other types of content, media, and digital communications tools for desired outcomes in their personal, social, political, economic, and cultural lives<sup>21</sup>.

21. UNESCO Draft Global Standards for Media and Information Literacy Curricula Guidelines, [https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

FIGURE 2: THE ECOLOGY OF MIL: NOTIONS OF MIL



To promote linkages within the MIL field, UNESCO has published a study offering Five Laws of Media and Information Literacy summarized in Figure 3 below. These are inspired by the Five Laws of Library Science articulated by S. R. Ranganathan (Father of Library Science in India) in 1931. The Five Laws of MIL are intended as guides, together with other UNESCO resources, for all stakeholders involved in the application of MIL in all forms of development.

FIGURE 3:



This UNESCO model MIL Curriculum and Competency Framework for Educators and Learners is intended to provide education systems in developed and developing countries with a framework to construct a programme enabling educators and learners to be 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. The first edition and this second edition of the MIL Curriculum have benefited from several series of collaborative and intercultural expert debates and recommendations. The curriculum focuses on required core competencies and skills which can be seamlessly integrated into the existing education system without putting too much of a strain on overloaded education curricula.

## BENEFITS AND REQUIREMENTS OF MIL

Media and information literacy enhances the capacity of citizens to critically and meaningfully engage with information, including in achieving the Sustainable Development Goals and ideals, while enjoying 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 teaching and learning processes, it equips educators with enhanced knowledge about how to critically engage with information, media, and digital technologies to empower future citizens and learners to become peer-educators of MIL.
2. Through MIL, people can self-empower to understand the positive things that they can do through media and digital tools, thereby ensuring a better Internet and contributing to information for the public good.
3. Media and information literacy imparts crucial knowledge about the functions of content providers and mediators such as libraries, archives, museums, media, and digital communications companies, reasonable understanding about the conditions needed to perform those functions effectively and basic critical skills necessary to evaluate the performance of content providers in light of the expected functions.
4. MIL offers a sustainable way to tackle the rising ‘disinfodemic’.
5. It is a prerequisite for other forms of literacy such as health literacy, financial literacy, science literacy, cultural literacy, global citizenship education and education for sustainable development – because it strengthens the skills needed to identify and navigate beneficial and harmful information (this is elaborated in the next Section of this MIL Curriculum resource).
6. When MIL is integrated in all types of learning, it helps to defend against privacy infringements and enables all people to respect the privacy rights of others.
7. MIL becomes a must-have competency when involved in AI ethics and the ever-evolving digital transformation processes.
8. MIL, for everybody and by everybody, strengthens multi-stakeholder governance of the Internet that reaches all levels of society.
9. It enhances quality education by linking learning in formal learning spaces with day-to-day social learning, online and offline.
10. Media and information literate persons are more likely to reject unvalidated information, biases and stereotypes that reinforce inequalities between women and men of all ages, and discrimination towards peoples, religions, etc.

11. MIL offers all content providers and established institutions a way to build citizens' and users' capacity to assess what merits trust, at a time when this is eroding. (This is not to hold out trust as an end in itself, but rather to underline the importance of expectations – where justified – that actors are behaving in good faith and with due diligence with regard to public interest. In this sense, trust that is uncritically demanded or offered is different to scepticism whereby people can critically assess whether trust is justified and then to award it judiciously).
12. A society that is media and information literate fosters sustainable development and the development of free, independent and pluralistic media and open information and digital communications systems.

**In order to enjoy the benefits of MIL, in addition to the principles articulated in the Five Laws of MIL (Figure 3 above), the following are required:**

1. Media and information literacy should be considered as a whole and include a combination of competencies (knowledge, skills, attitudes and values).
2. The MIL Curriculum should enable educators and learners to acquire and impart media and information literacy to other learners, as well as to their peers, with the objective of using information, media and digital tools as autonomous and critical thinking citizens with agency.
3. Citizens should have knowledge about locating and consuming information, as well as about the production of information and other types of content.
4. Women and men of all ages, including marginalized groups, such as persons with disabilities, 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 cultural literacy.

## MAIN TOPICS OF THE MIL CURRICULUM FOR EDUCATORS AND LEARNERS

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 information, media, and digital communications. The broad list of competencies identifies the knowledge, skills and attitude that the curriculum is expected to develop.

Generally, the MIL Curriculum included in this package aims to help educators and learners explore and understand MIL by addressing the following broad learning outcomes, competencies and attitudes.

A total of 19 broad MIL Learning Outcomes or Competencies and 6 Social Values / Attitudes are provided for guidance (see Figure 4 and Table 1 below).

FIGURE 4: MEDIA AND INFORMATION LITERACY KNOWLEDGE, SKILLS, AND ATTITUDES



**Source:** Draft Standards for Media and Information Literacy Curricula Guidelines<sup>22</sup>

22. Standards for Media and Information Literacy Curricula Guidelines, [https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

TABLE 1: BROAD MIL LEARNING OUTCOMES OR COMPETENCIES<sup>23</sup>

BROAD MIL LEARNING OUTCOMES		COMPETENCIES FOR MEDIA AND INFORMATION LITERATE PERSON WHO:
1.	Recognize and articulate a need for information, media, and digital communications in personal and civic life	Is able to recognize, determine and articulate the nature, type, role and scope of the content, institution and media and digital technology relevant to personal, social and civic needs and interest; can distinguish between their own needs, and the needs, systems and motives of the content service providers.
2.	Understand the role and functions of providers of information such as libraries, archives, museums, publishers, media, digital communications, etc.	Is able to understand the necessity and function of media, information and ICT providers in society, including on the Internet, and how digital communications companies and media can work to aid sustainable development, including of open, transparent and inclusive societies.
3.	Understand the conditions under which relevant providers can carry out their functions	Understand the importance of freedom of information, freedom of expression and press freedom; issues of media and digital communications platform ownership; rights-based, open, decision-making protocols and technologies; as well as professionalism and ethics for information repositories; is aware that many providers are profit-driven, which may compromise public good and wellness; and can understand the conditions of use and decide, evaluate, and act accordingly; can recognize where people use digital communications to produce hate speech and/or misinformation, know how to counter these by offering positive and verified narratives and strengthening fact-checking skills, and understand the need for digital communications companies to ensure mitigation mechanisms and reporting strategies.
4.	Locate and assess relevant information relating to personal, educational, political, cultural, religious, and other societal needs	Is able to apply search techniques and locate, as well as assess, information and media content effectively, efficiently and knowledge of the provenance, ranking logic, and data that is derived from generating search results – connecting to social and development issues.
5.	Critically evaluate information, media and digital content	Can assess, analyse, compare and evaluate information and media, as per the initial criteria for assessment of the information encountered or received; can identify and debunk misinformation such as conspiracy theories; can also critically evaluate the information providers for authenticity, authority, credibility and current purpose, weighing up opportunities and potential risks.
6.	Be able to protect oneself from risks online in relation to software, content, contacts and interaction	Is aware of digital security practices and can apply this knowledge to protect themselves from online risks (identity theft, phishing, spyware, virus infection, invasion of privacy), is aware of threats to personal safety (such as grooming, bullying, potentially harmful advice, profiling, inappropriate age content, illegal content, incitement to harm, infringement of human rights, etc.) and knows not to spread or share such content.



7.	Analyse, share, organize, and store information, media and digital content	Can analyse information and media content using a variety of methods and tools. If needed, the media and information literate person is also able to organize information, media and digital content according to predefined analytical categories suiting their needs and/or resources.
8.	Synthesize or operate on the ideas abstracted from information and media content	Can collate and summarize gathered information, media and digital content. Once gathered, can abstract resources from information and use ideas, as well as put into action concepts resulting from the retrieval and organization of information, media and digital content.
9.	Ethically and accountably use information and communicate one's understanding or knowledge to an audience or readership in an appropriate form and medium	Communicates and uses information, media and digital content and knowledge in an ethical and effective manner. Is also able to select the most appropriate form and method depending on the needs of the audience.
10.	Be able to apply ICT skills in order to use software, to process information and produce content	Has the ability to use ICT in order to seek, evaluate and create information, media and digital content, and has the requisite ICT skills to engage in generating and distributing information
11.	Be able to apply ICT skills to create products and services of societal or commercial value thus fostering entrepreneurship	Has the ability and requisite skills to create information, media and digital content and other services for entrepreneurial enterprises, thereby engaging in the knowledge economy.
12.	Be able to use ICT with critical capacities	Is able to transcend the basic use of ICTs, in order to understand the development of ICTs – the processes, mechanisms and conditions of ICT development, its ownership, control and path dependencies.
13.	Engage with content providers as active and global citizens	Understands how to actively engage institutions and individuals in promoting rights-based, open, accessible and multi-stakeholder governance, as regards the digital roles of libraries, archives, museums, media and digital communications companies.
14.	Manage privacy online and offline	Understands the need for and value of personal privacy rights online and offline for the full development of one's personality, and for protection of one's rights, while respecting the rights of others; can demand these rights in the face of interferences; has awareness of the commodification and monetization of personal profiles and information; is able to adjust privacy settings/levels; can address the balance of privacy and transparency, freedom of expression and access to information; ethically use the personal information of others and respect the privacy of others.

23. Various sources used. See the UNESCO Media and Information Literacy Assessment Framework: Country readiness and competencies, <https://unesdoc.unesco.org/ark:/48223/pf0000224655>. Accessed on 11 September 2019. Also adopted from Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: <http://hdl.handle.net/10803/666860>. Thesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain, and See also Frau-Meigs, D. (2019). A Curriculum for MIL Teaching and Learning. In Carlsson, U. (2019). Understanding Media and Information Literacy (MIL) in the Digital Age. Department of Journalism, Media and Communication (JMG). University of Gothenburg, Sweden.

15.	Manage interactions with games, including when AI is used within them	Understands the benefits and risks of games for learning and sustainable development; understands when freedoms may be compromised when interacting with games; engages in promoting the development of games; knows how to advocate for transparency and audits of AI and games; monitors the links between privacy and interaction with AI and games.
16.	Engage with media institutions (whether with offline or online presence or both) and all content providers to promote access to information, freedom of expression, intercultural dialogue and interreligious dialogue, democratic participation, and gender equality, and to advocate against all forms of inequality, intolerance, and discrimination	Is aware of the value of social participation through engaging with content services in terms of access to information, the right to expression, freedom of opinion (without engaging in hate speech), intercultural dialogue, participating in democratic discourse through various means in an ethically aware manner.
17.	Apply MIL to other forms of social literacy	Understands how to integrate critical thinking competencies in addressing health literacy, financial literacy, science literacy, intercultural literacy and other forms of social literacy.
18.	Apply MIL to problem-solving and collaboration	Recognizes life's opportunities and challenges as being information-based; understands how to connect with others physically and through technology and media to combine information and knowledge to develop ideas and solve problems.
19.	Know how to recognize and respond to hate speech and content designed for violent extremism.	Understands how content can mitigate or propagate hate and violent extremism; is able to identify discrimination or hate content and knows what steps to take when one encounters such content.

#### VALUES AND ATTITUDES THAT CAN BE ENCOURAGED BY MEDIA AND INFORMATION LITERACY COMPETENCIES

20.	Intercultural dialogue and interreligious dialogue
21.	Freedom of expression, freedom of information, and freedom of participation
22.	Tolerance and respect of others
23.	Awareness of self and value of challenging one's own beliefs
24.	Understanding of international human rights standards
25.	Sustainable development, solidarity, and peace

## THE CURRICULUM FRAMEWORK

Based on the recommendations of the UNESCO-led expert group meetings, consultations<sup>24</sup> and the modules developed by various authors in the curriculum to accompany the framework, three key interrelated thematic areas have been delineated around which this MIL curriculum for educators and learners is framed. They are:

1. Knowledge and understanding of information, media and digital communications, for sustainable development, peace, and democratic discourses and social participation.
2. Evaluation of content and related institutions.
3. Production and use of content.

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 this UNESCO model MIL Curriculum for Educators and Learners (see Table 1). To offer a broader policy development context and guidelines for developing and integrating MIL in all levels of education and society, UNESCO has developed the Draft Standards for Media and Information Literacy Curricula Guidelines<sup>25</sup> and the Media and Information Literacy Policy and Strategy Guidelines<sup>26</sup>.

The MIL Curriculum Framework and accompanying curriculum modules are comprehensive, all-inclusive, and 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 community needs. However, UNESCO considers that any useful exposure of educators and learners to MIL should necessarily include elements which emphasize the need for critical engagement in the Sustainable Development Goals and fundamental freedoms as outlined in Article 19 of the Universal Declaration of Human Rights. In whatever adapted form, the MIL Curriculum should help educators and learners understand the importance of MIL for sustainable development and the necessity of these fundamental freedoms and rights as an integral part of civic education.

The MIL Curriculum is relevant in print and audiovisual environments including newspapers, books, broadcast media such as radio and television, whether online or not, in digital communications, and all types of content providers. Thus, the training of MIL educators and peer-educators should not be seen as reserved only for those with access to advanced digital technologies. It is equally applicable in contexts where use of advanced digital technologies is limited.

24. This document draws on the recommendations of a series of expert group meetings and consultations started in 2008 with the first edition and repeated in 2019/2020 for this second edition of the MIL Curriculum.

25. Standards for Media and Information Literacy Curricula Guidelines, [https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

26. Media and Information Policy and Strategy Guidelines. UNESCO, Paris, 2013.

TABLE 2: THE MIL CURRICULUM FRAMEWORK FOR EDUCATORS

CURRICULUM DIMENSIONS			
Key curriculum areas	Knowledge of information for sustainable development and democratic discourses	Evaluation of content	Production and use of content
Curriculum and assessment	Knowledge of content providers, their functions and the conditions needed to perform them	Understanding of criteria for evaluating content	Skills to explore how content is produced, social and cultural context of production; uses by citizens; and purposes
Educators' 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, and digital engagement resources for professional learning	Leadership and active citizenship; championing the promotion and use of MIL for educators' and learners' development
Content	Content, online or offline, from traditional providers like media institutions, libraries, museums, books, etc.	Content characteristics linked to institutional or individual sources	Content use, generation/creation, and distribution such as by algorithmic ranking or by sharing
Organization and administration	Knowledge of the development of MIL lesson plans	Collaboration through media and information literacy	Applying media and information literacy to lifelong learning
Pedagogy	Integration of content into core curriculum/ learning spaces, and discourses	Evaluation of content and of content providers for problem-solving	User-generated content and use for teaching and learning
Policy and vision	Preparation of media and information literate educators and learning spaces	Preparation of media and information literate learners/citizens	Fostering of media and information literate societies

# POLICY AND VISION

National policies will be necessary to ensure the systematic and progressive inclusion of MIL at all levels of education systems and societies in general. An understanding of national education, ICTs, youth, content-related institutions and industries, culture policies, enabling freedom of expression and freedom of information laws, and other sustainable development policies 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 educators and learners play in advocating for them? If policies exist, how relevant or up-to-date are they? To what extent do they reflect international standards and good 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 all levels and types of education, and society. This discussion should lead to an analysis of policy and vision and how these relate to the preparation of media and information literate educators and learners. Finally, it should draw attention to the role of educators in fostering media and information literate societies. The UNESCO Media and Information Literacy Policy and Strategies Guidelines<sup>27</sup> proposes a step-by-step process.

## KNOWLEDGE OF INFORMATION, MEDIA, DIGITAL COMMUNICATIONS FOR SUSTAINABLE DEVELOPMENT, PEACE, DEMOCRATIC DISCOURSE AND SOCIAL PARTICIPATION

The objective of this broad thematic area is to develop a critical understanding of how media and information literacy can enhance the ability of educators, learners and all citizens in general to engage with content providers as potential facilitators of sustainable development, freedom of expression, pluralism, intercultural dialogue and tolerance, global citizenship, and as contributors to information for public benefit, democratic debate and good governance. Figure 5 at the end of this section demonstrates this relationship. This theme embraces a variety of overlapping issues relating to the function and importance of various content providers, including libraries, media, and digital communications companies such as:

- Providing channels through which citizens can communicate with each other and advocate for their rights;
- Storing, processing, analysing, and disseminating of information for public good;
- Disseminating stories, ideas, and information;

27. Media and Information Policy and Strategy Guidelines. UNESCO, Paris, 2013.

- 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, cultural cohesion within, and between nations, and sustainable development;
- 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 social and economic efficiency;
- Facilitating sustainable development and democratic processes 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 (news media);
- Serving as society's collective memory (libraries);
- Preserving cultural heritage;
- Providing a gateway to information;
- Helping to bridge the digital divide by providing access for the general public;
- Allowing libraries, archives, and museums 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 through academic libraries; and
- Educating the library user.

(Adapted from UNESCO Media Development Indicators, 2008)

All references to Kosovo in the UNESCO Media Development Indicators should be understood to be in the context of United Nations Security Council resolution 1244 (1999)

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

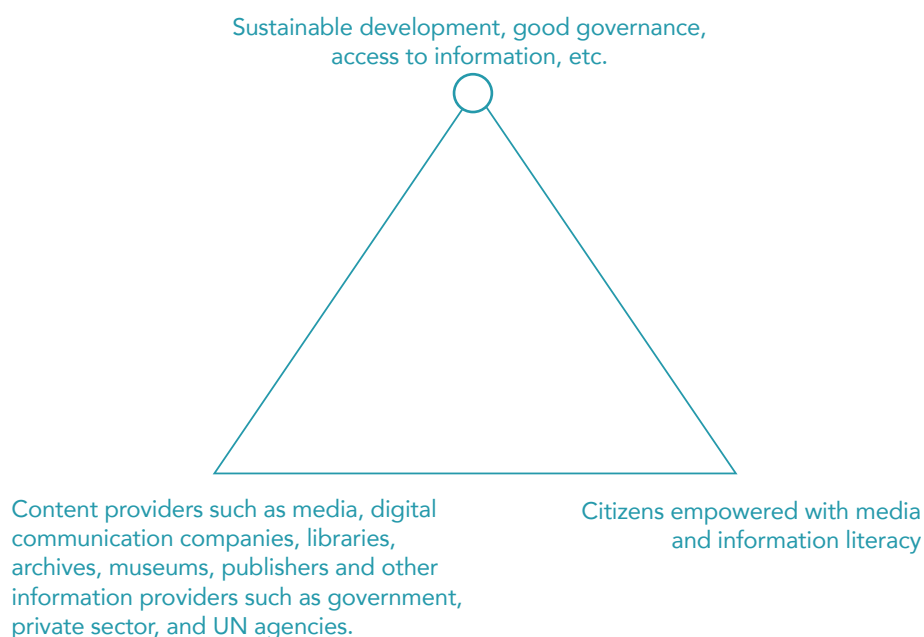
- Providing equal access to information and knowledge that are understandable and relevant to different groups of people; providing a platform for open debate and discussion.

- Inspiring loyalty and sustaining commitment to values and procedures that uphold values of sustainable development, democracy and good governance.

The MIL Curriculum provides educators and learners with content needed to develop skills in integrating media and information literacy in their teaching and learning practices in a manner that values learners’ voices, diversity, and is sensitive to gender representation. Here, the issue is how one can engage with content providers to self-express and amplify individual voices in order to develop different understandings and perspectives.

Information institutions (libraries media institutions, and digital communications companies) 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 educators. This Curriculum explores how the different information and communication systems might be used to improve educators’ participation in their own professional communities. Educators working in different social contexts and geographical locations can share knowledge and information about professional learning and practices

FIGURE 5: MIL AND ITS IMPORTANCE TO SUSTAINABLE DEVELOPMENT AND DEMOCRACY



## EVALUATION OF INFORMATION, MEDIA AND DIGITAL COMMUNICATIONS

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

The objective here is to increase the capacity of educators and learners to evaluate sources and assess information based on particular public service functions normatively attributed to content providers. Educators and learners should be equipped with MIL competencies to identify and analyse beneficial and biased or harmful content, being able to deconstruct messages and deal with them critically. Another objective is to equip educators and learners with knowledge of actions that can be taken when these systems deviate from expected roles. Educators should be able to examine how MIL competencies relate to content produced in and for formal and non-formal learning settings. The point here is that information and content within education systems can themselves be biased, stereotypical, incomplete, and sometimes even erroneous. For instance, educators should be able to explore the issues of gender, racial, religious and other forms of representation in content originating in textbooks, curricula or research, as well as information emanating from media and digital communications systems and the ways in which diversity and plurality are being addressed both locally and globally.

Finally, educators and learners should develop capacities to evaluate how they interpret content in general as well as specific texts from a variety of sources, and how this enhances or hinders their learning and social engagement.

## CONTENT PRODUCTION AND USE FOR AND IN MIL

The ability to select, adapt and/or develop, and use media and information literacy materials and tools for a given set of learning objectives and learning needs should be skills that educators and learners acquire. In addition, educators should develop skills in helping learners apply these tools and resources in their learning, especially in relation to content production.

Content production and use should foster a learner-centred pedagogy that encourages investigation and reflective thinking on the part of educators and learners. Here, understanding the basics of the content life-cycle, along with academic research skills, must receive greater attention. Learning by doing is an important aspect of knowledge acquisition in the 21st century. Content production provides an avenue for educators and learners to immerse themselves in learning by going through the production of texts and images in participatory environments within and outside formal learner settings. Educators must play an active role in this process if learners are to develop competencies for participatory learning.



User-generated content is a dominant attraction for many digital communications companies and traditional media alike. Interaction with other users of social networking platforms is an increasingly important reason why young people are accessing the Internet through various delivery platforms. This is not restricted to developed countries: in Africa, South Asia, Latin America and the Caribbean, more and more citizens are gaining access to mobile technology and using it to receive and send messages and participate in debates on the social, sustainable development, and political issues that affect their lives. At the same time, they engage with entertainment and advertising and how to navigate a proliferation of false and misleading content.





As educators and learners develop competencies and confidence in producing and using media and digital content for instructional practices, they move towards becoming leaders in promoting media and information literacy within the learning curricula. As they increase their proficiency in teaching and learning about MIL for a variety of functions, educators and learners become champions and peer-educators of MIL in the learning and social environments and in the wider society.

## CORE EDUCATORS' COMPETENCIES

Table 3 further links MIL to the established curriculum areas for teachers/educators. These skills reflect the core competencies that educators are expected to acquire and demonstrate under each of the elements of the MIL Curriculum Framework. In assessing the extent to which educators have developed skills relevant to the curriculum areas, Table 3 provides what the overall expected outcomes should be.

TABLE 3: UNESCO MIL CURRICULUM GOALS AND EDUCATOR SKILLS

CURRICULUM AREAS	CURRICULUM GOALS	EDUCATOR SKILLS TO BE ENABLED
Policy and vision	To sensitize educators to the policies and vision needed for MIL	Educators understand policies necessary to promote MIL and how these might be realized in education (and society). They should also understand how MIL contributes to life skills and broader development within the context of civic education and global citizenship education.
Curriculum and assessment	To emphasize the use of MIL resources and their application	Educators understand how MIL might be utilized in the school curriculum. They are able to critically assess the range of content providers in the light of the functions attributed to them; and for that purpose to select a wide range of material from content providers for MIL provision. They have skills to assess students' understanding of MIL.

Information, media and Internet institutions	To enhance knowledge of the whole range of information providers such as libraries, archives, museums, media, digital communications companies, etc.	Educators know and understand how all content providers have evolved into present forms. They develop skills in using available technologies to reach different audiences. They use various content resources to develop critical thinking and problem-solving skills and extend these to their students.
		
Organization and administration	To enhance educators' capacity to organize learning spaces for effective participation in all teaching and learning, and for content resources to be an integral part of achieving this	Media and information literate educators should understand learning spaces organization; are able to create conditions in teaching and learning that maximize the use of various content providers for civic education and lifelong learning, including showing skills in organizing learning in ways that make learning spaces respectful of different views and perspectives irrespective of background and gender.
		
Pedagogy	To effect change in educators' pedagogical practices necessary to teach about media and information literacy	Media and information literate educators must acquire the pedagogical skills needed to teach media and information literacy to students. They have the ability to teach MIL from the perspective of good governance, sustainable development and intercultural dialogue. They acquire knowledge about student interactions with, and response to, all content providers as a first step in supporting their media and information literacy learning. Also, educators understand central concepts, tools of enquiry, and structures of the discipline of MIL to create learning experiences that make these meaningful for learners and prepare them for their role as citizens.
		
Educators' professional development	To promote education on the application of content resources for life-long learning and professional development	They have the necessary skills to use technology and to engage with content providers to access information and acquire subject matter and pedagogical knowledge in support of their own professional development.
		

This framework introduces 14 core modules, providing for rich MIL curricula. The modules provide an outline of topics, learning objectives, content and activities that can be adapted by educators, all social actors, and 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 educators should acquire as they work their way through the modules. Where modules are selected for a particular programme of MIL for education, they should cover most of these competencies. The competencies listed below are only a sample of all the competencies listed in the 14 modules. See each module for detailed competencies/learning outcomes at the beginning of each unit.

## MIL COMPETENCY 1:

### Understanding the Role of Information, Media, and Digital Communications in Sustainable Development and Democracy

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

**Module 1**, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2**, Understanding Information and Technology; **Module 14**, Communication and Information, MIL and Learning – A Capstone Module; **Module 13**, Media, Technology and the Sustainable Development Goals: The MIL Context.

The MIL educator, actor or learner will begin to become familiar with the normative functions of all content providers and understand their potential importance to citizenship and informed decision-making.

Outcomes of this competency should include educators' and learners' ability to:

- Identify key learning outcomes/elements and convergence of media and information literacy;
- Identify, describe and evaluate the normative public service functions of all content providers in sustainable development and democratic societies;
- Understand the link between MIL and the SDGs; describe the application of MIL to various development issues;
- Understand and describe the key concepts that are used by content providers, including libraries, the media and digital communication companies;
- Understand how knowledge of these concepts will help users/citizens to critically interact with content providers;
- 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, sustainable development and democracy;
- Describe pluralism of voices and perspectives in all forms of content providers as actors for intercultural dialogue and why these are important;
- Describe editorial independence, professional standards and accountability;
- Explain journalism as a discipline of verification within a public service remit;
- Describe information, media and technological ethics, and be able to identify when these have been breached.

## MIL COMPETENCY 2:

### Understanding Content and its Uses

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

**Module 2**, Understanding Information and Technology; **Module 6**, Representation in Media and Information: Highlighting Gender Equality; **Module 7**, How Media and Technology Influence Content; **Module 5**, Audience and Global Citizenship; **Module 10**, Advertising and Media and Information Literacy; **Module 11**: AI, Social Media, and MIL Competencies; **Module 13**: Media, Technology and the Sustainable Development Goals: The MIL Context.

**The MIL educator, actor or learner will be able to demonstrate knowledge and understanding of the ways people use information, media, and digital technologies in their personal and public lives, the relationships among citizens and content, as well as the use of all these for a variety of purposes.**

**Outcomes of this competency should include the educator's and learner's ability to:**

- Interpret and make connections between content, context and values projected by providers;
- Describe the role and importance of information and the need for information literacy skills in information and knowledge societies;
- Describe the link between MIL and global citizenship and relevance to learning;
- Explore the notion of audience, including the factors that may affect how individuals and audiences interpret content differently;
- List the benefits of belonging to a common humanity, shared values and obligations, empathy, solidarity and respect for differences and diversity;
- Examine the dynamic, inter-related and potentially transformative relationships between production, message, engagement and audience;
- Identify and list some of the general uses of AI and social media for development;
- Identify some of the key actors developing and using AI;
- Understand and describe the basics of AI ethics, governance and regulations. ;
- Use strategies to analyse stereotypes in information and media content (e.g., recognize stereotypes that serve the interests of some groups in society at the expense of others; identify and deconstruct techniques used in visual media that perpetuate stereotypes, including gender and racial stereotypes);

- Identify, analyse, and critique a variety of techniques used in advertising (and other types of content) that seek to influence decision and behaviour;
- Explore representations, misrepresentations and lack of representation in content;
- Explore the interaction between privacy, personal development and social development;
- Explain how the concept of 'active' audiences applies to advertising and strategic communications, or more specifically, how audiences negotiate meaning (how we explain the success of some advertisements and not others);
- Evaluate the impact of advertising on content and services;
- Recommend strategies to maintain an informed citizenship, given the use of emotional appeals in advertising, misinformation and disinformation;
- Understand and describe the characteristics and importance of public service broadcasters (PSB).

## MIL COMPETENCY 3:

### Accessing Information Effectively and Efficiently and Practicing Ethics

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

**Module 1**, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 9**, Internet Opportunities and Challenges; **Module 3**, Research, Content Cycle, Digital Information Processing, Intellectual Property; **Module 8**, Privacy, Data Protection, and You.

The MIL educator, actor or learner will be able to determine the types of content needed for a particular task and search for, and access content in an effective and efficient manner.

#### Outcomes of this competency should include the educator's and learner's ability to:

- Select efficient and effective approaches for accessing content required for investigative or information retrieval purposes;
- Learn how to use search commands in databases;
- Understand the role of content providers (including Internet search engines, libraries, museums and archives in preserving digital information);
- Search online using the relevant techniques (search engines, subject directories and gateways);

- Identify keywords and related terms for accessing the content needed;
- Identify a variety of types and formats of potential sources for content. Describe criteria used to make content decisions and choices;
- Be able to understand the meanings and relationship between basic science literacy and MIL;
- Describe and demonstrate understanding of key aspects of organizing information, i.e. using classification schemes to locate content (e.g. library collection classifications, indexes, abstracts, bibliographies, databases, etc);
- Understand and apply copyright laws including creative commons and copyright licencing;
- Understand the difference between authorship and ownership;
- Be able to understand the importance and different types of intellectual property.

## MIL COMPETENCY 4:

### Critically Evaluating Information and Information Sources and Ethical Practices

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

**All modules, especially Module 1**, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2**, Understanding Information and Technology; **Module 3**, Research, Content Cycle, Digital Information Processing, Intellectual Property; **Module 9**, Internet Opportunities and Challenges; **Module 5**, Audience and Global Citizenship; **Module 6**, Representation in Media in Information: Highlighting Gender Equality; **Module 10**, Advertising and Media and Information Literacy; **Module 4**: Media and Information Literacy Competencies to Tackle Misinformation and Hate Speech: In Defense of Truth-seeking and Peace.

The MIL educator, actor or learner will be able to critically evaluate content and all content providers and to incorporate selected information for problem-solving and analysis of ideas.

#### Outcomes of this competency should include the educator's and learner's ability to:

- Examine and compare content from various content providers in order to distinguish the different functional features of information, entertainment, advertising, misinformation and disinformation;
- Evaluate informational content in terms of its reliability, validity, accuracy, authority, timeliness and bias;

- Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate specific texts (websites, documentaries, advertisements, news programmes);
- Recognize prejudice, hate, deception or manipulation;
- Explain different theories of truth;
- Analyse conditions that illustrate the concept of a post-truth era;
- Distinguish the different types of false and misleading content, i.e., disinformation, misinformation and malinformation, including conspiracy theories and myths;
- Describe how trolling and clickbait operate, including in relation to disinformation;
- Describe the types, nature, and origins of conspiracy theories, understand why people are drawn to them, and how to counter them;
- Evaluate the role of business models in amplifying misinformation and disinformation, and assess efforts to mitigate this through content moderation and editorial standards;
- Recognize the cultural, social or other contexts within which the content was created and understand the impact of context on interpreting it;
- Understand the range of digital techniques, including features like “deep fakes” and digital manipulation possibilities;
- Compare new knowledge with prior knowledge to determine the value added, contradictions or other unique characteristics of content;
- 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 texts (draw conclusions, generalize, synthesize materials viewed, refer to images or information in visual media to support point of view, deconstruct content to determine the underlying biases and decode the subtext);
- Analyse content from various providers, with emphasis being given to representations of gender, race, origin, other cultural identity markers, and sexuality;
- Translate MIL competencies into specific performance indicators as manifested in terms of knowledge, attitudes and skills;
- Describe online privacy concerns and implications in MIL;
- Identify strategies to protect personal information online;
- Explain why privacy is crucial for people to express themselves freely and benefit from access to information;
- Identify codes and conventions used to convey meaning in a variety of content;
- Evaluate the ways in which a medium and its particular codes and conventions can shape the message being conveyed;

- Assess the content that can be conveyed through the use of a particular medium;
- Analyse how audiences are identified and targeted, explicitly and implicitly, and the role of algorithms therein;
- Analyse how audiences respond to content, and explain the determining factors, especially within the context of global citizenship.

## MIL COMPETENCY 5:

### Applying Digital and Traditional Media Formats

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

**Module 9**, Internet Opportunities and Challenges; **Module 6**, Representation in Media and Information: Highlighting Gender Equality; **Module 7**, How Media and Technology Influence Content; **Module 4**: Media and Information Literacy Competencies to Tackle Misinformation and Hate Speech: In Defense of Truth. **Module 11**: AI, Social Media, and MIL Competencies; **Module 12**: Digital Media, Games and Traditional Media; **Module 13**: Media, Technology and the Sustainable Development Goals: The MIL Context.

**The MIL educator, actor or learner will be able to understand the uses of digital technology, communication tools and networks for information gathering, decision-making, social transformation.**

**Outcomes of this competency should include the educator’s and learner’s ability to:**

- Understand the basics of digital technology, communication tools and networks, and their usage in different contexts for different purposes;
- Describe how by being media and information literate, learners can better understand the social context of AI and how to critically engage with AI systems;
- Understand how to apply MIL competencies in AI and social media environments and identify tools and resources that can help in this context;
- Use a broad range of media ‘texts’ in order to express they own ideas through multiple forms of media (traditional print, electronic, digital, etc.);
- Undertake basic online content searches;
- Understand for what purposes young people youths use the Internet;
- Describe the technological differences between traditional and digital platforms and how the latter has enhanced participatory democracy, while also unleashing and amplifying potential harms;
- Explore the use of games in formal, non-formal, and informal education;



- Understand, describe and apply games pedagogy in the classroom;
- Develop social, intellectual and spatio-temporal skills, using interactive multimedia tools, especially games;
- Apply interactive multimedia tools, especially digital games, to instructing and learning;
- Use low/high-tech interactive multimedia tools/games to introduce concepts from academic subjects (mathematics, science, social studies, etc.);
- Analyse different interactive multimedia tools developed using free and open-source or proprietary software, and evaluate their implications for and impact on instructing and learning;
- Describe the relationship between new media environments and business models and how they affect people's activities, interactions and online presence.
- Evaluate how new technologies and services offered by Internet companies contribute to sustainable development and democratic institutions and processes in society, and to what extent.

## MIL COMPETENCY 6:

### Situating the Sociocultural Context of Information, Media, and Digital Content

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

**Module 1**, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2**, Understanding Information and Technology; **Module 13**: Media, Technology and the Sustainable Development Goals: The MIL Context.

**The MIL educator, actor or learner will be able to demonstrate knowledge and understanding that information, digital, and media content is produced within social and cultural contexts.**

**Outcomes of this competency should include the educator's and learner's ability to:**

Understand the link between MIL and the SDGs; describe the application of MIL to various development issues.

- Describe online privacy concerns and implications in MIL;
- Understand and describe the basics of how data is used by powerful actors to drive social and economic development or underdevelopment;
- Analyse and explain how the rules and expectations governing content genres can be manipulated for particular effects or purposes;

- Delineate the normative purpose of journalism and its role in strengthening and pursuing good governance, democracy, and sustainable development;
- Produce texts that present diverse perspectives and representations;
- Assess content providers as actors for intercultural dialogue. Demonstrate ability to critically evaluate content for relevance to sustainable development, democratic citizenship and cultural diversity;
- Critically discuss the basic principles in making news judgements or in shaping the news;
- Understand how editing shapes meaning in visual media and their messages (omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, etc.);
- Explain why privacy is crucial for people to express themselves freely and benefit from access to information;
- Explore and query these issues in their personal, local and social contexts;
- Identify the key actors and their roles in privacy protection.

## MIL COMPETENCY 7:

### Promoting MIL Among Learners/Citizens and Managing Required Changes

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

**Module 1**, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 9**, Internet Opportunities and Challenges; Module 5, Audience and Global Citizenship; . **Module 13**, Media, Technology and The Sustainable Development Goals: The MIL Context; **Module 14**, Communication and Information, MIL And Learning – A Capstone Module.

**The MIL educator, actor or learner will be able to use knowledge and skills acquired through his/her MIL training to promote media and information literacy among learners and manage related changes in learning environments/education settings.**

**Outcomes of this competency should include the educator's and peer-educator's ability to:**

- Understand how different learners/citizens interpret and apply media products and events to their own lives;
- Guiding learners/citizens to apply MIL to various problem-solving opportunities and challenges;
- Understand and use a variety of instructional activities to foster learners'/citizens' skills in media and information literacy;
- Demonstrate ability to help learners/citizens select the most appropriate approaches (i.e., information retrieval systems) for accessing needed content;
- Demonstrate ability to help learners/citizens to evaluate critically content and its sources while incorporating relevant information into their knowledge base;
- Use knowledge of effective verbal, non-verbal and other communication techniques to foster active enquiry, collaboration and free and open communication among learners/citizens;
- Understand and use formal and informal assessment strategies to develop knowledge and skills for critical reading, viewing, and listening among learners/citizens;
- Use media and information literacy tools to foster a more participatory learning environment for learners/citizens;
- Use traditional or digital technologies to create a bond with school-based and out-of-school learning, especially for learners/citizens in or out of schools;
- Use ICT in the classroom to help students discover ICT and media and information 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 training to develop learners'/citizens' learning;
- Use knowledge and skills acquired through training to develop learners'/citizens' skills in evaluating media and information and understanding ethical issues related to media and information literacy;
- Motivate engagement in UNESCO MIL Alliance - a global network of multiple stakeholders in MIL - and advocate for creative learning in city spaces and life through MIL Cities<sup>28</sup>;
- Identify various projects or initiatives to empower learners/citizens and encourage participation; (Many related initiatives/projects are highlighted in the Pedagogical Approaches and Activities throughout the modules.)

28. UNESCO MIL Cities promotes innovative and creative learning about MIL in city (metaphor of cities) spaces and by various city actors. The "MIL Cities" initiative places its focus on citizens. The main objective of the "MIL Cities" initiative is to set cities on a path to innovatively empower more citizens with MIL competencies while connecting with other cities across the world. Read the MIL Cities Framework here, <https://en.unesco.org/milcities>.

## PEDAGOGIES IN TEACHING AND LEARNING MIL: USING THE CURRICULUM

The following pedagogical approaches underpin the strategies used throughout the modules of the MIL Curriculum.

### I. Issue-enquiry Learning

Issue-enquiry learning is a learner-centred/citizen-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:

1. identification of the issue; recognition of underlying attitudes and beliefs;
2. clarification of the facts and principles behind the issue;
3. locating, organizing and analysing evidence;
4. interpretation and resolution of the issue; and
5. taking action and reconsidering consequences and outcomes from each phase.

It is an appropriate method to teach MIL as it provides learners/citizens with opportunities to explore issues in depth.

Examples of the application of the issue-enquiry approach in MIL include: exploring portrayals of gender equality and race through media analysis; exploring issues related to privacy and media and digital communications companies through primary and secondary document analysis; and 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 is a highly structured, cooperative learning mode to enhance both individual and collective knowledge by engaging learners/citizens in critical and deep enquiry of real-life problems. The learning objectives, enquiry questions and methods, as well as the outcomes, are all defined and managed by students.

An example of problem-based learning in MIL includes designing an effective social marketing campaign for a particular audience – for instance to promote the Sustainable Development Goals among youth.

### III. Empirical Approach and Scientific Enquiry

The empirical approach 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, analyse, and interpret data, proposing explanations, and communicating the results. This method can also be adapted for teaching media and information literacy.

Examples of scientific enquiry include: investigating the extent to which potential harms or benefits of particular content are realized in practice; assessing the relationship between recognition on social media and dopamine levels; investigating the roles of online communities and how these are constructed by recommendation algorithms; investigating the nature and impact of privacy infringement or the efforts to use Artificial Intelligence to identify hate speech.

Scientific enquiry involves the abovementioned techniques, but can also take this further by including experimentation consisting of pre-tests, interventions, post-tests, experimental groups/situations, control groups and situations, multiple trials in the long and short-term, and sometimes involving several groups of scientists. A challenge to applying the scientific enquiry approach in MIL teaching and learning is that most Internet communications companies do not offer open access to their massive data holdings, although increased public access to this information – even on an accredited basis – would greatly aid the possibility to generate more knowledge of value to MIL.

#### **IV. Case Study**

The case study method involves an in-depth examination of a single instance or event. It is practiced extensively in universities where students make use of real-life incidents by applying theoretical knowledge to real cases. This approach is suitable when teaching MIL, as learners/citizens are exposed daily to many different forms of messages from various content providers (thus offering a wide range of ‘cases’). The case study method offers a systematic way of looking at events, collecting and analysing data, and reporting the results. This, in turn, can serve to support enquiry learning among learners/citizens. By applying this method, learners/citizens can 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, learners/citizens could undertake a case study of how MIL has built the resilience of people to misinformation and disinformation in a specific community; of instances of ethical violations in the use of AI; of successful marketing campaign strategies for a high profile digital or media product; or of product placements or ‘hidden’ sponsorship of “influencers” endorsements of specific products.

#### **V. Cooperative Learning**

Cooperative learning refers to the instructional approach that groups learners/citizens 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 learning spaces with a wide range of achievement in basic skills. This is an appropriate method in the learning and teaching of MIL as it requires the sharing of ideas and learning from one another.

Examples of cooperative learning applied to MIL could be working collaboratively in a wiki space or joint participation in UNESCO MIL CLICKS social media initiatives and events.

## VI. Textual Analysis

Learners/citizens can learn to undertake textual analysis by identifying the codes and conventions of various genres (visual, printed, oral etc.). It is a semiotic analysis, which aims to reach further understanding of key concepts within the genre of communication being examined. Through this method, learners/citizens acquire knowledge to identify how language, as well as other visual codes and conventions, are used to create particular types of representations that will appeal to certain audiences. Learners/citizens are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any type of text. This process also covers techniques such as visual/image analysis. This type of textual analysis can be applied to real-life examples contexts, and serve an informative purpose beyond the academic exercise.

For example: Learners/citizens can be asked to select a piece of content that is of interest to them. This may be a news article, a YouTube video, or a video clip from an online news source. Learners/citizens can then work in groups, under guidance, to analyse the purpose of the content, taking into account information on the author, technique/textual features, target audience and overall context.

## VII. Contextual Analysis

This approach teaches learners/citizens how to undertake basic contextual analysis of specific content, issues, situations and events, for example in relation to content providers or institutions. Learners/citizens can for example learn how to analyse a text (in whatever format) in relation to its historical, cultural, situational, or social setting or context. Contextual analysis is also concerned with the quality of the content/text with respect to arguments, coherence, logic, supporting evidence, etc. This approach can notably highlight dimensions relating to gender relations, the political economy, cultural considerations, etc.

Examples of contextual analysis and pedagogy can include helping learners/citizens acquire knowledge about the classification systems for film, television and video games that operate in particular countries; or on how media and digital communications ownership and concentration relates to questions of democracy and free speech.

## VIII. Translations

This pedagogical approach can take different forms and be used in a variety of content settings. Learners/citizens can, for example, chose a newspaper article about an incident in their community and convert it into a podcast or radio news story, or to a format that is suitable for posting on social media. Another example is to watch a short

sequence of a children's movie, and then work in small groups to draw a storyboard of the chosen sequence, identifying its particular shots, angles and transitions.

Other examples include instructing learners/citizens to convert a fairy tale into a storyboard to be filmed; or to collect a wide range of existing visual material related to a specific person's life, and use this as the starting point to plan and make a short documentary.

## IX. Simulations

Simulation is frequently used as a pedagogical approach in film, media and digital communication educational curricula. The educator uses simulation to demonstrate to the learners/citizens what media and digital learning 'looks like'. That is, the educator takes on the role of learners/citizens, and the trainees act as educators, at least in terms of completing the activities. This strategy is then discussed with the learners, as an important part of the pedagogic process.

Examples of this approach include: Learners/citizens taking on the role of a documentary film team producing a youth-oriented television programme, or that of radio/Internet-based journalists interviewing a person for a podcast. They can also simulate being a group of actors preparing to film promotional videos about sustainable development issues.

## X. Production

This approach entails learning by doing, a key aspect of knowledge acquisition in the 21st century. It encourages learners/citizens to explore learning at a deep and meaningful level. Producing content offers learners/citizens the opportunity to immerse themselves in learning by exploring and doing. Through producing texts (for example for audio, video, different writing formats, animation), learners/citizens can explore their creativity and own voices, to develop, formulate and express their ideas and perspectives.

As an example of this approach, learners/citizens can use a free and open-source filmmaking software to make a one-minute digital story about an environmental issue or any other subject of interest.

## XI. Critical Inquiry

In education, critical theory<sup>29</sup> stipulates an integrated and often non-linear process of searching for, collecting and evaluating or assessing content from multiple sources and perspectives, in order to reach a comprehensive, systematically reasoned understanding and analysis, and with the aim to generate new knowledge, ideas, applications, and paths for novel research questions. Critical inquiry draws attention to logic, evidence, structure, corroboration and assumptions within content.

29. See Kari D. Weaver & Jane H. Tuten (2014) The Critical Inquiry Imperative: Information Literacy and Critical Inquiry as Complementary Concepts in Higher Education, *College & Undergraduate Libraries*, 21:2, 136-144, DOI: 10.1080/10691316.2014.906779. See also Prayogi, Saiful & Yuanita, Leny & Wasis, Wasis. (2018). Critical Inquiry Based Learning: A Model of Learning to Promote Critical Thinking Among Prospective Teachers of Physic. *Journal of Turkish Science Education*. 15. 10.12973/tused.10220a. See also Douglas, Kellner & Share, Jeff. (2007). Critical media literacy is not an option. *Learning Inquiry*. 1. 59-69. 10.1007/s11519-007-0004-2.

## **XII. Dialogical Method or Inquiry**

Dialogic inquiry is situated in the culture, language, politics and themes of citizens, learners and educators. It is, to a certain extent, phenomenological, as it draws on peoples' experience and levels of familiarity with objects, situations, events or materials of study. For instance, a popular game, movie, TV show, social media video, book, magazine, news report or other content is typically associated with aspects of wider mass culture. In applying this method, learners and educators assess this connection, and write or talk about these texts and/or events drawing on personal experience from their daily lives. The process moves from subjective perspectives to global critical dimensions, taking into consideration perspectives of wider society, history and global citizenship. It relates to what some experts call participatory culture or theory as well as global citizenship education and digital citizenship. In so doing, citizens, learners, or educators get to interact with the familiar and the unfamiliar sequentially or concurrently, recognising the connection between the two through a process of social interaction.

## **APPENDIX: SELECTED MEDIA AND INFORMATION LITERACY AND OTHER RESOURCES**

This Appendix lists 16 different resources on MIL which are relevant to the content outlined in this Curriculum.

### **I. Draft Standards for Media and Information Literacy Curricula Guidelines**

This document contains a description of the “Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines,” and outlines a process towards further multi-stakeholder consultation of the Draft Standards for Media and Information Literacy Curricula Guidelines. It is aimed at guiding MIL curricula development and implementation by stakeholders in countries around the world. Achieving media and information literacy for all requires that it is integrated in all levels of formal, informal and non-formal education and learning. The primary target groups for this document are policymakers who are responsible for curricula development and MIL related programmes, curriculum developers and planners, teachers, MIL experts and practitioners implementing MIL-related curricula. [https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

### **II. Media and information literacy: policy and strategy guidelines**

In the evolving knowledge societies of today, some people are overloaded with content while others are in dire need of reliable information. Everywhere, people yearn to express themselves freely, to actively participate in governance processes and cultural exchanges. Media and information literacy (MIL) provides all citizens with critical competencies to thrive in this regard, in particular in the 21<sup>st</sup> century context.



Recognizing that achieving MIL for all will require its integration into national policies, UNESCO published the Media and Information Literacy Policy and Strategy Guidelines in 2013.

As Professor Ulla Carlsson, Director of the Nordic Information Centre of Media and Communication Research, notes in her Preface, “this publication is of vital importance toward improving efforts to promote MIL on national and regional levels”.

The Guidelines are divided into two parts. The first is an MIL Policy Brief, designed to inform policymakers and decisionmakers on MIL in policy development, and also serves as a summary of the publication. Part 2 is divided into several comprehensive chapters, discussing: 1) how to enlist MIL as a development tool; 2) conceptual frameworks for MIL policies and strategies; and 3) model MIL policy and strategies that can be adapted to national level policymaking by countries worldwide. <https://unesdoc.unesco.org/ark:/48223/pf0000225606>

### **III. Global Media and Information Literacy Assessment Framework: country readiness and competencies**

The MIL Assessment Framework provides methodological guidance for the national adaptation process, with six phases and various practical tools. The assessment results can enable countries to make informed decisions for interventions aimed at further developing MIL by fostering an enabling environment and enhancing citizens’ competencies. The MIL Assessment Framework is described in terms of its major objectives, structure and other parameters for measurements at the national level. The MIL Country Readiness Profile includes qualitative and quantitative indicators: media and information in education, media and information literacy policy, media and information supply, media and information access and use, including among civil society.

The resource further presents the MIL Competency Matrix and their composition (MIL components, MIL matters, competencies, performance criteria and levels of proficiency). In addition, it assesses both individual and institutional competencies, particularly targeting teachers in service and in training. MIL competencies can reflect the contextual national factors that facilitate the creation of an enabling and favourable environment for MIL. Finally, it provides methodological guidance and practical recommendations for conducting MIL Assessment at national level. <https://unesdoc.unesco.org/ark:/48223/pf0000224655>

### **IV. Media and Information Literacy in Journalism: A Handbook for Journalists and Journalism Educators**

UNESCO published a handbook for journalists and journalism teachers, entitled “Media and Information Literacy in Journalism”, in four languages (English, Karakalpak, Russian and Uzbek).

The publication is a practical tool for journalists in exercising their profession, in particular as it relates to media information literacy (MIL).

The handbook includes both theoretical materials, as well as exercises, case studies and practical tools to help promote a deeper understanding of the theoretical knowledge, and to support its translation into practice. The handbook deals with the notion of 'fake news' (use of this term is discouraged as if content is fake it is not news) and misinformation, provides a conceptual framework for media and information literacy underlining its relevance and importance for journalism, and explores principles and roles of MIL in journalism education. In addition, the handbook covers topics such as ethics on the Internet, human rights and work with sources, in collecting and processing information, ways to verify and provide reliable information, and the identification of 'fakes', false or manipulated textual or visual information.

Handbook in  English,  Russian,  Uzbek,  Karakalpak

<https://en.unesco.org/news/unesco-promotes-media-and-information-literacy-support-media-development-uzbekistan>

## V. Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training

Written by experts in the fight against disinformation, this handbook explores the very nature of journalism with modules on why trust matters; thinking critically about how digital technology and social platforms are conduits of false and misleading content; fighting back against disinformation and misinformation through media and information literacy; fact-checking 101; social media verification and combatting online abuse.

This model curriculum is an essential addition to teaching syllabi for all journalism educators, as well as practicing journalists and editors who are interested in information, how we share it and how we use it. It is mission critical that those who practice journalism understand and report on the new threats to trusted information. Political parties, health professionals, business-people, scientists, election monitors and others will also find it useful. It is available in twenty-three languages.

<https://en.unesco.org/fightfakenews>

## VI. Balancing Act: Countering Digital Disinformation while Respecting Freedom of Expression

In 2020, the Broadband Commission for Sustainable Development, co-founded by UNESCO and the International Telecommunication Union (ITU), launched a comprehensive study on one of the world's most intricate challenges: 'Balancing Act: Countering Digital Disinformation while respecting Freedom of Expression'. The study is unique in its global scale and comprehensiveness, but it is also highly action-oriented, with a suite of sector-specific actionable recommendations and a 23-point framework to test disinformation responses.

Targeted analyses and recommendations address the life cycle of online misinformation and disinformation: from production to transmission, reception and reproduction. Readers will find chapter packages that are of special interest to:

- Legislators and policy makers (counter disinformation campaigns, electoral-specific responses, the Freedom of Expression Assessment Framework)
- Internet companies, producers and distributors (content curation, technical and algorithmic, advertisement policy, demonetization responses)
- Journalists, investigative researchers and fact checkers
- Universities and applied and empirical researchers
- Other target audiences (educational, ethical and normative, empowerment and credibility labelling responses).

The findings are organized into a typology of 11 different categories of responses to misinformation and disinformation – ranging from identification and investigatory responses, through to policy and legislative measures, technological steps and educational approaches. For each category of response, the reader will find a description of work being done around the world, by which actors, how it is funded and who or what is targeted. The report further analyses the underlying assumptions and theories of change behind these responses, while weighing up the challenges and opportunities. Each category of response is also assessed in terms of its intersections with the universal human right of freedom of expression, with a particular focus on press freedom and access to information. Finally, case studies of responses to COVID-19 misinformation and disinformation are presented within each category. At the heart of this knowledge product is the need for, and value of, balancing responses to disinformation with respect for freedom of expression. The research shows us that this can be done.

[https://www.broadbandcommission.org/Documents/working-groups/FoE\\_Disinfo\\_Report.pdf](https://www.broadbandcommission.org/Documents/working-groups/FoE_Disinfo_Report.pdf)

## VII. Teaching and Learning Transformative Engagement

In recent years, we have seen young learners take action to influence local, national or global communities on a range of issues, from gun violence in school to climate change. At the same time, other young learners have expressed a wish to contribute to transformative processes but expressed their lack of knowledge and know-how to do so. This situation underlines the urgency of understanding different forms of transformative engagement undertaken by young learners, especially in relation to the role of education.

Building on Target 4.7 of the Sustainable Development Goal (SDG) 4 on Education, UNESCO supports its Member States in taking forward Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), to empower learners to assume active, accountable and effective roles to tackle challenges at local, national and global levels.

While there is a large body of literature on citizenship and civic education, there is less clarity about the meaning of ‘responsible transformative engagement’ for young learners in relation to GCED and ESD – notably, the types of transformative engagement

and the meaning of 'responsible'. To further understanding of the connection between learners' engagement and education, we can help to clarify the knowledge, skills and competencies that schools may provide, as well as how the role of education can vary depending on context.

<https://unesdoc.unesco.org/ark:/48223/pf0000368961?locale=fr>

### **VIII. Online Course on Global Citizen Education for Educators/ Teachers**

If you are in learning spaces, you can get involved through online courses and resources developed by the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development:

<https://mgiep.unesco.org/cit> and <https://mgiep.unesco.org/article/empowering-learners-through-unesco-mgiep-s-indigenously-designed-learning-platform-framerspace>

<https://mgiep.unesco.org/global-citizenship>.

One of the seminal resources available in this toolkit is Rethinking Learning - A Review of Social and Emotional Learning for Education Systems. <https://mgiep.unesco.org/>

### **IX. Media Education: A Kit for Teachers, Students, Parents and Professionals**

This Media Education Kit, published by UNESCO and available in Arabic, English and French, is in part a product of the MENTOR project initiated by UNESCO and supported by the European Commission, as a first attempt to develop a comprehensive tool kit in the field of MIL.

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? Should professionals always 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.

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

### **X. UNESCO Media Development Indicators**

The UNESCO Media Development Indicators (MDIs) are 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 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. This resource provides a framework for understanding media ecosystems in general. To date, 20 countries have produced concrete reports that assess their national mediascape.

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

This international meeting was organized in Paris in 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.

[http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/theme\\_media\\_literacy\\_grunwald\\_declaration.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/theme_media_literacy_grunwald_declaration.pdf)

## **XII. Empowerment through Media Education**

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

When discussing issues regarding democracy and development, we often forget that media-literate citizens are a precondition. In other words, 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 – both in their role as citizens and as participants in society, and for 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.

<https://www.nordicom.gu.se/en/publikationer/empowerment-through-media-education>

## **XIII. Understanding Information Literacy: A Primer**

This publication, published in 2008 by the UNESCO's Information for All Programme (IFAP), offers insights on the building blocks of information literacy, which is one dimension of MIL, in an easy-to-understand and non-technical manner.

The publication targets a diverse audience, from government officials, inter-governmental civil servants, information professionals and teachers to human resources managers in both profit- and non-profit organizations. Below is an excerpt of the publication:

'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.’

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

#### **XIV. I'd blush if I could: Closing gender divides in digital skills through education**

This publication shares strategies to close gender divides in digital skills through education. It contains three parts: a policy paper and two think pieces. The ideas and recommendations made in this resource can easily be applied to MIL as a tool to promote gender equality.

The policy paper outlines the persistence and severity of the gender gap in digital skills, provides a rationale for interventions, and makes recommendations to give women and girls equal opportunities to develop and strengthen digital skills.

The first think piece examines the “ICT gender equality paradox”, and the UNESCO finding that countries with the highest levels of gender equality, such as many countries in Europe, also have the lowest proportions of women pursuing advanced degrees in computer science and related subjects.

The second think piece examines how AI voice assistants projected as young women perpetuate harmful gender biases. It offers recommendations to ensure that the continued proliferation and use of digital assistants does not exacerbate gender divides and propagate gender-based stereotypes.

<https://en.unesco.org/ld-blush-if-i-could>

#### **XV. Gender, Media & ICTs: New approaches for research, education & training**

It is often difficult to identify and compare various training resources and opportunities about gender equality in media and ICTs. This resource responds to this challenge with a range of curriculum and training ideas for adoption and adaptation. The resource links educational and professional fields with policy fields in order to improve gender equality in and through the media. It was produced by the UNESCO UNITWIN Network on Gender, Media and ICTs, within the framework of the Global Alliance on Media and Gender (GAMAG) – an alliance initiated by UNESCO in 2014.

<https://en.unesco.org/gamagandunitwin>

#### **XVI. ICT Competency Standards for Educators**

In response to the need for standards to help national education sectors leverage ICTs, UNESCO teamed up with Cisco, Intel and Microsoft, as well as with 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 educators' practice through ICTs and give a new dimension to their skills, regardless of where the classroom is located - resulting in better education and highly skilled learners.

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

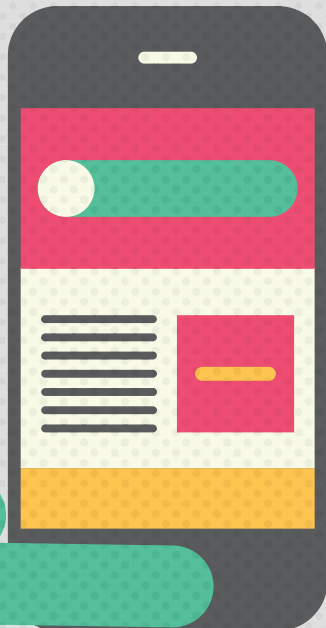
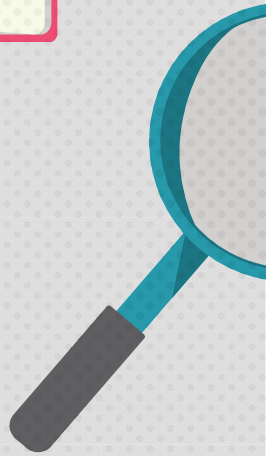
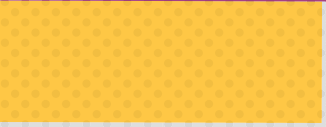
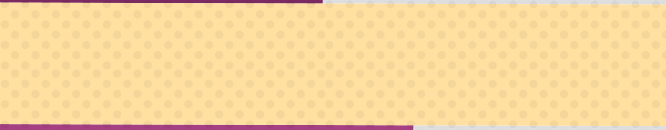
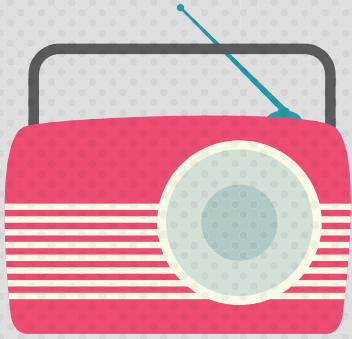
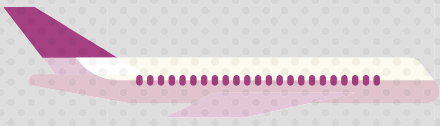
- A Policy Framework explaining the rationale, structure and approach of the CST project <http://unesdoc.unesco.org/images/0015/001562/156207e.pdf>
- A Competency Standards Modules' Structure, which combines the components of educational reform with various policy approaches to generate a matrix of skill sets for educators <http://unesdoc.unesco.org/images/0015/001562/156210E.pdf>
- Implementation Guidelines, providing a detailed syllabus of the specific skills to be acquired by teachers within each skill set/module. <http://unesdoc.unesco.org/images/0015/001562/156209E.pdf>

## **XVII. Learning for the future – competences for education for sustainable development**

Education should play an important role in enabling people to live together in ways that contribute to sustainable development. Education can contribute to unsustainable living when there is a lack of opportunity for learners to question their own lifestyles and the systems and structures that promote those lifestyles. It also happens through reproducing unsustainable models and practices. The recasting of development, therefore, calls for the reorientation of education towards sustainable development

This resource covers a set of competences as goals to which all educators should aspire. While it does not prescribe behavioural outcomes, it provides a framework for the professional development of educators and is of particular importance to individuals, groups and institutions that have a multiplier effect.

<https://unesdoc.unesco.org/ark:/48223/pf0000261802>







# PART 2:

## MODULES

# INTRODUCTION: HOW TO USE THIS MIL CURRICULUM

Media and information literacy (MIL) concerns the function of content providers such as libraries, archives, museums, media and digital communications companies in our personal lives, in sustainable development, and in democratic societies. It promotes the individual's rights to communicate and express, and to seek, receive and impart information and ideas. It encourages the evaluation of content providers and their content based on how they are produced, the messages and values being conveyed, and the intended audiences or purposes.

## **In an information and knowledge-based society:**

- Communication and information are central to the Sustainable Development Goals and democratic processes
- Content providers contribute to forming perceptions, beliefs and attitudes
- There is an increase in user-generated content, the use of digital spaces, citizens' journalism, and citizens-driven information
- MIL is important for citizens' participation and success in society

By bringing together related competencies regarding content, content providers, and technologies for producing and disseminating content, 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. Further, MIL also recognizes the roles of libraries, archives and museums as important providers of content in addition to institutions such as the media and Internet companies.

# TARGET AUDIENCE FOR THE MIL CURRICULUM

The target groups for the curriculum are essentially educators and learners. Educators and learners are understood in the broadest sense of the terms to include teachers at the secondary and primarily tertiary levels, persons involved in training or learning on all forms in NGOs, CSO, community centers, the media, libraries, online or offline. Given that the curriculum was developed with adaptation in mind, it can be used by various stakeholders interested in the field of MIL. Users may need to adapt the content to make it more relevant or accessible to specific target groups. The curriculum is also relevant to government officials and ministries, and other social and international development organizations.

# MAIN FEATURES OF THE MIL CURRICULUM

Media and information literacy seeks to bring together disciplines that were once separate and distinct. It recognizes that digital advancement has driven convergence in information processing and the competencies needed to engage critically with various types of content across platforms and content providers. The MIL Curriculum is comprehensive and 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
- Topics for further consideration
- Resources and References

The learning objectives identify the key goals of each of the modules for educators and learners, in general. They also identify the competencies (knowledge, skills, attitude, and values) that educators and learners should be able to demonstrate after completing each module/unit. In any adaptation plan, these should be considered in the overall context of the Curriculum and Competency Framework and the model MIL curriculum modules which are part of this package.

The background and rationale section explores the topic of the module, 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 users might explore.

The same can be said for the suggested 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. Educators are encouraged to use these as a basis to prepare more locally or culturally relevant activities. To assist the efforts of users, UNESCO will be updating a dynamic multimedia online version of the MIL Curriculum which will include a multimedia databank of MIL-related resources, lesson plans, activities, etc. UNESCO will explore offline packaging of the multimedia version and will stimulate open educational resources. Please consult the UNESCO website for more information.

The section on assessment and 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. Additional topics for further consideration are offered to the users who want to go further.

Finally, modules conclude with a section of resources and references that have been recommended for use with the modules. Users 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 this resource, consideration has to be given to the realities that exist in a variety of learning spaces – whether offline, online, or distance – the priorities and goals of the users or institutions, existing interests, programme content and priorities, timelines, availability, and time constraints. The following recommendations are offered as a way of ensuring that the curriculum meets the needs of the users involved in all forms of learning.

- Identification of key stakeholder groups and setting up a 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 users to identify priority areas in the curriculum which can best meet their needs.
- An assessment of present knowledge of individuals and curricula in respect to institutions or countries should be completed in order to ascertain whether or not elements of MIL are already included in existing curricula. 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., including 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 mentioned above. The UNESCO Open Educational Resources (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 should 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.
- The extent of adaptation depends on many of the variables mentioned above as it relates to the users, groups/associations, or 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 various learners or educators. For educators who are 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 educators 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 learners and educators. Examples include education technology, literacy, social studies, civic education, 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. Keep in mind that the focus attention that MIL requires may be lost with this approach.
- **Online course:** The course could be offered online for various users. This could include partnership with another institution in or outside the respective country. It is important to note that the users, groups/associations, or institutions would not have to set up its own online course but could partner with another institution that has facilities in place for offering online courses. The institution may consider offering the course as a certificate, diploma or degree programme. See examples of MIL MOOC offered by UNESCO and our partners on this link: <https://en.unesco.org/themes/media-and-information-literacy/moocs>.

In the long term, a combination of two or more of these strategies could also be explored. A blended approach is likely to have greater impact. Evidently, the adaptation process and integration strategies employed will vary among users, groups/associations or institutions depending on a number of defining factors. Some obvious ones are level of readiness, knowledge, availability of resources and expertise, and depth and scope of the integration.

#### Adapting and sharing MIL Curricula via UNESCO's new Open Educational Resources: Online Multimedia MIL Teaching Resources Tool platform

The UNESCO Open Educational Resources (<https://iite.unesco.org/theme/oer/>) 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. See also this: <http://www.oerplatform.org/>. There might be other OER platforms and open databases in your regions.

UNESCO and partners will be updating a OER driven Online Multimedia MIL Teaching Resources Tool platform, <http://unesco.mil-for-teachers.unaoc.org/> (Search the UNESCO website for updated link to this resources as will be necessary) as global communities of practice – including educators, learners and various actors – will be able to freely copy, adapt, and share their resources, including the MIL Curriculum.

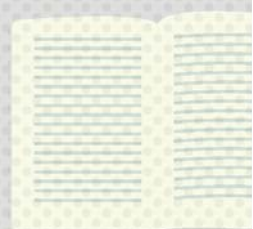
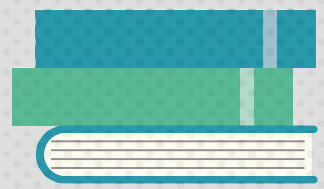
By persuading and assisting users and institutions to share their adapted MIL curricula as fully-licensed OERs on the Platform, we provide other users, curricula developers, or quality assurance assessors looking to develop their own curricula, with an unparalleled opportunity to easily and intuitively 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 will encourage collaboration and partnership opportunities between similar institutions and more strongly links the users and institutions to UNESCO for future enhancements of the MIL Curriculum. 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>)

# MODULE 1:

A FOUNDATIONAL  
MODULE: AN  
INTRODUCTION  
TO MEDIA &  
INFORMATION  
LITERACY & OTHER  
KEY CONCEPTS



**'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 intersection of news media and information and communication technologies (ICTs) and the attendant convergence of content and systems means that people are increasingly living in a mediated world. This is a world where person to person communication and the transmission of content occurs increasingly via technological platforms. This reality brings with it many opportunities as well as challenges making media and information literacy (MIL) vital to empower people. The opportunities include more access to information and avenues for self-expression, lifelong learning, participation, creativity, dialogue, cultural exchange and transparency, which when put together contribute to achieving the Sustainable Development Goals. The challenges include privacy and data infringement concerns, rising misinformation, surveillance, mounting online hate



speech and violent extremist content, frequent attacks on women and further exclusion of marginalized groups.

The advent of the COVID-19 pandemic demonstrates the changes in flows of information, digital technology, mediating institutional providers and media development. On one hand, many of the prospects and efforts to tackle the virus exist in the overall ecology. Yet, the efforts are also hindered by the 'disinfodemic', which is the confusing content mix, often overshadowing information with misinformation – and enabled by digital communications.

MIL as an umbrella term that encompasses various competencies that enable individuals and groups to navigate the turbulent seas of today's information and communications environment. It covers a large spectrum of knowledge, skills, attitudes and values. MIL enables citizens, including youth, to acquire competencies to understand their information needs, better search, find, critically evaluate, use, and contribute to information and media content wisely. Thereby, MIL enables the purposeful and creative use of digital technology and empowers all users through enhancing their knowledge of their online and digital rights, as well of the ethical issues surrounding access to and use of information. Media and information literate citizens are equipped to engage more effectively in dialogue, freedom of expression, access to information, gender equality, diversity, peace, and sustainable development.

MIL is an important prerequisite for balancing citizens' power against that of content providers, and for harnessing ICTs for education and fostering equitable access to information and freedom of expression. For people to effectively participate and succeed throughout all stages of life, it is urgent that MIL is integrated at all levels of society and in formal, non-formal and in-formal education.

According to the recent statistics of the ITU World Telecommunication/ICT Indicators Database, 2019, 1.3 billion (3/4) of the world's 1.7 billion households, representing 4.9 billion people, have a television; and 0.6 billion (1/3) of all households, representing 1.9 billion people, have access to a computer; As of January 2021, 59.6 percent of the world's population or 4.66 billion people are using the Internet<sup>30</sup>; in

30. Statista, <https://www.statista.com/statistics/617136/digital-population-world-wide/>.

the middle of 2020, there were an estimated 105 mobile-cellular subscriptions per 100 inhabitants. Added to this there are over 2.5 billion radio receivers. The World Association of Newspapers reports 640 million users worldwide paid for print and digital news each day in 2018. The UNESCO Institute of Statistics estimates that close to 1 million new books are published annually in the world. At the end of 2019, over 69 per cent of the world youth population (aged 15-24 years) was using the Internet. According to a UNICEF-ITU joint report in 2020, 1.1 billion - or 1 in 3 children and young people aged 25 years or less - have Internet access at home. The number of businesses adopting artificial intelligence grew by 270% in four years, between 2015 and 2019 (Gartner, 2019).

When put 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. In this connected world, being media and information literate means that we can rethink what is called citizenship and lifelong learning, and consider concepts such as global citizenship education, education for sustainable development, and digital citizenship.

Content providers such as libraries, archives, museums, media, digital communications companies are central to sustainable development, democracy and good governance, both as a platform for democratic discourse and enablers of digital creativity and entrepreneurship. If the content providers and digital tools are going to support democracy and sustainable development, citizens need to understand how to use them critically, know how to interpret the messages they receive, create and share. Equally, if the ecosystem is to reinforce digital creativity and entrepreneurship, in addition to the competencies mentioned above, people should also understand how to identify opportunities for entrepreneurship in this arena, and grasp the benefits of the intersection of critical thinking, creativity, and collaboration for social change.

While the importance of fundamental numeracy and literacy skills cannot be underestimated, the inclusion of MIL in curricula and development programmes means that young people must also understand the functions of content providers and have the skills to seek, evaluate, use and create content to achieve their personal, social, occupational and educational goals. They must also possess basic skills for critical thinking, to analyse and use them for self-expression, for becoming independent learners, producers, informed citizens, professionals, and participants in the governance and democratic and economic processes of their societies (cf. Report of National Forum on Information Literacy, 2005).

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

What is information within the wider mix of content? What are the media and the digital communication companies? What are digital technologies? Why teach about all of these? Why are they important? What is media literacy? What is information literacy? What is digital literacy? Why media and information literacy?

The module will present MIL as teaching/learning and social and economic engagement processes rather than solely as a discipline. Therefore, it will broadly introduce learners 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,' 'teaching through', and engaging in society with MIL as a tool.

The aim is for educators, learners, community leaders, and peer educators themselves to become media and information literate, and to develop the competencies necessary for integrating MIL at all levels and for all types of education.

# UNITS

**UNIT 1:**  
UNDERSTANDING MEDIA  
AND INFORMATION LITERACY:  
AN ORIENTATION

---

**UNIT 2:**  
MIL AND CIVIC PARTICIPATION

---

**UNIT 3:**  
INTERACTING WITH CONTENT  
PROVIDERS SUCH AS LIBRARIES,  
ARCHIVES, MUSEUMS, MEDIA,  
DIGITAL COMMUNICATIONS  
COMPANIES

---

**UNIT 4:**  
MIL, DIGITAL SKILLS, CULTURAL  
PARTICIPATION/CREATIVITY AND  
ENTREPRENEURSHIP

---

**UNIT 5:**  
MIL, TEACHING AND LIFELONG  
LEARNING

# UNIT 1: UNDERSTANDING MEDIA AND INFORMATION LITERACY: AN ORIENTATION

DURATION: 2 HOURS

## Key Topics

- Defining the similarities and differences between ‘information’ and ‘media’
- Exploring the importance of the content providers
- Describing key learning outcomes of media and information literacy

## Learning Objectives

**At the end of this module educators should be able to:**

- Identify key learning outcomes/elements and convergence of media and information literacy and digital skills
- Understand media and information literacy, and its importance and relevance in the lives of learners and educators today
- Identify and explore the normative roles of content providers such as libraries, archives, museums, media, digital communications companies
- Explore these roles as manifested (or absent) in a variety of texts

## Level of Competencies Targeted in this Unit:

- Basic / Intermediate

## Multiple Roles of Media

Media, digital communication companies, and other content 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. To the extent that such media are an important part of every society’s communication system, their institutional make-up is often meshed with a variety of non-media content providers, such as libraries, museums, archives, Internet communication companies, other information organizations and citizens who produce their own content.

For the purpose of this MIL curriculum, news media are normatively 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. This is not to ignore the realities where norms are not lived up to – such as through “media

capture” cases and other normative failures, which is why critical thinking, through MIL, should be applied to the media as to all the content providers.

**Media and other content providers can be assessed as to whether they live up to their normative roles. They are expected to:**

- 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 and serve as means by which a society learns about itself and builds a sense of community
- Function as a watchdog of government in all its forms, and promote transparency in public life and public scrutiny of those in power through exposing corruption, maladministration and corporate wrong-doing
- Be essential facilitators of democratic processes and one of the guarantors of free and fair elections
- Be a vehicle for cultural expression and cultural cohesion within and between nations
- Function transparently as an advocate and social actor in their own right while respecting pluralistic values<sup>31</sup>

## Convergence

UNESCO and experts in different fields, have coined the umbrella concept of media and information literacy bringing together related fields that have the same overall learning objective to empower learners and citizens to develop critical skills in the consumption, use, creation and sharing of content.

Information could be grouped into primary sources, for example research reports, and theses; secondary sources, for example books, journals, magazines, newspapers; and tertiary sources taken from primary and secondary sources, such as databases, repositories, and bibliographies. On one side, MIL addresses textual outputs (either electronic or paper-based publications) that normally undergo peer-review and long editing processes. This is intellectual property from which citations, references and bibliography can be taken. MIL is also about mass media which considers the subtleties of image, colour, and sound in messages availed by different providers, such as television, social networks, and filmmaking companies. Although institutions do not always live up to normative expectations, the media broadly should exist to inform, educate and entertain. See below Table (1.1) which illustrates the relation and convergence of content, issues, methods, tools, components of information, media, and technology.

31. Adapted from UNESCO MDIs

TABLE 1.1 MEDIA AND INFORMATION LITERACY CONVERGENCE: FROM TRADITIONAL TO CONVERGENT VIEWS\*

INFORMATION (LITERACY)		MASS MEDIA/DIGITAL TECHNOLOGIES – MEDIA/DIGITAL (LITERACY)
Books Monographs Journals Serials Patents Businesses Academic/research products	<b>CONTENT FORMATS</b> Convergence	News Newspapers Television Radio Visuals Social Networks Pop culture products
Investigative research Peer-reviewed Long editing process Editorial industry validation Citations are crucial	<b>CONTENT VALIDATION</b> Convergence	Some investigative research Industry validation Slow editing process Sometimes impromptu preparation given the nature of media User feedback/Accepted assessment
Groups – More selective Reading skills are needed Less digested – More cognitive demand	<b>PERCEIVED AUDIENCE</b> Convergence	More general mass audiences, and often targeted groups Audio visual messages, reading and viewing skills needed Sound bite or dramatic visuals
User to search Retrieval-evaluation skills required ICT maker blurred boundaries	<b>PERCEIVED ACCESS</b> Convergence	Media follows/Targets user Skills to filter/reject and analyse media messages Creation/Production skills are also required
Educational use/Business Long term-decision making	<b>PERCEIVED MAIN PURPOSE FOR USE</b> Convergence	Entertainment and education focus Daily and long-term decision-making
Essentially printed text. Usually academically produced	<b>PERCEIVED AESTHETICS</b> Convergence	More audiovisuals Industry/Government produced, large and small companies – mainstream and alternative
Librarians Concern for info-Collection use Educators Concern for quality information	<b>PERCEIVED SKILL PROMOTERS</b> Convergence	Mass media specialists Media productions concern for truth versus bias Focus on aesthetics, design

\*Adapted from Lau, J. and Grizzle, A. (2019). Evolution and History of Media and Information Literacy.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

Consider the characteristics of MIL described in Figure 1 in the *Media and Information Literacy Curriculum and Competency Framework* for Educators (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
- Social media literacy
- AI literacy
- Data literacy
- Safety literacy
- Security literacy
- Privacy 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.

## Sourcing Information

The proper use of information that is made available with content by various content providers depends on people's abilities to understand their information needs, and to locate, retrieve and evaluate the quality of the content they can access. Today, there is an extremely wide and diverse content selection varying greatly in accuracy, reliability, and value. In addition, this information exists in a variety of forms (as text, image or statistics, electronically or in print), 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 content can vary significantly.

Before evaluating content and its sources, it is important to think about what we use information for, alongside our use for entertainment, for example. This will help 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 use verification methods, be fair, lack hidden motives, show quality control and be open to correction and redress?



We can think of information as being held within the mix of content providers such as libraries, archives, museums, media, digital communications companies. These content providers have a number of roles, including to:

- Inform
- Educate
- Facilitate teaching and learning processes
- Provide access to all types of information (sometimes 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

At the same time, these providers sometimes play other over-riding roles as means to make money, as a political tool, as a cultural hegemony, etc.

## Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Explore content differences among various types of content providers, for example: which provide more information than advertising or entertainment; which give oxygen to misinformation or hate speech. Also identify the content types - for example, monographic vs serial formats and understand how they differ. Learners could explain what is the difference between each type of publication as appropriate; and name two examples for each type of publication.
- Library catalogues are a source of quality information. Ask learners to familiarize themselves with the key entries: author, title and subject, and define a topic and search for two sources of every type of information and media that they can find.
- 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.
- Compare the characteristics of library catalogues so you can use them to find the information you are researching in order to optimize time and dedication. a) Mention the library catalogues you are familiar with and search for four more, preferably from colleges. b) Do a search on a topic of your interest in the catalogues that you consider to be the best among those consulted. c) List five references of books or other materials that you found in the catalogues that you consider to be the best. Reflect on and provide arguments as to why you think they are the best.

- Survey college/university or public libraries to find books or other resources which provide information about sustainable development, democracy, other parts of the world, different cultures, social and economic life, or other issues of interest to you. 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? How does budget and copyright impact on role? Are libraries serving their purposes? (A similar activity could be organized for museums or archives).
- The media can encourage the development and building of a nation but can also foster exclusivist nationalism. Discuss how and why media exercise these functions. Think about the content of the 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, conflicts, etc. How can you verify that this story is true? Given that this is the first unit, educators may not have been exposed to the requisite skills to answer this question, so should signal this as an upcoming competence and move on to the other questions. How could the destruction of media, libraries, archives, and of digital communications and other resources, 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 of information provided by these institutions. Are there national policies for how information should be made public? Do access to information laws exist in your country? Are these being used? What are citizens' entitlements to transparency?
- 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).
- Make a list of media that are present in the daily lives of learners and educators 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 these content providers? What knowledge, skills and attitudes are necessary?
- Keep a journal for one day in which you record your daily use and interaction with content providers, such as libraries, archives, museums, media and digital communications companies. What patterns emerge in your personal use? How many hours do you spend engaged with platforms such as the Internet, television or radio, gaming devices, etc.? What roles are these content providers playing in your life?
- Take a walking tour of your school or neighbourhood. List the examples of content 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, or

institutions offering Internet and mobile telephone services. In addition, all newspapers, magazines, radio stations and TV channels have disappeared. Analyse in small groups what would happen to citizens:

- How would they be informed now?
  - How would they communicate news about 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 content providers in a democratic society, provided they live up to their normative roles.

### Importance of MIL for Citizens

MIL is concerned with giving people an understanding of the importance of content providers such as libraries, archives, museums, media and Internet communications companies in order to:

- differentiate between information and other content, and assess content providers
- make informed decisions
- learn about information verification through research
- build a sense of community based on shared facts and rights respecting narratives
- maintain public discourse conducive to democracy and sustainable development
- critically participate in the life cycle of information and other content
- engage in lifelong learning

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

### Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 2: MIL, CIVIC PARTICIPATION AND RIGHT TO INFORMATION

DURATION: 2 HOURS

## Key Topics

- Functions of content providers such as libraries, archives, museums, media, digital communications companies
- What should citizens expect from content providers?
- MIL and its importance to democracy and good governance
- Freedom of expression, right to information, editorial independence of media, plurality and diversity in content providers

## Learning Objectives

**After completing this unit, educators will be able to:**

- understand and describe the normative functions of content providers as these relate to right to information and data or access to information and knowledge, freedom of expression, self-expression, and participation in democratic processes, **and**
- identify the conditions needed for various content providers to perform those functions

## Normative Role of Journalism

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 public relations and 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 public interest in citizens’ debate should take place over and above personal biases; commentators must examine ‘both sides of the coin’ (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 news 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. Media should also have systems whereby journalists and their principals can be held accountable
- 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).

### Right to Information or Access to Information

Right to information, freedom of information and access to information are often used to mean the same thing. Some experts argue that access to information is a more generalized and wider concept than the other two. Right to information is essential for both democracy and development. Citizens have the right to free speech and the right of access to public information as basic human rights. UNESCO defines freedom of information as the right to access information held by public bodies or by private bodies performing public functions or performing functions with public interest. Public domain information is equally the property of citizens. Content providers such as libraries, archives, museums, media, digital communications companies should help to ensure the right to freedom of information for each citizen.

The role of content providers is changing with the rapid spread of digital technologies, such as information and communication technologies (ICTs), social media, and artificial intelligence. ICTs provide access to information and knowledge almost instantaneously. Content providers, including public authorities holding official records, are able to provide new services. These offer new opportunities for effectively and efficiently meeting the needs of citizens for life-long learning, research and entertainment, and for connecting communities. In this context, access to data and algorithms organizing data into information is becoming an important issue.

#### 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
- Contributing to ensuring the authenticity, reliability and truthfulness of information
- Responding to requests for information and data
- Developing, implementing and ensuring people's engagement with right to information or access to information policies

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Guide learners to investigate whether their country of residence has a right to information law or national access to information policies. Guide them to access the law or policy - to what extent they address issues such as health, education, agriculture, elections, government entities, private sector, and other development priorities. If there is no access to information law in the country, organize a discussion about what could be done to peacefully advocate for such laws and policies. A good place to start is to explore how one could engage with the ministry dealing with information issues, parliamentarians, local government authority or related entities in the country.
- Guide learners to explore if existing right to information laws in their countries have clauses that address public education on access to information laws or policies. Are these public education programmes being implemented? Promoting MIL is one way to help people to understand more about how to use access to information laws and how these laws relate to their daily lives. Please search for reputable resources that can help to teach about right to information.
- Divide learners into three to five groups. Guide them to select one of the Sustainable Development Goals (SDGs) that is of priority importance to them. Then help them to become familiar with the official United Nations SDGs metadata repository, <https://unstats.un.org/sdgs/metadata/>. Ask them to focus for a moment on the official list of indicators and data being collected to report on these Goals. You can have them discuss and write 5-10 bullet points as to why the right to information or an absence of this right can accelerate or hinder the achievement of the SDGs. They should also answer questions such as how can MIL help citizens to search for, understand and monitor the progress of the SDGs as shown by data collected through these indicators? What can they do as individuals, groups and communities to educate their peers about the SDGs and how can MIL help their efforts?
- Organize a discussion around this process to request access to certain documents. The process is generalized from an actual example from Australia<sup>32</sup>: 1) make the

32. ACT Government, Education [https://www.education.act.gov.au/about-us/freedom\\_of\\_information](https://www.education.act.gov.au/about-us/freedom_of_information). Accessed on 18 January 2021.

request in writing, 2) state under which Freedom of Information Act provision the request is being made, 3) be very clear about what document is being sought providing as much information as possible, 4) provide a contact telephone number and/or email address, 5) provide a postal address to which the response to the request may be sent to. Some countries or authorities may have an online form to complete. Do online research to ensure the data you are asking for is not already online as part of the proactive transparency of the government.

- 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 did not 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 potential 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

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, 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 professionally on the communities they serve.

## Freedom of Expression and the Press

Freedom of expression includes 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 participation*, and essential for critical thinking. Restrictions to freedom of expression are allowed only for limited reasons like protecting the freedoms of others and where these restrictions are both necessary and proportional. Limitations, such as the laws preventing hate speech, should be narrowly defined to avoid misuse (World Trends in Freedom of Expression and Media Development).

### 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 media capture for manipulative reasons. Media pluralism also means recognition of public, private and community media sectors. Public media requires balanced news and views; private media may lean in partisan directions; community media should give voice to the public.

### 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. Independence is not a free licence to do anything - it should be shaped positively by an aspiration to ethics and standards of professional journalism. This means avoidance of, or pushing back against, influence that could compromise practices such as verification before publishing, disclosure of interest, upholding public interest rather than private or gratuitous interest, etc.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.



- Using the Internet and library resources, research the ownership and control of today's major media companies and state-owned media operations, including how authorities allocate their advertising spending across different outlets. List their major holdings. What impact might this ownership and control 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.
- **See Modules 11 and 13** for related activities about ownership and use of AI, social media, and related ethics.
- Assess the role of alternative or independent media in your community. Select one example, and describe the key elements 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?
- Assess the status of community media in the country. Are communities really involved in the governance and programming? Is the outlet a forum for the geographic community or communities of interest? Is the medium operating indistinguishably from commercial or state-owned outlets, or is it making a distinctive contribution?
- 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 and private media owners 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.
- 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 where citizens are able to know clearly when they fall within its remit, as distinct from vague and broad laws which allow for selective interpretation.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 3: INTERACTING WITH MEDIA AND OTHER CONTENT PROVIDERS SUCH AS LIBRARIES, ARCHIVES AND INTERNET COMMUNICATIONS COMPANIES

DURATION: 2 HOURS

## Key Topics

- How the institutions that provide content communicate meaning
- The issue of representation: how content providers present information, people, cultures, images, places, etc.
- Academic and scientific information
- The role of users, citizens and audiences
- Engaging with digital communications companies through production of user-generated content

## Learning Objectives

**After completing this unit, educators will be able to:**

- Understand and describe the key concepts that are used by content providers including the media and digital communication companies
- Understand how knowledge of these concepts will help users/citizens to critically interact with the providers

## Content Curation

A key part of media and information literacy is understanding how content providers including the media construct different types of stories, how they shape content in presenting it, and what techniques they use to organize material that otherwise would be chaotic and difficult to understand.

All content providers – ranging from libraries through to YouTube - curate their content holdings in terms of what they include and exclude, and how they present and organize access to different components rather than others.

It is important to have a basic understanding of the different techniques employed by the different content providers, including the media. Pay attention to 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.

Regarding any types of content, it is vital to identify the verified truth. This is in academic, scientific, official (government) and cultural texts published, printed, or streamed online either electronically or on paper. This means being able to scan texts, identify the date of publishing and geographical coverage, potential bias, errors or in other words deciding if the content is valid or not. Users need to interact with institutions that acquire, organize and lend/share/distribute information materials. An example would be different types of libraries: school (from kindergarten to high school), public (they can either be county, state and even federal libraries open to the general public usually free of charge), academic (university, research centres and other higher education institutions), special (business, governments, NGOs, etc.), and national (all national publications published at home or abroad preserved for posterity). The range of sub-institutional types is even wider in regard to media and Internet companies.

Closely curated content can be found in libraries but also in museum collections, where each piece can be a source of data or information. Similarly, archives are excellent sources of primary information. Open access repositories offer a myriad of journals, books and primary sources, such as Directory of Open Access Journals (DOAJ). DOAJ is a community-curated online directory that indexes and provides access to open access, peer-reviewed journals. DOAJ is funded from donations, 18% of which comes from sponsors and 82% from members and publishing members (<https://doaj.org/>). Other examples include LA Referencia, which gives visibility to the scientific productions of higher education institutions and research centres from Latin America, promoting open access and free full-text information (<http://lareferencia.info/es>). The Internet also carries a vast range of information available to potential readers or users, provided by universities, institutes, museums and other institutes, as well as by individuals, and often curated with different and much looser quality criteria than libraries.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

In relation to MIL, the following key areas should be examined closely in order to understand how content providers operate, how they convey meaning, how they can be used, and how the content being presented can be evaluated – including in relation to its informational quotient and quality thereof. The following areas also underpin later modules in this MIL curriculum document:

### Technologies of Content

- How do producers of content use different techniques or ways of representing different kinds of information?
- 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 provider?

- A media commentator, Marshall McLuhan, wrote that ‘the medium is the message’<sup>33</sup>, meaning that the medium itself – print, broadcast, Internet – affects the way we understand the world. How does the choice of technology influence the kind of information we receive? How does this shape the message conveyed if at all?

### Representation in Media and Information

- Examine images as one form of representations
- Analyse alphabetic text
- Analyse the context
- Who benefits from the acceptance of 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, gender groups, persons with disabilities, indigenous peoples and ethnic minority groups?
- Examine to what extent the editorial independence is reflected in media text.

### Production/User-Generated Content

- Notions of human agency or autonomy are important here – who is creating the text and why? What are the institutional and individual interests at stake?
- How this connects to rights of communication and expression for the citizen and the professional
- How it 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 content providers based on utility, transparency, accountability and fairness which underpin the brand of the provider and trustworthiness.
- Users/consumers have personal, economic, social and cultural needs for information.

### Citizens as Users/Consumers of Provider Services

- How do content providers select and curate resources and major selection criteria?
- How do content providers such as libraries subscribe or purchase information resources such as books, periodicals and databases? With their limited budget what do they prioritize and why?
- How to engage with government entities that provide information?

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

- How are content providers funded? See Modules 10 and 13
- How do content providers generate income from their services? See Module 10
- Requesting information about yourself stored by digital communications companies, including social media. See Module 8.

## Key Questions

- What is the purpose of this 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?
- How can or should I share this content?

## Activities

- Select a visual or other text of your choice and apply the key questions listed above. What can you learn about the institutions, the messages 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. Analyse 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).
- Write down a paragraph about the importance of citations, references and bibliographies in books and journal articles. Scientists and learners must cite and provide information about the information sources they used. Journalists do the same but depending on certain sources (could be a person or classified documents) and how sensitive some information might be, they have to do so differently to protect their sources for the public's interest and respect international journalistic standards on ethics and professional journalistic practices. In so doing,

journalists are required to verify their facts and sources (International Federation of Journalists Global Charter of Ethics for Journalists<sup>34</sup>).

- Further explain why journalists should have the right not to disclose the sources of their information, other than to their editors. Guide discussion around the pros and cons of this reality.
- Discuss 'Journalism is a discipline of verification' – meaning the techniques journalists use to check facts and authenticate sources
- OpenDOAR: Identifying Relevant Repositories. Search in libraries or on the Internet the website of the open repositories website OpenDOAR, and locate repositories that are in your language. List 10 repositories in your language and five that are relevant to you in other languages. Write down a paragraph about which are the objective this directory may have and why it was created and how it can benefit you and your community.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 4: MIL, DIGITAL SKILLS, CULTURAL PARTICIPATION/CREATIVITY AND ENTREPRENEURSHIP

DURATION: 2 HOURS

## Key Topics

- Cultural participation through content providers
- Cultural production in the digital age
- Critical thinking and research in cultural entrepreneurship
- Digital creativity

34. <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>. Accessed on 18 January 2021

## Learning Objectives

**At the end of this Unit educators and learners will be able to:**

- Describe how various content providers mediate cultural participation
- Understand how MIL as critical thinking can contribute to ethical and diverse cultural products, practices, and dialogue
- How to use content providers such as digital media and tools for cultural exchange and entrepreneurship

## Cultural Literacy

UNESCO and partners around the world promote concepts related to MIL such as cultural literacy and intercultural competencies.

**Cultural literacy can contribute to:**

- Understanding better the values and perceptions of a society, including knowing its historical references, heritage, and communal languages, and decoding interwoven threads of contexts behind and beyond the political and economic aspects;
- Expanding access to diversified cultural contents, which responds to the global commitment to promote human rights, with the right to a diversity of cultural expression being an integral part. As such, the promotion of cultural literacy becomes increasingly urgent in the context of both the globalized potential of content from different parts of the world, as well as the digital divide, albeit also evident with the print and broadcast media.
- Encouraging the sharing of one's own culture and being open to learn about other cultures, and thus fostering mutual understanding and dialogues, combatting stereotypes, discrimination, xenophobia and other related intolerance, and contributing to the rapprochement of cultures.
- Strengthening learning outcomes, and cultivating competencies such as empathy, critical-thinking and creativity by highlighting the significance of cultural and artistic contents, and showing how these are complementary to Science, Technology, Engineering and Math (STEM) education.

MIL plays a vital role to enhance people's critical involvement in promoting respect for cultural diversity (including linguistic diversity), as well as to harness culture and arts in the creative development of cultural goods and services in both the conventional media and the digital environment. This in turn can lead to an expansion of people's choices, enhanced social inclusion, addressing the needs of the underprivileged and vulnerable population, particularly women and youth, as well as those of minority groups, including indigenous peoples and improving the sense of living together in the increasingly multicultural societies of today.

The 2001 Universal Declaration of Cultural Rights<sup>35</sup> advocates for media pluralism, access to means of expression and dissemination, as a way of contributing to the access for all to cultural diversity, and equal access to art, scientific, and technological knowledge, and digital forms. (Article 6). These are also enabling environments for MIL competency. The Declaration also calls for actions on ‘digital literacy’ and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational disciplines and as pedagogical tools capable of enhancing the effectiveness of educational services (Annex II, Main lines of action plan).

TABLE 1.2: MIL, INTERCULTURAL DIALOGUE, AND CULTURAL DIVERSITY: A CONCEPTUAL SYNERGY

WITHIN THE FRAMEWORK OF MIL	WITHIN THE FRAMEWORK OF THE PROMOTION OF INTERCULTURAL DIALOGUE AND CULTURAL DIVERSITY
Media and information literate citizens and digital citizenship	How content providers, including those on the Internet can become literate about, and be instrumental in, the promotion of principles in fostering intercultural dialogue and respect of cultural diversity
Critical engagement in the Sustainable Development Goals, freedom of expression and access to information for all	Encouraging the sharing of one’s own culture and being open to learn about other cultures, the recognition of the plural, varied and dynamic cultural identities, and thereby increasing respect for cultural diversity, human rights, and fundamental freedoms
The centrality of human rights as a basis content production	Respect for audiences as human beings and citizens and as themselves producers and central players in the cultural and creative industries, and not just consumers of content products. Crucial here is how MIL can bolster participation in cultural life and access to cultural content and the competencies and means to do so.
The empowerment of citizens as the primary aim of literacy	How citizens actively engage and negotiate with the meanings in texts in relation to their own lived experiences
The deployment of ICTs for development in an evolving paradigm of knowledge societies	How citizens communicate their own worldviews using ICTs, thereby promoting freedom of expression, and negating or filtering prejudices and stereotypes inherent in media and information outputs
Cultural and linguistic diversity	How citizens define their own cultural and linguistic identities, and are able to express themselves in the means and language they choose while being subject to respect for human rights and fundamental freedoms, and meaningfully interact with other cultural groups in a process of free and open communication

**Source:** Adopted from the UNESCO Media and Information Literacy Policy Guidelines.

35. 2001 Universal Declaration of Cultural Rights. <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CulturalDiversity.aspx> and [http://portal.unesco.org/en/ev.php-URL\\_ID=13179&URL\\_DO=DO\\_TOP-IC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOP-IC&URL_SECTION=201.html)



## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Guide learners to explore the UNESCO Intercultural Dialogue Platform to learn, explore and engage: <https://en.unesco.org/interculturaldialogue/>. The platform offers various learning activities and opportunities to learn about other cultures and participate in purposeful dialogue.
- Protection of heritage and fostering creativity are at the heart of UNESCO's mandate and they constitute an important part of UNESCO's work on the promotion of respect for cultural diversity. Consult UNESCO's normative instruments across heritage, arts and creativity: <https://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>. Investigate and discuss how these instruments are being implemented in your country or community.
- Henry Jenkins defines a participatory culture as a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, the availability of formal or informal mentorship where knowledge is shared, where citizens believe their contributions matter, and feel a level of social connection with one another<sup>36</sup>. Such participatory culture consists of:
  - Affiliations
  - Expressions
  - Collaborative problem solving
  - Circulations/Sharing/Distribution

This framework was developed in the early 2000s in connection with media education (now encompassed in the overarching concept of MIL). Discuss with educators and learners how these enable cultural exchange, learning and dialogue.

Henry Jenkins proposes the following skills which build on traditional literacy and critical analysis:

- **Play** — the capacity to experiment with one's surroundings as a form of problem-solving
- **Performance** — the ability to adopt alternative identities for the purpose of improvisation and discovery
- **Simulation** — the ability to interpret and construct dynamic models of real-world processes
- **Appropriation** — the ability to meaningfully sample and remix media content
- **Multitasking** — the ability to scan one's environment and shift focus as needed to salient details

36. Adapted from Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. [https://www.macfound.org/media/article\\_pdfs/jenkins\\_white\\_paper.pdf](https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf).

- **Distributed Cognition** — the ability to interact meaningfully with tools that expand mental capacities
- **Collective Intelligence** — the ability to pool knowledge and compare notes with others toward a common goal
- **Judgment** — the ability to evaluate the reliability and credibility of different information sources
- **Transmedia Navigation** — the ability to follow the flow of content across multiple modalities
- **Networking** — the ability to search for, synthesize, and disseminate information
- **Negotiation** — the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

**Source:** Adopted from Jenkins et al (2006) *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*<sup>37</sup>

Educators should develop creative activities around each of these proposed skills and relate them to cultural production and entrepreneurship. Are they relevant to both online and offline transmission of cultural and creative industries? How do some of the basic MIL questions apply in cultural and artistic creation: Who created the cultural context? For what purpose? What are the messages? What supporting evidence is given? What is included? What might have been left out? Who will benefit? Who might be affected by this content?

- Consider the concepts, competencies, and principles related to intercultural competencies as listed in the UNESCO resource, *Intercultural Competencies: Conceptual and Operational Framework*,
- <https://en.unesco.org/interculturaldialogue/resources/132> (p.10-27). Develop activities to explore how these related to Henry Jenkins participatory culture skills above, which are related to MIL.
- Digital technology offers new potentials to the old art of storytelling. In many ways, social media for example is very much a big digital storyboard and ‘circular communication’. UNESCO and Routledge Focus have reinvented the learning method called Story Circles<sup>38</sup>. The Story Circles technique focuses on fundamental elements of intercultural competencies development, including respect, listening, curiosity, self- and other awareness, reflection, sharing, empathy, and relationship building. Read more about the Story Circles to develop intercultural competencies in the *Manual for Developing Intercultural Competences*,
- <https://unesdoc.unesco.org/ark:/48223/pf0000370336>. Design creative activities using this approach. Use prompts that are adapted to the technological and institutional context. For instance, see the creative resource Flipgrid which is a free and open video discussion tool that captures the idea of Story Circles.

37. Adopted from *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* [https://www.macfound.org/media/article\\_pdfs/jenkins\\_white\\_paper.pdf](https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf). p. 56.

38. *Manual for Developing Intercultural Competences*, <https://unesdoc.unesco.org/ark:/48223/pf0000370336>. Darla K. Deardorff (2020)

- Educators and learners should consider the roles of content providers such as libraries, archives, museums, media and digital communications companies, in cultural creativity and entrepreneurship. Put educators or learners in groups to select one type of content provider and investigate the cases of cultural production and distribution. Apply the MIL questions above and various MIL competencies listed in Part 1: Curriculum and Competency Framework of this MIL Curriculum for Educators and Learners.
- Public service media are major producers, distributors, commissioners, disseminators and mediators of quality cultural content. Guide educators and learners to investigate the extent to which this is happening in their country and/or community. Prepare a series of questions for them to answer. They should consider how different genders, age groups and ethnic groups are reflected in the selected cultural content. What actions can educators and learners take in response to their findings? What recommendations would they make? Consider the UNESCO resource in the process, Global Report 2018, Re Shaping Cultural Policies: Advancing Creativity and Development, <https://en.unesco.org/creativity/global-report-2018>.
- In the Global Report 2018, Re Shaping Cultural Policies: Advancing Creativity and Development, <https://en.unesco.org/creativity/global-report-2018>, see the statistics/findings, *A Gender Gap Persists in Culture* in the Chapter, *Gender equality: missing in action*. Now search for statistics about how women are represented in media staffing and media content. What do you find? How are these related? Discussions should be guided.
- Artistic freedom is related to freedom of expression and access to information. Artistic freedom is germane to the rights of cultural producers and audiences. It is also crucial in digital environments. Guide discussions around successes, challenges and recommendations to artistic freedom for educators and learners local, national, or global environment. Search and use other related resources in the process. Maybe there are similar resources with specific national and regional contexts.
- Discuss the commercial logics of content providers such as YouTube, both for itself and its contributors, along with the cultural phenomenon of ‘influencers’ who can have hidden sponsors behind their content. How does YouTube recommend content and why does its algorithm seek to keep and prolong engagement with content on its platform?

## Assessment & Recommendations

- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, blogs)
- Investigative story/report

### Topics for Further Consideration

- Participation in cultural policy formulation
- Youth and cultural entrepreneurship
- Arts education and MIL
- Culture, dialogue and the SDGs
- MIL and religious dialogue

## UNIT 5: MIL, TEACHING AND LIFELONG LEARNING

DURATION: 4 HOURS

### Key Topics

- Basic understanding of MIL and the instructing and learning process
- Lifelong learning and MIL
- MIL skills facilitation
- Pedagogical approaches for MIL educators about and through MIL

### Learning Objectives

**After completing this unit, educators will be able to:**

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

### Level of Competencies Targeted in this Unit:

- Basic/Intermediate

### Pedagogical Approaches and Activities

Information, media and digital skills development in education settings are normally based on constructivist theory. The ideal approach is one where learners take part in the active process of learning by selecting and transforming information to make decisions<sup>39</sup> (Lau, 2018), thus “relying on his or her cognitive structure that give[s] meaning and organization to experiences, going beyond the given information [Jerome Brunner, 12].” Below are some constructivist approaches that can be adapted by

39. (Lau, 2018) [http://www.ala.org/acrl/sites/ala.org/acrl/files/content/publications/whitepapers/GlobalPerspectives\\_InfoLit.pdf](http://www.ala.org/acrl/sites/ala.org/acrl/files/content/publications/whitepapers/GlobalPerspectives_InfoLit.pdf)

educators according to the different MIL learning objectives in the learning space and learning approaches that are summarized in the next paragraphs (Bruner, 1960).

## Pedagogical Approaches to Teaching MIL

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

### Activities

1. Ask educators to identify and describe examples of any of the 10 pedagogical approaches to teaching MIL listed above that they are familiar with, and have educators identify the key components that make them effective in teaching and learning MIL through group work. Guide educators in developing activities that would illustrate these strategies in their own work.
2. Assign a learning activity in teams to create an article (entry) in Wikipedia, so that students develop the ability to write and publish a written document in open access public media. You could request learners to cooperatively work on a similar subject, for example, document the history of their community and ask each team to work on a specific subtopic. Ask learners to select a topic, research it and while identifying reliable information sources and then proceed to write a simple text for an entry in Wikipedia. The text has to comply with Wikipedia values and editorial elements and needs to be unique, in other words, not already covered by Wikipedia. Instructions for developing this activity:
  - a. Read Wikipedia policy requirements and upload an “article”, which should be original, substantiated with citations and compilation of used references. Consult videos on the Internet which are about the same subject and check how other articles are written using the same repertoire.
  - b. Visit the section “Help: Wikipedia Tutorial” to learn how to edit, upload images and format following the link <https://es.wikipedia.org/wiki/Help:Tutorial>.
  - c. Read in detail the section “Wizard for creating Wikipedia articles” at [https://en.wikipedia.org/wiki/Wikipedia:Article\\_wizard](https://en.wikipedia.org/wiki/Wikipedia:Article_wizard).
  - d. Make use of your Wikipedia test area at all times at [https://en.wikipedia.org/wiki/Wikipedia:About\\_the\\_sandbox](https://en.wikipedia.org/wiki/Wikipedia:About_the_sandbox)
  - e. Look for video tutorials on how to prepare the Wikipedia articles on the web if you feel lost.
3. Assign learners the task to analyse why the institutions providing content are important in their learning processes, and what are the best MIL sources to use in the process of selling/buying something like a car. Learners could be divided in groups to identify information and media sources to document their role as vendors, customers, and traffic authorities

4. Do a documentary search about the role of MIL skills in the learning process, in order to answer how these skills help trainees to learn. Why is MIL vital to make better decisions? And why is life-long learning easier to MIL competent individuals? Create a table with the questions and answers to summarize your findings based on your documentary search.
5. Look for information on the environmental impact of COVID-19 masks use. Search for ten information items generated in mass media (5) and in books and journals (5). Check what are the most reliable sources in terms of giving comprehensive and objective data, citations and references. Create a table comparing their reliability with a column for the 10 sources, and columns for statistics, citations and references. Grade 0 for missing elements and the number of found elements for each source. Explain which sources were more reliable.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Resources for this Module

Access to information resources from UNESCO <https://en.unesco.org/themes/137455/publications/all>

Art 1 African Commission on Human and Peoples' Rights Resolution on the Right to Freedom of Information and Expression on the Internet in Africa - ACHPR/Res 362(LIX) 2016, meeting at its 59th ordinary session, Banjul, The Gambia.

Article 19 'Freedom of expression unfiltered: How blocking and filtering affect free speech' Policy Brief December 2016 7.

Civic Education for Media Professionals: A Training Manual, <http://unesdoc.unesco.org/images/0018/001804/180402e.pdf>

Committee of Concerned Journalists, [www.concernedjournalists.org/tools/principles/rights](http://www.concernedjournalists.org/tools/principles/rights)

Directory of Open Access Journals. <https://doaj.org/>

Empowering students for just societies: A handbook for primary school teachers, UNESCO, <https://unesdoc.unesco.org/ark:/48223/pf0000370902>

Empowering students for just societies: A handbook for secondary school teachers, UNESCO, <https://unesdoc.unesco.org/ark:/48223/pf0000370901>

Evolution and History of Media and Information Literacy Lau, J. and Grizzle, A. (2019)

Freedom of Information around the Global UNESCO resources, <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/freedom-of-information/>

Flipgrid which is a free Intercultural Competences: Conceptual and open video discussion tool, Operational Framework, multiple languages <https://info.flipgrid.com/>  
<https://en.unesco.org/interculturaldialogue/resources/132>

Journalism.org, <http://www.journalism.org/resources/principles>

Koltay, T. (2011). The media and the literacies: media literacy, information literacy, digital literacy. Sage Journals, 33(2), 211-221. Retrieved from <https://doi.org/10.1177/0163443710393382>

LA Referencia (Red de Repositorios Abiertos a la Ciencia). <http://lareferencia.info/es>

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

Media and Information Literacy: A practical guide for trainers, <https://www.dw.com/downloads/38871690/dwaeditionmilweb.pdf>

Media Development Indicators: A framework for assessing media development, <http://unesdoc.unesco.org/images/0016/001631/163102e.pdf> All references to Kosovo in this document should be understood to be in the context of United Nations Security Council resolution 1244 (1999)".

Media Education: A Kit for Teachers, Students, Parents and Professionals, <http://unesdoc.unesco.org/images/0014/001492/149278e.pdf>

Media Legal Defence Initiative (MLDI). (2018). Mapping Digital Rights and Online Freedom of Expression in East, West and Southern Africa. Retrieved February 3, 2021, from [https://10years.mediadefence.org/wp-content/uploads/2019/07/Mapping-digital-rights-litigation\\_Media-Defence\\_Final.pdf](https://10years.mediadefence.org/wp-content/uploads/2019/07/Mapping-digital-rights-litigation_Media-Defence_Final.pdf)

Nineteen Eighty-Four (film, 1984) [https://www.imdb.com/title/tt0087803/?ref\\_=nv\\_sr\\_srsq\\_0](https://www.imdb.com/title/tt0087803/?ref_=nv_sr_srsq_0)

“Region: Latin America.” In: Association of College and Research Libraries. Working Group on Global Perspectives for Information Literacy, Student Learning and Information Literacy Committee. Lau, J. (2017). *Global Perspectives on Information Literacy: Fostering a Dialogue for International Understanding*. Chicago, IL: Association of College and Research Libraries. pp. 60-68.

Report of the Special Rapporteur on the Promotion and Protection of the Right to Freedom of Opinion and Expression, David Kaye, the regulation of online ‘hate speech’, 74th session, Agenda item 70(b), A/74/486 (9 October 2019) 7,

[https://www.ohchr.org/Documents/Issues/Opinion/A\\_74\\_486.pdf](https://www.ohchr.org/Documents/Issues/Opinion/A_74_486.pdf) (accessed 23 January 2020).

Right to Information – Good Law and Practice, an authoritative collection of information and resources on right to information, <https://www.right2info.org/>

Teaching and Learning with Twitter, co-authored by Twitter and UNESCO

<https://about.twitter.com/content/dam/about-twitter/company/twitter-for-good/en/teaching-learning-with-twitter-unesco.pdf>

Teaching Right to information for advance learners, <https://www.right2info.org/resources/teaching-rti>

The Fifth Estate (film, 2013) <https://www.imdb.com/title/tt1837703/>

The Process of Education. Bruner, J. S. (1960). Cambridge, MA: Harvard University Press.

The Rapprochement of cultures: roadmap? <https://unesdoc.unesco.org/ark:/48223/pf0000244334>

Towards Information Literacy Indicators: Conceptual Framework Paper, [www.uis.unesco.org/template/pdf/cscl/InfoLit.pdf](http://www.uis.unesco.org/template/pdf/cscl/InfoLit.pdf)

Understanding Informational Literacy: A Primer, <http://unesdoc.unesco.org/images/0015/001570/157020e.pdf>

Big6, [www.big6.com](http://www.big6.com)

Intercultural Competences: Conceptual and Operational Framework, multiple languages <https://en.unesco.org/interculturaldialogue/resources/132>

UNESCO Intercultural Dialogue Platform, Learn, Explore, Engage, <https://en.unesco.org/interculturaldialogue/>

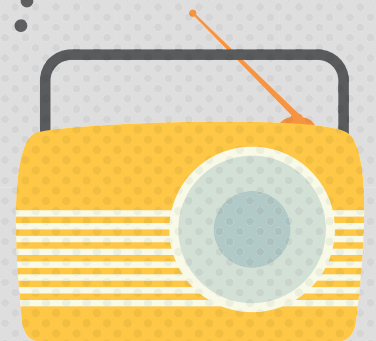
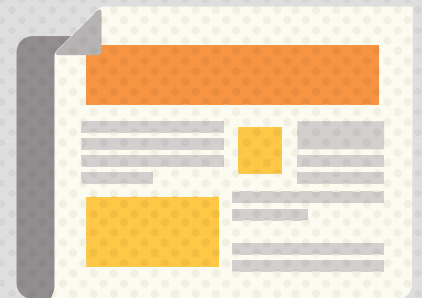
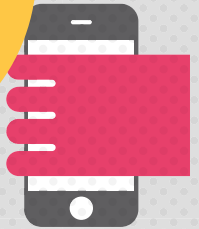
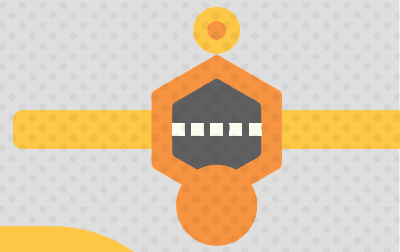
World Trends in Freedom of Expression and Media Development, <https://en.unesco.org/world-media-trends>

Youth for Human Rights Information Kit free resource and self-instructional guide, <https://www.youthforhumanrights.org/request-info/educators-kit.html>



# MODULE 2:

## UNDERSTANDING INFORMATION AND TECHNOLOGY



**“A strong democracy requires access to high-quality information and an ability for citizens to come together to debate, discuss, deliberate, empathize and make concessions.”**

– Samantha Bradshaw and Phillip Howard,  
2019 Global Inventory of Organized Social Media Manipulation

## **BACKGROUND AND RATIONALE**

With the exponential growth of information and communication technologies in the past two decades, the reach and impact of traditional media (radio, television and newspaper) have been expanded and transformed, and information and news have thus become more widely available than ever before. In this information age, journalists and information professionals play a pivotal role in providing access to information beyond their immediate audience, and in facilitating citizen participation in governance toward democratic societies, peace, and sustainable development.

This module discusses the roles and functions of traditional and online news content providers. Such roles and functions include empowering individuals and societies to exercise their freedoms of expression and information, enabling individuals to recognize falsehood, build civic agency and

citizenship, demand transparency and accountability, and practice information ethics. It also considers how technology can contribute to social transformation in societies. All these are basic normative conditions for a democratic society. The module further gives an overview of the roles of the news media, then and now: to seek and speak the truth, make sense of issues and events, serve as a watchdog against abuses, work as an enabler of public debate, facilitate citizen participation, and amplify people's voices.

The module enables educators to further explore issues such as freedom of information and freedom of expression (including press freedom), as well as the importance of utility, inclusiveness, accuracy, accountability and transparency in news reporting. Finally, dimensions of social autonomy and agency are also examined.

The concept has arisen that many people today live in a post-truth era, partly characterized by the proliferation of false or manipulated content. The module examines this phenomenon and the discipline of fact-checking. It further explains how verification, independence and accountability are what sets journalism apart from the other forms of information exchange.

With new technologies largely availed by massive digital communications companies, we are also witnessing the advent of user-generated content and participation in citizen journalism. While this phenomenon presents us with diverse voices and perspectives, it also reinforces the need to critically evaluate the many sources of content. As media and information literate individuals, educators and learners are able to analyse and evaluate in particular the news they receive, exercise critical civic engagement to demand fair and accurate news reporting, and advocate for free, independent and pluralistic media.

# UNIT

**UNIT 1:**  
TECHNOLOGY, MEDIA  
AND SOCIETY

---

**UNIT 2:**  
FREEDOM, ETHICS AND SOCIAL  
RESPONSIBILITY

---

**UNIT 3:**  
WHAT MAKES NEWS:  
EXPLORING THE CRITERIA

---

**UNIT 4:**  
THE NEWS DEVELOPMENT  
PROCESS: GOING BEYOND  
THE 5WS AND 1H<sup>40</sup>

40. The Right Questions <https://therightquestions.co/beyond-the-5ws-ask-questions-as-a-philosopher-answer-as-a-visionary/>  
See also, Waisbord, Silvio. (2019). The 5Ws and 1H of Digital Journalism. Digital Journalism. 7. 351-358. 10.1080/21670811.2018.1545592.

# UNIT 1: TECHNOLOGY, MEDIA AND SOCIETY

DURATION: 2 HOURS

## Key Topics

- Evolution of the concept and practice of freedom of expression and press freedom
- Digital communications and human rights
- Purpose of journalism in society and its role in the architecture of democracy (e.g. freedom, civic agency, transparency, accountability)
- Technology in society
- Role and accountability 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, educators will be able to:**

- Trace the evolution of the concept and practice of the concepts of freedom of expression and press freedom
- Delineate the normative purpose of journalism and its role in strengthening and pursuing good governance, democracy, and sustainable development
- Evaluate the evolving role and accountability of journalists and information professionals, both in the national and global arena, in the context of evolving technology, in the context of digital communications companies, and in the public interest

---

“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*

---

## Digital Communications Companies and Human Rights

Freedom of expression has long been regarded as a fundamental right, essential to the realization of our full human potential. It is the foundation of other rights and freedoms, underpinning social and economic development. The exercise of freedom of expression requires public platforms that permit the exchange of information and ideas. The media and digital communications companies, though not one and the same, play an important role in providing such platforms. In order to fulfil this function, however, the media must be independent of state, corporate or government control. This freedom in turn places an obligation upon journalists to behave ethically, hence the development of professional codes that deal with journalistic standards and based on accountability to citizens. Digital communications companies are expected to support human rights and avoid abuses, but like the media they often fall short of normative ideals.

The benefits of digital technology to society are well documented and numerous. They go beyond giving a voice to the voiceless and serving as a vital lifeline of people's access to information and engagement in sustainable development. The benefits of technology include enabling information processing and verification, research, people's access to education, better health, clean water, agriculture, cleaner environment, more fair and transparent democratic processes, the preservation of information and knowledge, more interaction with people from other cultures and thus increase in social interaction, tolerance and mutual respect, and creating new jobs and entrepreneurial opportunities. The list goes on. We have seen how the technology kept societies going during the unprecedented COVID-19 pandemic. The more recent developments of Artificial Intelligence (AI) and Blockchain technologies hold much potential for sustainable development and economic development because of the new, efficient, stable, and more powerful ways that allow for the storing, processing, managing, and protection of data and information for decision-making (see Module 11 for more information about AI). In parallel to these benefits, there are also harms. Dependence on technology means dependence on the institutions whose curation of expression can unduly limit content - or enable expression that abuses rights such as the rights to dignity or public health. This dependence can frequently expose users to privacy invasion and attempted manipulation through data-driven targeting.

The growth, influence, and dependence of people on social media for news and information in general is evident today. There is also the rise in misinformation that some attribute to a lack of care by companies and the use of algorithms that fuel the prominence of such content, as well as to expansion of such social media, and to the lack of MIL competencies among users.

Finally, among many other developments, there is much debate about competition between traditional media and digital communications companies for advertising revenues. Some are calling for the regulation of these latter companies in the same way that media are regulated. For example, media companies are legally liable for defamatory content, yet the digital communications or Internet companies say they are platforms, not publishers, and that the actual person doing the defamation should be liable, not them. One consequence is that they do not have a legal incentive to prevent

the same material from being circulated, unless ordered to take action by court. This is a complex issue; meanwhile, there are also calls for the Internet companies to be more tightly regulated in terms of their extraction and use of data as it affects privacy issues. Others say that these companies have become too powerful and interlinked, and want to see conglomerates broken up through regulation. A further case is made for companies to be regulated for transparency – thereby affording more evidence-based governance of these entities; for better consumer rights protection and due process such as having to provide effective opportunities to appeal against corporate decisions; and for inter-operability between different entities to enable individuals to have more choice rather than being “held hostage” with their personal data and contacts being restricted to a “walled garden”. This means that there is not the portability of data (unlike where regulation has enabled one’s cell phone number to be portable across different companies). Some lobbies seek more effective taxation of the digital communications companies, and also regulation that requires these entities to compensate media institutions for content that appears on the digital services and helps to make money for the platforms.

Taken together, these different regulatory possibilities have varying implications for the freedom of information, freedom of expression, the circulation of news, and corporate ethics (See the UNESCO resource, *What if we all governed the Internet? Advancing multistakeholder participation in Internet governance*<sup>41</sup>).

In considering these issues, the training facilitator may choose from the approaches and activities outlines below.

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1), various pedagogical approaches to teach and learn MIL are possible. Please review the list in Part 1 to decide which approach is most suitable to apply to the suggested Activities below, and to other activities that you may develop.

The educator could organize a classroom debate on the benefits and challenges of digital technologies. This could be a discussion around the possible negative outcomes and challenges to regulate social media or search companies in the same way that the media is regulated (keeping in mind, also that services like Youtube and VK, as well as Baidu Tieba, are also often used as search engines by people looking for particular content).

Learners are assigned to research and report on the evolution of freedom of expression and press freedom 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 freedom of expression and its correlative of press freedom
- Journalists and/or media agencies that have made specific contributions to press freedom and democracy

41. What if we all governed the Internet? Advancing multi-stakeholder participation in Internet governance, <https://unesdoc.unesco.org/ark:/48223/pf0000259717>

- Events in democratic movements where news media and news reporting played a significant role

If feasible, the training facilitator assigns participants 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 educators 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.

How journalists expose the inadequacies or failures of digital companies to address hate speech and misinformation could be one example. The suggested activities below illustrate the point.

- Consider the role of media and digital communications companies in various aspects of social life such as gender equality, peace, health, environmental issues, education, and the sustainable development goals in general. Investigate and discuss the pros and cons. See Modules 4, 5, 6, 11, 13, and 14 for more on these topics and other suggested activities.
- Consider using the below UNESCO markers to classify the contribution of activities to gender equality. These can be a useful and relevant tool when assessing the extent to which policies, activities, and programmes in general, including in the fields of media and digital communications, address or tackle gender equality issues:
  - Gender-blind: Not acknowledging nor addressing the existing differences and inequalities between women and men (is gender-unaware).
  - Gender-sensitive: Activities that identify and acknowledge differences and inequalities between women and men, and highlight these as requiring attention.
  - Gender-responsive: Activities that identify and acknowledge differences and inequalities between women and men and articulate policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men
  - Gender-transformative: Activities, policies and initiatives that challenge the root causes of existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all<sup>42</sup>.

Discuss these concepts and how they are related. Organize group work where each group is asked to identify and select a piece of news. Guide the groups to assess the extent to which and why the content may be classified as gender-blind, gender-sensitive, gender-responsive, or gender-transformative.

42. Women Make the News 2019, <https://en.unesco.org/themes/media-pluralism-and-gender-equality/womenmakenews/2019/gendersensitiveresources>



## Assessment & Recommendations

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

## Topics for Further Consideration

- Case studies on a controlled or captured<sup>43</sup> media outlets
- Propaganda vs. journalism

# UNIT 2: FREEDOM, ETHICS AND SOCIAL ACCOUNTABILITY

DURATION: 2 HOURS

## Key Topics

- Freedom of expression, freedom of the press, freedom of information and information ethics
- Codes of ethics, codes of practice and global values in the newsroom: guidelines for media and information professionals
- Journalistic ethics in news gathering and processing (ethic committees, ombudsman, independent press councils/press complaint commissions)
- Rights and social agency of citizens

## Learning Objectives

**After completing this unit, educators 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
- Analyse how ethics applies to the practice of journalism and to 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 participation of citizens as an enactment of social and cognitive justice
- Understand and analyse 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

43. Dragomir, M. 2020. Reporting facts: free from fear or favour. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000375061>

## Accountability

---

“It is information that makes the subject a citizen and allows him or her to exercise rights effectively.”

— Loïc Hervouet,  
Journalist and former president of the School of Journalism of Lille

---

If the state overregulates the media, it will interfere with the independence of journalists and their ability to cover events according to standards of professional reporting and public interest. The media are social actors who can exert great power in society, and it is therefore important that they live up to the expected norms for journalism. Thus, it is 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. Together with this, journalists and citizens have an obligation to ensure the distribution of accurate information that is representative of a variety of credible perspectives.

### Application: Code of Journalistic Ethics

Examine an example of a code of ethics established by international journalist associations or national media organizations (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
- Look for examples and examine differences between of 1) code of ethics and 2) code of conduct ethics established by international journalist associations or national media organizations, for instance.
- Discuss self-regulation, forms of co-regulation, and statutory regulation. What are the pros and cons of each for professional, independent journalism?

### Application: Code of Professional Ethics for Information Professionals

Examine a code of ethics established by information professionals, such as librarians or archivists, including major principles and values<sup>44</sup>). See how this code could potentially differ from a code of conduct established by international journalist associations or national media organizations.

- Discuss differences between directional and aspirational codes

44. For example 1) the International Federation of Library Associations and Institutions Code of Ethics for Librarians and other Information Workers and 2) 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 differences between codes of conduct and codes of ethics
- Discuss information ethics issues related to accuracy, transparency, 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. social media policies, digital preservation, privacy, access to public information).

### Application: What is our Social Agency?

Visit the Digital Citizenship website and review the nine elements of digital citizenship.<sup>45</sup> These nine elements require individuals to lead and assist others within one's community to become active digital citizens, recognize positive and negative consequences of actions, and practice good habits. Cognitive justice also acknowledges the importance of representing content from minority groups, using lesser known but valid resources and promoting indigenous knowledge.

- Provide examples based on your personal experience related to each of the nine elements
- Evaluate your own competency in relation to these elements and consider which aspects require improvement
- Discuss how information and digital access influence your ability to evaluate information.

See more on audiences and global citizenship in Module 5.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

Guide participants to discuss indexes such as Freedom of the Press Index of Freedom House<sup>46</sup>, the Worldwide Press Freedom Index of Reporters Without Borders<sup>47</sup>, or a relevant regional measure, such as the media Afrobarometer. The learner will: (1) explain whether they think such indexes is relevant or useful to development; (2) identify and explain the factors or variables that have affected the freedom of the press. Criteria covered in these indices include the following:

- Degree of freedom of print, broadcast and online media
- Legal environment for media
- Political pressures that influence reporting
- Economic factors that affect access to information

45. <https://www.digitalcitizenship.net/nine-elements.html>

46. Freedom House, <https://freedomhouse.org/issues/media-freedom>

47. Reporters Without Borders, <https://rsf.org/en>

- Media ownership concentration
- Direct attacks on journalists and media
- Existence of state monopoly in media
- Existence of censorship and self-censorship in media
- Difficulties for foreign reporters
- How digital communications company curate news media content in comparison to other content (e.g. e-personal content, entertainment, etc.)
- 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 in the United Kingdom of Great Britain and Northern Ireland, the Committee to Protect Journalists in New York, United States of America, the Freedom of Expression Institute (FXI) in South Africa, and UNESCO, which issues the biennial Director-General's Report on the Safety of Journalists and the Danger of Impunity. 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.
- Educators could show examples of reporting that depict prejudices, including stereotyping, mythmaking, obscenity and graphic images. Participants should 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 examples.
- The educator can interview or invite 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 educator guides learners to review provisions of codes of ethics and examines whether issues raised are adequately covered in existing professional codes. Participants 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 educator can guide learners to make an inventory of the coverage by citizen reporting of an event or issue prominently covered by mainstream media. They then check for factual errors or bias.
- Learners should be guided to maintain a journal or log-book where daily observations on issues relevant to the topic (e.g. violations of freedom of the press/ expression/information, 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)
- Comparison tables containing differences and similarities of different codes

### Topics for Further Consideration

- Internet governance issues: should digital communications companies self-regulate, co-regulate, or be subjected to state regulation, and on what issues?
- Public's right to know and principles of freedom of information: Article 19 of the Universal Declaration of Human Rights
- 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, charters and recommendations
- What constitutes an ideal 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

- Facts and verification as cornerstones of journalism and of the work of other information professionals
- News factors or criteria in assessing news value and newsworthiness
- Considerations in making news judgements or in shaping the news

### Learning Objectives

**After completing this unit, educators will be able to:**

- Describe the criteria used in assessing the news value or newsworthiness of information
- Critically discuss the basic principles in making judgements about news or in shaping the news

## The Genre of News

---

“Critical thinking doesn’t mean we disparage everything; it means that we try to distinguish between claims with evidence and those without.”

– *Weaponized Lies: How to Think Critically in the Post-Truth Era*,  
Daniel J. Levitin, 2016

---

Journalists need to evaluate and make sense of a vast amount of content 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 stories deemed to be important (newsworthy) and deciding how to present the information. Inevitably, the form of presentation or “framing” will reflect past experience and outlook of the journalists and media institutions. It is important for the audience to understand how stories are framed and to think critically about the process.

## Pedagogical Approaches and Activities

As suggested earlier in this Curriculum (Part 1) various pedagogical approaches are possible to adopt when implementing the below suggested activities. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

### Textual Analysis

The educator analyses 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
- Human interest
- Necessity
- Unusualness/Oddity

Besides these normative attributes, news is often selected for its dramatic and even entertainment value. It is also chosen based on implicit ideas about what is ‘important for whom’ and what is the likely ‘impact on whom’

They then analyse the stories based on the factors to be considered in making news judgments 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)

These normative factors can be seen in the extent to which news items identify their sources, reveal verification used (e.g. triangulation of sources); transparency of journalists' views that affect what they do – such as to what facts and voices are most salient for them, and why. Attention should also be paid to the placement of articles, headlines and font size used, and photographs and captions included.

### Contextual Analysis

The educator reviews the coverage of a media organization 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 performed, sources acknowledged, interviews done, any visual support of news stories) of at least two broadcasters' coverages.

### News Analysis and Self-Assessment

Learners are given two different pieces of news writing on the same subject and are asked to explain which piece is stronger, which is more informative and how the other news article could be improved in terms of its informational quality and conformance with the news genre (for criteria to be used, please refer to Textual Analysis above.)

Ask the following question: How do editorial judgment and audience judgment affect choices of news stories to publish? In addition, how does editorial judgment shape the presentation of a story? Audience judgment shapes the outlet's presentation of news to serve an audience that supports the news outlet, although some news is tailored for an audience of advertisers or owners - thereby deviating from the normative standards of journalism.

### Group Exercises<sup>48</sup>

GROUP EXERCISE 1: SHARE YOUR THOUGHTS:

- Why is news important?
- What is lost when journalists or media outlets are stopped from reporting the news?

48. These are drawn from the Asian Institute of Journalism and Communication Courses, 2020-2021, <https://aijc.com.ph/>

#### GROUP EXERCISE 2: IDENTIFY THE VALUES DRIVING NEWS

- Identify the lead article or main headline story of a particular issue of a print or online news platform
- Identify the news values that have driven the article. Explain how you identified each.
- Are there multiple values? Does the presence of more drivers make the story more important or more interesting?
- Analyse the newsworthiness of the article. Do you think it should have been published? Why or why not?

#### GROUP EXERCISE 3: BE YOUR OWN EDITOR

- The educator shows a list of 15-20 headlines then asks the learners the following:
- What are the important stories?
- If you have space/airtime for only five, which ones would you choose? Please give reasons for your selection
- If you are from (a) a TV news channel, (b) broadsheet, (c) tabloid, (d) radio news program, or (e) international news agency, which stories would you choose? Pick only five.

#### GROUP EXERCISE 4: IN THE AGE OF NEWS VIA A DIGITAL COMMUNICATIONS COMPANY

**The educator guides learners to access a series of news items from digital communications companies and conducts an exercise around the following:**

- How to tell if the news is from a trusted source?
- What are trusted sources of news? Why are they trusted?
- Is the news real or fabricated but disguised in the genre of news? How can you tell?
- Do social media platforms benefit from false information? What about search engines?
- To what extent should digital communications companies be responsible to manage false information on their platforms?

### 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 (drivers) and editorial processes
- Global flow of information and shaping of the news
- Global news media organizations (e.g. CNN, Al Jazeera, BBC, Deutsche Welle, etc.)



# UNIT 4: THE NEWS DEVELOPMENT PROCESS: GOING BEYOND THE 5WS AND 1H<sup>49</sup>

DURATION: 3 HOURS

## Key Topics

- Identifying news and recognizing the story (the news development process)
- Verification, independence, and accountability as the essence of journalism
- Fact-checking news stories

## Learning Objectives

**After completing this unit, educators 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 to apply the techniques of verification to fulfil the journalistic standard of truthfulness and accuracy
- Explain the concepts of independence and accountability as distinguishing elements of journalism
- Illustrate fact-checking methods and tools

## News Media Organization Study Visit/Virtual Tour

---

“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.”

– in *News Reporting and Writing*, Walter Lippmann, (1989-1974)

---

A field trip to, or a virtual tour of, a media office may be arranged, including a dialogue with the editor-in-chief or senior editor. This will allow participants to observe the news development process at the editorial office level. Participants will be asked to write a reflection paper on their observations and lessons learned.

49. The Right Questions <https://therightquestions.co/beyond-the-5ws-ask-questions-as-a-philosopher-answer-as-a-visionary/> See also, Waisbord, Silvio. (2019). The 5Ws and 1H of Digital Journalism. *Digital Journalism*. 7. 351-358. 10.1080/21670811.2018.1545592.

## Process Enquiry (A Day in the Life of a News Reporter)

Learners accompany a news reporter while covering his or her beat and document 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 the reporter told the story (put meaning to the data) the way they did. An alternative activity is an interview with a news reporter.

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

## Textual Analysis

- The educator analyses newspaper accounts of a major issue or event and examines the information provided. They explain 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? How?) and redefining them: news is data with meaning (who is about character, what is plot, when is time, where is setting, why is motivation or causation, how is narrative)
  - The notion of news has expanded over the years to include the questions: “So what?”, meaning that the significance of the story should be explained; “What’s the solution?” meaning that news can go beyond the important function of exposing problems and give exposure to the range of possible solutions.
  - Journalism as “storytelling with a purpose”: finding the information people need to live good lives, and present the information in a meaningful, relevant and engaging way
  - Is it possible to assess if the news includes answers to the questions “so what?” and “is the solution to the problem being reported?”. While not all news can include these elements, but there is a general drive to ensure that more new stories do so.

The educator will check for verifiability based on the core principles of verification, which are: do not add; do not deceive the audience; be as transparent as possible about methods and motives; rely on own original reporting; and exercise humility<sup>50</sup>.

The educator will also apply at least one technique of verification: sceptical editing, accuracy checklist, method of verifying presumed facts, and rules on anonymous sources a reference that can be used is *The Elements of Journalism* by Kovach and Rosenstiel).

## Production

The training facilitator or educator coordinates with the adviser of a school publication (or school broadcast station or library) to allow participants to come up with an issue

50. Global Media Journal African Edition 2008 Vol 2 (2), <https://globalmedia.journals.ac.za/pub/article/view-File/29/63>

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

Participants are required to maintain a journal or logbook 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

## Group Exercises<sup>51</sup>

### GROUP EXERCISE 1: HOW IS NEWS PRODUCED?

Visit a television news organization and interview the following on their respective duties and accountability:

- Editors - central desk (radio, online, TV)
- Reporters - assigned according to beats
- Segment producers
- Camerapersons - field and studio
- Video editors
- Executive producer
- Supervising producer
- Anchors - read from the prompter
- Others: character generator operator, researchers, engineering and personnel

### GROUP EXERCISE 2: ANALYSIS OF INFORMATION SOURCES

The group should identify a subject or story which is available in a print or online news story as well as in a public social media post. Consider the following questions:

- Based on the journalistic process of verification, independence and accountability, is there a difference between the two? Explain.
- Did the article and the social media post follow the process of verification? How can you tell?
- Is the source independent and/or authoritative? Why?
- Is there accountability on the part of the source? Explain.

### GROUP EXERCISE 3: VERIFICATION, INDEPENDENCE, AND ACCOUNTABILITY

**Instruct participants to compare and contrast the following:**

1. A press release by a government agency
2. A news article published by an established media outlet based solely on that press release

51. Examples are drawn from the Asian Institute of Journalism and Communication

3. A news article published by an established media outlet based on the government agency press release, but with clear indications from the journalist of verification of the information put forth in the press release as well as additional information as a result of the verification process

After analysing the three articles, ask the participants what makes journalism different from the press release examined here.

#### GROUP EXERCISE 4: FACT-CHECKING

Show a screenshot/video of a viral post on a social media platform

1. Ask the learners if the claim is fact-checkable.
  - Can this claim be verified/fact-checked? Why or why not?
  - If the claim can be verified/fact-checked, how would you do it? (Ask the learners to recall the things they need to look for when fact-checking.)
2. Next, ask the learner to proceed with the actual process of fact-checking the claim. Instruct them to document the step-by-step process, then discuss and provide feedback on the way they conducted their research.

## Assessment & Recommendations

- Media log production
- Reports on study visit, textual analysis
- Fact-checking exercise
- Participation in group learning activities, e.g. workshops, class discussions

## Topics for Further Consideration

News sources and news gathering techniques (including use of ICTs), fairness and appropriateness in news coverage

## Resources for this Module

Article 19. (1999, June). Right to Know: Principles on Freedom of Information Legislation. International Standards Series. Retrieved 27 May 2009 from [https://www.article19.org/data/files/RTI\\_Principles\\_Updated\\_EN.pdf](https://www.article19.org/data/files/RTI_Principles_Updated_EN.pdf)

Asian Institute of Journalism and Communication. (2020). *Developing champion teachers in news literacy: Training module* [forthcoming]. Asian Institute of Journalism and Communication.

ASLIB Training Suite. Freedom of Information. (2004). Retrieved 15 February 2004 from <http://www.aslib.com/training>

Bertrand, Claude-Jean. (2003). *Media Ethics and Accountability Systems*. New York: Hampton Press

Bradshaw, Samantha and P. Howard. (2019). Global Disinformation Order 2019. Global Inventory of Organized Social Media Manipulation. Working Paper 2019. 2, Oxford UK Project on Computational Propaganda.

Burgess, JTF. & Knox, EJM. (2019). Foundations of Information Ethics. Chicago: ALA Press.

Committee to Protect Journalists, at <http://www.cpj.org>

Digital Citizenship, Nine Themes of Digital Citizenship, at: <https://www.digitalcitizenship.net/nine-elements.html>

Dominic Ayegba Okoliko, Martinus Petrus de Wit. (2020) From “Communicating” to “Engagement”: Afro-Relationality as a Conceptual Framework for Climate Change Communication in Africa. *Journal of Media Ethics* 0:0, pages 1-15.

Dominick, J. R. (2007). *The Dynamics of Mass Communications*. 9th ed. Boston: McGraw-Hill

Humanext. Ethics Trainings. (2009). Ankerstar and Dalke’s Balancing Personal and Professional Ethics (programme with Trainer’s Guide, reproducible exercises, hand-outs, case studies); Dr. Louis V. Larimer’s Seminar on Ethical Reasoning (with Ethical Type Indicator Profile and Training Manual). Retrieved 22 April 2009 from <http://www.newtrainingideas.com/ethics-training.html>

Gender Toolkit for Educators,  
[http://portal.unesco.org/en/files/47654/12737402501Gender\\_Toolkit\\_for\\_Educators.pdf/Gender%2BToolkit%2Bfor%2BEducators.pdf](http://portal.unesco.org/en/files/47654/12737402501Gender_Toolkit_for_Educators.pdf/Gender%2BToolkit%2Bfor%2BEducators.pdf)

Ireton, C. & Posetti, J. (2018). *Journalism, ‘fake news’ & disinformation: Handbook for journalism education and training*. Paris: UNESCO.

Kovach, B. and Rosenstiel, T. (2014). *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. New York: Three Rivers Press of Random House

Learning English. (2018, May 22). *News literacy lesson 2: Verification, independence, accountability*. Retrieved from <https://learningenglish.voanews.com/a/news-literacy-lesson-2-verification-independence-accountability/4388049.html>

Levitin, D. J. (2017). *Weaponized lies: How to think critically in the post-truth era*. New York, NY: Dutton.

Mencher, Melvin. (2006). *News Reporting and Writing* (10th ed.). Boston: McGraw-Hill

Mendel, Toby. (2008). *Freedom of Information: A Comparative Legal Survey* (2nd Ed.). Paris: UNESCO, at <http://unesdoc.unesco.org/images/0015/001584/158450e.pdf>

MIL CLICKS. Retrieved from <http://m.facebook.com/MILCLICKS/&ved=2ahUKE-j3KHxzITnAhXRyYsBHQ4fDXIQFjAAegQIAxAB&usg=AOvVaw0ne6UvMTMS9c3vTB-j4rNbi&cshid=1579056787784>

Ong, Jonathan Corpus and Jason A. Cabanes (2017). Architects of Networked Disinformation, Newton Tech4Dev Network <http://newtontechfordev.com/wp-content/uploads/2018/02/ARCHITECTS-OF-NETWORKED-DISINFORMATION-FULL-REPORT.pdf>

Ordway, D. (2020). "Rated false": Here's the most interesting new research on fake news and fact checking. Retrieved from [https://www.niemanlab.org/2020/01/rated-false-heres-the-most-interesting-new-research-on-fake-news-and-fact-checking/?fbclid=IwAR-2K6OPYxCwpU0m5IRkXJnoYPjww7u8h\\_UiHCZMoYOak3JjiLTZlyb3wnso](https://www.niemanlab.org/2020/01/rated-false-heres-the-most-interesting-new-research-on-fake-news-and-fact-checking/?fbclid=IwAR-2K6OPYxCwpU0m5IRkXJnoYPjww7u8h_UiHCZMoYOak3JjiLTZlyb3wnso)

Poynter Institute, at <http://www.poynter.org>

Reporters Sans Frontières, at <http://www.rsf.org>

Rosenstiel, Tom and A. Mitchell (eds). (2003). Thinking Clearly: Cases in Journalistic Decision-Making. New York: Columbia University Press

Schudson, M. (2008). Why Democracies Love an Unlovable Press. In Ireton, C. & Po-setti, J. (2018). Journalism, 'Fake News' & Disinformation: Handbook for Journalism Education and Training. (pp. 40-41). Paris: UNESCO.

State of the News Media, at <http://www.journalism.org>

Stony Brook Center for News Literacy Digital Resource Center. (n.d.). *Lesson 4: What is news and why?* Retrieved from <https://digitalresource.center/content/lesson-4-what-news-and-why>

Stony Brook Center for News Literacy. (n.d.). *V.I.A.* Retrieved from <https://digitalresource.center/content/via>

The Benefits of Technology in Education: Sangmum Lee at TEDxYouth@BIS (video resource), <https://www.youtube.com/watch?v=G1YqGeVsXTU>

Ward, S.J.A. (2005). Philosophical Foundations of Global Journalism Ethics. *Journal of Mass Media Ethics* 20:1, 3-21

Watching the Watchdogs: A gender and media literacy toolkit for Southern Africa., <https://genderlinks.org.za/programme-web-menu/publications/watching-the-watchdogs-2009-05-28/>

What if we all governed the Internet? Advancing multi-stakeholder participation in Internet governance, <https://unesdoc.unesco.org/ark:/48223/pf0000259717>

White, Robert A. (2010) The Moral Foundations of Media Ethics in Africa, *Ecquid Novi: African Journalism Studies*, 31:1, 42-67, DOI: 10.1080/02560054.2010.9653411

UNESCO. (2009) Guidelines for Broadcasters on Promoting User Generated Content and Media and Information Literacy. Paris: UNESCO, at <http://unesdoc.unesco.org/images/0018/001871/187160e.pdf>

UNESCO (2018). World Trends on Freedom of Expression and Media Development 2017/2018. UNESCO <https://en.unesco.org/world-media-trends>

UNESCO. (2019). Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines (latest draft dated 12 November 2019).

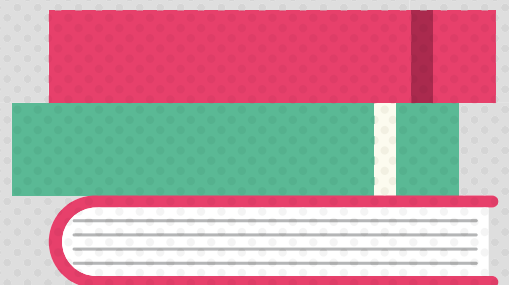
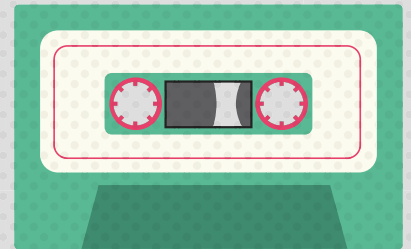
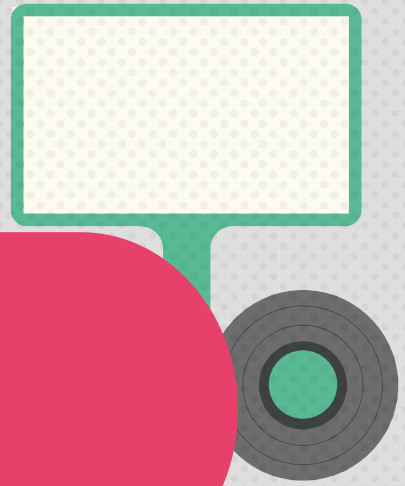
[https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

UNESCO (2019). Journalism, fake news and disinformation: A handbook for journalism education and training.

Yonazi, E. et al. (2013). eTransform Africa: the transformational use of information and communication technologies in Africa. Accessed online 10/22/2013

# MODULE 3:

RESEARCH,  
INFORMATION  
CYCLE, DIGITAL  
INFORMATION  
PROCESSING,  
INTELLECTUAL  
PROPERTY





**“To be a citizen in our information society, individuals ought to understand the information cycle, so that they benefit and contribute to it, no matter if information is oral or written.”**

- Jesus Lau, 2021

## **BACKGROUND AND RATIONALE**

Educators will have been exposed to the basics of media and information literacy (MIL) in the foundational Module 1 and subsequent units. The purpose of this module is to show that other important research and information cycle issues are vital components of MIL as well.

This module emphasizes the building blocks that contribute to traditional 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 in wider society highlights the importance of users being skilled learners, being aware of their role and variable place in the information cycle. While the concept of “information cycle” is sometimes limited to the processes of news media production and consumption, the notion can be much wider – covering how content can flow and transform within and across many different institutions and actors. The value is to put attention on flows, rather than a single snapshot, and the interdependent character of communications as enabled by diverse entities with differential power, reach and influence. For MIL, all this implicates a need for learning how, within the fluid universe of a mass of variable content, to recognize information needs. Then, on this basis, how to efficiently and effectively

locate/retrieve information; analyse, organize, and evaluate this information; and use, apply, reproduce and communicate that information for specific decision-making and problem-solving ends (UNESCO, 2008). Essentially, MIL also embraces library skills, study and research skills, and technology skills.

Every research must start with a question, which must be answered through the collection and analysis of data and information. or to satisfy a need for information.

Science does not only refer to a body of knowledge, but is also a way of knowing and learning. One important underpinning for learning and appreciating science is learners' understanding of the nature and structure of scientific knowledge and the process by which it is developed, including as an end in and of itself. In addition, emerging research evidence suggests that learners' grasp of scientific explanations of the natural world and their ability to engage successfully in scientific investigations are advanced when they understand how scientific knowledge is constructed.

Educators have to acquire for themselves and develop in learners 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 educating and learning context, whether in the education environment, general work/professional environment or for personal enrichment. A media and information literate educator is capable of understanding messages from different information sources and is able to evaluate and use that understanding appropriately to solve problems. The educator has also acquired basic library skills and can maximize the use of documentary resources for learning and information sharing. A media and information literate educator understands and appreciates the functions in society of media and other content providers, such as libraries, museums, archives, digital communications companies, and educational and research institutions working in this field.

Content 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.

A central concept to the information life cycle is intellectual property rights of which everyone should have a basic understanding. “Intellectual property rights are the rights given to persons over the creations of their minds. They usually give the creator an exclusive right over the use of his/her creation for a certain period of time<sup>52</sup>.” There are two main aspects of intellectual property (IP), copyright and rights related to copyright. So important is this concept that the United Nations set up the World Intellectual Property Rights Organization (WIPO) consisting of 193 member states. WIPO serves as a global forum for IP services, policy, information and cooperation. Most countries have laws that protect IP such as patents, copyright and trademarks.

This module focuses on developing understanding of the information cycle, research skills and respect for intellectual property in the context of academia media and information literacy, library skills and the digital ecology. The focus is on problem-solving and decision-making in educational and local community engagement contexts. It intends to enable educators and learners to understand the concepts mentioned above 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, thus ensuring educators’ and learners’ continued participation in an active intellectual life.

52. World Trade Organization, [https://www.wto.org/english/tratop\\_e/trips\\_e/intel1\\_e.htm#:~:text=Intellectual%20property%20rights%20are%20the,a%20certain%20period%20of%20time](https://www.wto.org/english/tratop_e/trips_e/intel1_e.htm#:~:text=Intellectual%20property%20rights%20are%20the,a%20certain%20period%20of%20time).

# UNITS

**UNIT 1:**  
HOW ACADEMIC AND SCIENTIFIC  
INFORMATION ARE CONSTRUCTED

---

**UNIT 2:**  
SEARCHING: STRATEGIC  
INFORMATION EXPLORATION

---

**UNIT 3:**  
EVALUATION OF ACADEMIC AND  
SCIENTIFIC INFORMATION

---

**UNIT 4:**  
CONCEPTS AND APPLICATIONS OF  
INFORMATION LITERACY

---

**UNIT 5:**  
LEARNING ENVIRONMENTS AND  
INFORMATION LITERACY

---

**UNIT 6:**  
DIGITAL INFORMATION  
PROCESSING

---

**UNIT 7:**  
INTELLECTUAL PROPERTY AND  
AUTHORSHIP RECOGNITION

# UNIT 1: HOW ACADEMIC AND SCIENTIFIC INFORMATION ARE CONSTRUCTED

DURATION: 4 HOURS

## Key Topics

- Definition of science
- Definition of scientific knowledge.
- Nature and structure of science
- Nature and structure of scientific knowledge.
- Sources of new knowledge

## Learning Objectives

**To improve the understanding of:**

- the meaning of science
- the meaning of knowledge
- the relationship between science and knowledge
- the nature of science
- the nature of knowledge
- different sources of knowledge

## Level Of Competencies Targeted in this Unit

- Basic / Introductory

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Educators have long argued that learners should understand how scientific knowledge is constructed. One rationale that is often invoked, but not empirically tested, is that understanding science makes for a more informed citizenry and supports democratic participation. That is, citizens who understand how scientific knowledge is produced will be careful consumers of scientific claims about scientific issues of public interest (e.g., global warming, ecology, genetically modified foods, alternative medicine, sanitary crises and their responses, such as pandemics and vaccines) both at the ballot box and in their daily lives.

- A second argument to justify this stance among educators is that understanding the structure and nature of science makes one better at doing and learning science. That is, if learners come to see science as a set of practices that builds models to account for patterns of evidence in the natural world, and that what counts as evidence is contingent on careful observations, verification studies, and building arguments, then they will have greater success in their efforts to build knowledge. Viewing these processes from a distance - not merely enacting them - enhances students' ability to practice science.
- Four sources of knowledge are sometimes recognized: intuition, authority, rational-inductive, and scientific empiricism. All four are good sources for a research hypothesis, but scientific empiricism is the only accepted source of new scientific knowledge.
- One can distinguish two types of research: academic research and private research. Academic research is the type of research which is carried out in universities, academies and scientific institutions. It is often carried out by scholars and professors. Whereas private research is carried out by private businesses and firms and is mainly used to solve commercially related problems. Despite the fact that there are differences between the two types, they can complement each other. Private firms may rely on university scholars to carry out research for them and they also make use of academic research carried out in the universities. However, this can raise issues about public investment in research vis-à-vis the use of academia and engagement of academic scholars for private interests and benefits. Ethical issues can also arise when private firms fund academic research.
- In order to understand the kind of skills we need to carry out research, we can learn from the characteristics of scientific research. Scientific research is often normatively distinguished from other types of research by six important characteristics; it is public, objective, systematic, cumulative, empirical and predictive.
- Two major categories of scientific research can be distinguished, (1) quantitative research and (2) qualitative research. Both quantitative and qualitative research may use methods such as surveys, content analysis, focus group discussions, interviews (structured, semi-structured and open), observation and case study. Each method uses different tools to collect data. For instance, the questionnaire is the data collection tool for the survey and the content analysis sheet is used to collect data for content analysis.
- The research process requires reliable information. This necessitates adequate skills to find relevant sources of information.
- Science gathers data, organizes and analyses it a way that so as to ensure it can provide meaningful information and can function as a foundation for knowledge.
- Educators should ensure interactivity with learners in administering activities under this unit, and guide learners to give example of the:
  - The meaning of science
  - The meaning of scientific knowledge
  - The relationship between science and knowledge

- The nature and structure of science
- The nature and structure of knowledge
- Different sources of new knowledge

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Topics for Further Consideration

- Articulating hypotheses, laws, or models
- Deductive thinking
- Discourse analysis

# UNIT 2: SEARCHING: STRATEGIC INFORMATION EXPLORATION

DURATION: 4 HOURS

## Key Topics

- Factors to narrow and focus your information search
- Keywords to represent your search information needs
- Boolean operators and other limiting search commands
- Search engines shortcuts to save time

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Develop an efficient information search strategy
- Learn how to use search commands in databases
- Filter information outputs of search engines

## Level of Competencies Targeted in this Unit

- Basic

### Search and Discovery

The abundance of available content means that the information that is sought-after is not always easy to access, as it is organized in different ways in databases, repositories, repertories, libraries, information centers and quite often individually sorted. Therefore, when searching for information, there is a need to develop strategies to explore and find relevant information or data. Some resource providers, like libraries, have standardized ways to classify and catalogue information items that make searching easier. However, those produced and stored by other providers, such as websites, may use a myriad of information organization methods that makes it difficult to search, locate, and retrieve what is relevant.

The key commands to retrieve relevant database outputs - including in general searches on the Internet, whether by a special search engine or on social media or ecommerce services - use Boolean Operators: AND, OR, NOT. The use of these words in the search, will eliminate irrelevant results and save time and effort. Search engines use search delimiters to help you to find what you need with minimum irrelevant resources. Some examples are given in an activity below.

A good way to learn Boolean operators is to practice them. Ask learners to choose two related topics (either historic or current), for example a virus and vaccines, and how they affected their country both positively and negatively. The learners then apply Boolean operators in searching for information on these topics either in a search engine or a library database, using the below guidelines, adapted from “Database Tips” by the Massachusetts Institute of Technology (MIT) Libraries, where you can also find information about the use of other search operators.

### Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

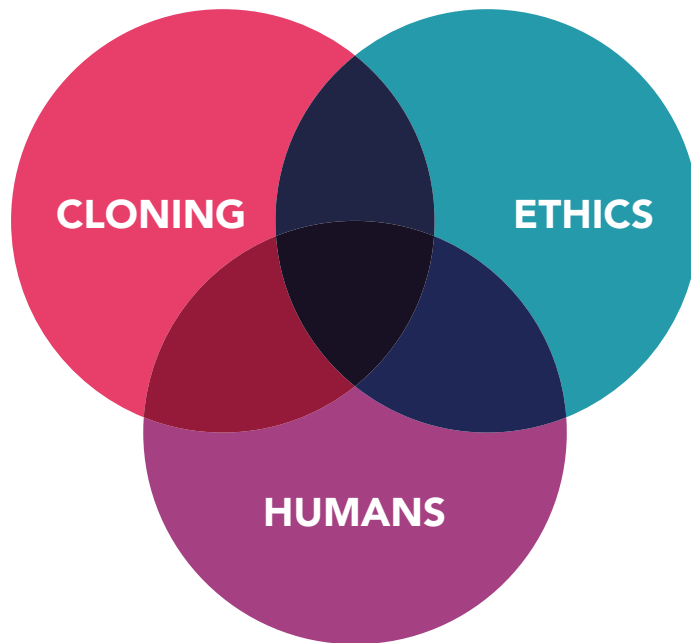
1. Using the Boolean Operator AND to combine topic, country and date

Use AND in your search to:

- Narrow your results
- Tell the database that all defined search terms must be present in the resulting records
- Example: cloning AND humans AND ethics



The purple triangle in the middle of the Venn diagram below represents the result set for this search. It is a small set using AND, the combination of all three search words.



It should be noted that in many, but not all, databases, the AND is implied.

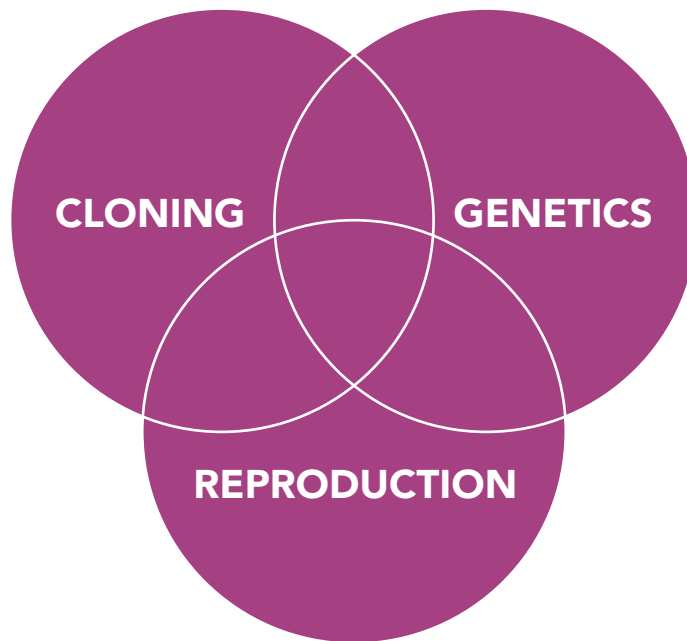
- For example, Google automatically puts an AND in between your search terms. Though all your search terms are included in the results, they may not be connected together in the way you want
- For example, this search: *college students test anxiety* is translated to: college AND students AND test AND anxiety. The words may appear individually throughout the resulting records
- You can search using phrases to make your results more specific
- For example: “college students” AND “test anxiety”. This way, the result will better correspond to the information you are looking for

## 2. Using OR to combine your topic with other information such as country and date

Use OR in a search to:

- Connect two or more similar concepts (synonyms)
- Broaden your results, telling the database that ANY of your search terms can be Present in the resulting records
- Example: cloning OR genetics OR reproduction

All three circles represent the result set for this search. It is a big set because any of those words are valid using the OR operator.



### 3. Using NOT to combine your topic, country and date

Use NOT in your search to:

- Exclude words from your search
- Narrow your search, telling the database to ignore concepts that may be implied by your search terms
- Example: “cloning NOT sheep”

### 4. Search order

Databases follow commands you type in and return results based on those commands. Be aware of the logical order in which words are connected when using Boolean Operators:

- Databases usually recognize AND as the primary operator, and will connect concepts with AND together first
- If you use a combination of AND and OR operators in a search, enclose the words to be ‘ORed’ together in parentheses

Examples:

- Ethics AND (cloning OR reproductive techniques)
- (Ethic\* OR moral\*) AND (bioengineering OR cloning)

## 5. Google Search Operators (Consider other search engines such as DuckDuckGo, Baidu, Yandex, Ecosia, etc. )

A more advanced tool is the Google Search Operators (2020). You can group learners in teams to use the operators to research specific topics. Search for the topic using each of the six categories listed in the table below. Each team can consequently be tasked with presenting the advantages of using these search operators to narrow search results and have more effective search retrievals. The following table below lists the six categories. The included hyperlinks leads to webpages where one can obtain full information on how to use these search operators.

TABLE 3.1: GOOGLE SEARCH OPERATORS

SEARCH SERVICE	SEARCH OPERATORS
Web Search	allinanchor:, allintext:, allintitle:, allinurl:, cache:, define:, filetype:, id:, inanchor:, info:, intext:, intitle:, inurl:, link:, related:, site:
Image Search	allintitle:, allinurl:, filetype:, inurl:, intitle:, site:
Groups	allintext:, allintitle:, author:, group:, insubject:, intext:, intitle:
Directory	allintext:, allintitle:, allinurl:, ext:, filetype:, intext:, intitle:, inurl:
News	allintext:, allintitle:, allinurl:, intext:, intitle:, inurl:, location:, source:
Product Search	allintext:, allintitle:

## 6. Case study

Different countries might have different advertising regulations. Find a social media company or search engine company that operate in different countries and research the advertising regulations in respective country. Investigate if that social media or search engine company complies with the different regulations in the respective countries, and discuss issues such as a) conflicts between revenues and the public interest b) ethical issues between revenues and privacy and c) the public response to a) and b) in different countries.

## 7. Research practicing other search limiting tools

Using the Internet and search operators, investigate the regulations that exist in your region for the advertising industry. Identify where the regulations are located and how accessible the information is to citizens needing to access this information. Identify which individuals or groups have created these regulations. Summarize the key areas that are covered by the regulations and explain their purpose. Explain how the regulations support the interests of citizens and consumers of the regulated services. Explain the potential impact of these regulations on the industry. In instances where an advertisement violates the regulations, investigate the recourse available to consumers. See more on advertising in Module 10.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Topics for Further Consideration

- Articulating hypotheses, laws, or models
- Searching library catalogues
- Web credibility assessment

# UNIT 3: EVALUATION OF ACADEMIC AND SCIENTIFIC INFORMATION

DURATION: 4 HOURS

## Key Topics

- Evaluation principles of academic and scientific information
- Evaluation criteria for main information sources

## Learning Objectives

**After completing this unit, educators will be able to:**

- Understand different types of research that generates information and knowledge
- Assess information relevance and reliability
- Evaluate main information sources
- Types of sources

## Level of Competencies Targeted in this Unit

- Basic

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Information is generally divided into primary, secondary and tertiary sources. Any research product such as a scientific journal article, thesis, research report and first-hand output is regarded as primary source as long as it presents original data (including statistics, patents, etc.) Secondary sources are generally publications whose content abstracts, cites or summarizes primary information, such as a book, journals but also scientific or journalistic articles. A tertiary source is normally a compilation of sources such as a bibliography, a database, encyclopaedia, etc. Whatever source is used, you need to apply critical assessment if the objective of your research is decision-making, but also if you are reading for leisure.
- Information evaluation requires a critical process to identify the originality, reliability, and relevance of the information. This includes how updated/recent the information is, as well as the geographical and subject coverage. Information reliability means to assess the following elements: author, title, publisher, place, date, review the table of content, and bibliography. These elements exist under different names for monographs (books, thesis, reports, pamphlets), as with serials (journal, magazines, annuals, proceedings), web sources (websites, mass media, talks, tweets, etc.), and other type of sources such as patents, standards and mass media messages. The main academic sources in learning environments and in academia are normally journals and books.

Below is an example of how to assess the relevance of sources when looking for specific information:

1. *Title*. The first element to check is the title. Does it indicate relevance to your information needs? Does it motivate you to read it? A good title will reflect the content of the publication.
2. *Author*. Review the authoritative weight of the author (or authors), i.e. how much knowledge and expertise they have shown in previous publications or research outputs. The affiliation of the author is another factor to consider that may give you an insight if the author has eventual biases.
3. *Publisher*. Check the publisher that has printed the publication. If the publisher is a well-established company or organization (for example a commercial one, research centre, university or government body) the publication is likely to have undergone a long editorial process that includes peer review, content and style assessment. A less reliable source will be, for example, a self-published book.
4. *Secondary phase – Browse preliminaries*. Once the author and the title has been assessed, in the monograph and serials, check the date, go to the preliminary sections of the publication, such as the table of content and the bibliography. These elements will give you a better idea about the relevance of this material to your work.

5. *Third phase – Browse content.* Read the introduction and conclusions, plus browsing chapters or sections of the article. When reading research products, it is important to check if the methodology was appropriate, the sample big enough, among other research methodology elements.
  - The assessment of all aforementioned elements can be checked online using a search engine. Such cross-checking evaluation may be necessary especially for publications that will constitute the basis for your research or decision. As you get familiar with a subject, it will be easier to evaluate the relevance and reliability of sources.
  - Finding the proper resources requires skills to locate and recuperate information that has to be evaluated to identify subject validity, geographic coverage, and its contemporary relevance, among other factors, as mentioned above. Information is normally generated after a long process. Information issued by academic and scientific institutions, or government data, undergo validation processes, such as editing in the case of books and peer review as regards journal articles. Contributions are published in all sorts of monograph and serial publications. Higher quality publications are often part of subscription journals that are usually indexed and distributed through databases that normally have high subscription costs. In addition to paid-subscription databases with access to journals, e-books and other types of materials, including business information such as patents and standards, there are open access publications, that are gaining in prominence.
  - Open access repositories are compiled by universities, knowledge organizations, and governments. There are institutional, regional, national and even international repositories that are built under international compatibility standards. Libraries, either academic, public, school, especial and national ones, are, on the other hand, the best sources for quality information as they acquire, organize and distribute them to their communities, and act as gateways to reliable open access information available on the Internet, since they often have reference services that provide information guidance and assistance to users.

### Learning Exercise

Educators can ask learners to do learning activities that can enable students to critically evaluate content from different sources such as:

1. **Books:** Ask participants to find three books on a topic of their choice and evaluate them using the criteria described.
2. **Journal articles:** Group participants in teams and guide them to identify a problem in their community. They should find three academic articles that fulfil the described reliability criteria. The articles may suggest partial or, possibly, full solutions to the community problem. Ask the learners to write down why the selected articles are trustworthy.
3. **Authors** that are leaders in their field normally have several publications. Guide learners to identify for example a Nobel Prize winner, to search their publications, and assess what are the most prestigious ones in terms of who was the publisher, editor and affiliation institution.

4. **Publishers:** Guide learners to identify what are the most well-known publishers in a generic field of their choice. The more specific the subject, the fewer specialized publishers there may be.
5. **Media and information topology:** Do a search to identify how many primary, secondary and tertiary categories and types of media and information there may be. Rank from 1 to 10 each information and media category or type found according to reliability, for example, according to the peer review or editorial process that they undergo.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Topics for Further Consideration

- Performing a literature review
- Data analysis techniques
- Detecting patterns and trends in research findings

# UNIT 4: CONCEPTS AND APPLICATIONS OF INFORMATION LITERACY

DURATION: 2 HOURS

## Key Topics

- 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, educators 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)
- Analyse information literacy standards
- Identify and discuss ethical and responsible uses of information tools and resources

## Concepts

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. An understanding of these terms is necessary before engaging in training and must first begin with a clear comprehension of the concept of information. See Part 1, Curriculum and Competency Framework and Module 1 of this curriculum for more information about how the terms mentioned above relate to media literacy, digital literacy, social media literacy, library skills and other terms that UNESCO groups under the umbrella of media and information literacy.

## 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 people's consciousness and contributes to their 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? Note that information itself can serve as data, which in turn can be processed into further information, which, if then put to use, becomes knowledge.



## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- 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 learners' daily lives.
- Define the term 'information overload' and relate it to the concept of an 'infodemic' wherein people struggle to distinguish information from misinformation content.

### The stages/elements of information literacy include:

- Identifying/recognizing information needs
  - Determining sources of information
  - Locating or searching for information
  - Analysing 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 participants 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 specific 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 educators and guide them to give examples of such sources.

## Information Society - And Knowledge Societies

- There is a significant change in the way the world works today. Rapid technological growth has enabled information and knowledge to become the engine of economic, social, political and cultural life. Emerging from this phenomenon is what has been called information society, with the objective upheld of becoming "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 life and learning in today's society. Do the same using the term 'knowledge society'. Note how UNESCO uses this

term in the plural, in order to reflect diversity. What are the perceived similarities and differences between the two concepts, if any?

- Ask educators and learners 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 to navigate today's information society.
- Ask educators to draw a diagram with necessary annotations describing the relationship between information, the information society, ICTs, information overload and media and information literacy (MIL). Discuss the choice of diagram used and how they decided to place the different concepts in certain positions.
- Discuss with educators and learners 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. Analyse the role, functions and accountability of content providers in society. Discuss how information literacy skills are developed using ICTs.
- Describe what makes a learner 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 or several of the following topics:
  - Information is an input to action or decision-making, and not simply a commercial commodity (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 those for using ICT (i.e. skills linked to digital literacy)? For example, can people be media and information literate in the absence of digital literacy... and vice versa?
  - Discuss 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 appearing on screens? 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 educators:
  - 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

- Discuss how media and information literacy skills are relevant for combating diseases, enhancing employment opportunities or improving a teacher's classroom pedagogical practices.
- Using either the Internet or a 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 presentation software. 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?

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 5: LEARNING ENVIRONMENTS AND INFORMATION LITERACY

DURATION: 3 HOURS

## Key Topics

- The Big 6 – guide to information problem-solving in six stages
- Using libraries
- Learning environments and content providers

## Learning Objectives

**After completing this unit, educators 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 specific topic or issue.
- Apply the Big 6 stages for information problem-solving.

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Ask educators 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):
  - Task definition: define the information problem and identify the information needed.
  - Information-seeking strategies: determine all possible sources and select the best sources.
  - Locate and access: locate sources and find information within the sources.
  - Use of information: engage (e.g. read, hear, view, touch) and extract relevant information.
  - Synthesis: organize information from multiple sources and present the information.
  - 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 Big 6 form the core elements of information literacy? If not, what would you add and why? Do you think these six stages occur in a neat sequential order as presented?
- Now guide educators 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 the library from your learning space (or in the main library in your city or town) concerning the topic of education (e.g. educator education, special education, comparative education, etc.). Identify an issue that you wish to learn more about in the journal. Summarize the key findings or arguments of the articles. How useful is the information for your professional practice as an educator? Is the information applicable in your country context? If so, how would you use this information?
  - Participants meet with a librarian in their learning space and discuss the information skills they need to ensure they are equipped to make full use of the library. Set tasks that require learners 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 learners.
- The Big 6 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 Big 6 stages to explore this topic.
- Discuss the possibility of setting up a radio in a library. It could be an online radio or one that broadcasts on the spectrum. Guide a brainstorming about this possible project. Plan a discussion with the competent authorities and develop an action plan. How do you think a radio in a library could be used creatively to stimulate access to information and learning? What are some pros and cons?
- Use the Internet 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. Deliver your findings as a presentation or share them online after careful validation with your peers or experts.

TABLE 3.2: 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? Educators 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 content providers, where information has been interpreted, analysed 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, encyclopaedias, 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	Here educators 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. learners' 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. via GoogleScholar); 2) using the index and table of contents effectively in a book, and searching within different electronic formats, such as 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 the learners' 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.
Stage 4 Critical evaluation	Evaluation criteria necessary to assess/validate the reliability, authenticity or quality of information from books, website, other online sources, etc.
Stage 5 Synthesis	What is a synthesis? What is my synthesis of the gathered information? 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?
Stage 6 Information use, sharing and distribution	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.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Topics for Further Consideration

- Relating the Big 6 to the media and digital environment
- Review e-ARTISTS model of MIL<sup>53</sup>
- Other information processing models

53. [http://krmedia.org/pages/download.php?sn=701&fname=m238/2001/07/20200107\\_ed7810b04db-c1ef7f56f5488f9f471f2](http://krmedia.org/pages/download.php?sn=701&fname=m238/2001/07/20200107_ed7810b04db-c1ef7f56f5488f9f471f2)

# UNIT 6: MORE ON DIGITAL INFORMATION PROCESSING

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, educators should be able to:**

- Describe digital vs analogue information, including the creation, storage, transportation, distribution and preservation phases of digital vs analogue information.
- Use the basic features 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 licensing.
- Search online using relevant techniques (search engines, subject directories and gateways).
- Understand the role of content providers (e.g. as libraries, museums and archives) in preserving digital information and challenges for preservation with digital communications companies.

## MIL and ICTs

**Storing information in a digital format enables it to be accessed using a wide range of devices, unlike many forms of analogue information. Increased accessibility makes digitalization of information particularly important, and also underlines the need for digital skills to be learnt alongside information skills. Essentially, media and information literacy includes analysing, locating, organizing, evaluating, creating and using information through digital technology. Discuss**

**the advantages and disadvantages of information in a digital format (effective transmission, storage, search, manipulation, cross compatibility, etc.).**

## Pedagogical Approaches

As discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- If educators or learners have limited or no knowledge of computers and software, plan a series of computer lab sessions (physical or virtual). Guide the participant 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. Participants should also be exposed to the basics of open-source software and low-cost technology. Provide educators with a list of proprietary software and popular computer hardware devices. Ask educators 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.
- Mobile phones raise distinctive issues about their use in finding, viewing, organizing and storing information.

Note that Artificial Intelligence and Machine Learning are two of the most advanced ways to store and process information, and to take decisions or aid in decision-making. Learn more information on these topics in Module 11.

## 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 keywords, 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 participants 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 analyse 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 an educator 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 learners 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 learners' 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 and programmes for the preservation of digital information (e.g. UNESCO Charter on the Preservation of Digital Heritage, digital archiving and preservation guidelines; UNESCO's PERSIST project, UNESCO's Information for All Programme [IFAP])
- Visit the World Heritage Library website, and the Memory of the World Programme website, <https://en.unesco.org/programme/mow>. Discuss how documentary heritage is relevant to critical thinking, information verification, biases, representation, and media and information literacy in general.
- Discuss the importance of preservation and promotion of documentary heritage within the context of a natural disaster, such as an earthquake in a country, and discuss the work to be done by archivists from the National Archives of that country. Find an article that illustrates a situation in the country after that natural disaster.
- Ask learners why web archiving is needed and how it is done.
- Discuss the challenges of data portability such as the one's ability to retrieve, store and reuse one's content posted on social media , and what it would take for there to be inter-operable interfaces between different services and also to be able to withdraw and transfer all one's personal data between such services should one so choose.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 7: INTELLECTUAL PROPERTY AND AUTHORSHIP RECOGNITION

DURATION: 3 HOURS

## Key Topics

- Definition of intellectual property
- Different types of intellectual property
- Different types of laws which protect various types intellectual property

## Learning Objectives

- To understand the meaning of intellectual property
- To understand the difference between authorship and ownership
- To be able to understand the different types of intellectual property

## Copyright Issues

- Information sources are, even if they are open access, subject to intellectual property. Users have to acknowledge authorship and follow bibliographic standards that vary according to each discipline and even at institutions. Lack of respect for intellectual property is often deemed piracy. When writing one can use software that helps to keep academic integrity. There are often paid-subscription programs. Some are available free of charge.
- Issues surrounding intellectual property are often very complicated and among the most debated issues today. The situation is further more complicated by the widespread use of digital media. The situations and laws which organize intellectual property vary between countries. In many traditions, although contractual agreements may affect the situation, the intellectual property of a piece of work belongs to its author. This means that works are automatically protected and therefore formal registration is not necessary in order to recognize and respect the authorship of these works. Generally speaking, intellectual property is any product of the human intellect that the law protects from unauthorized use by others. The ownership of intellectual property inherently creates a limited monopoly in the protected property.
- It is also important to distinguish between two terms commonly used in this respect; ownership and authorship. An author writes a manuscript and sells (i.e., “assigns”) the ownership rights to a publishing company. The author has thereby given up at least some property rights to that manuscript.
- Below are listed four often identified types of intellectual property rights and protections. Securing the correct protection for intellectual property is important, which is why consulting a legal expert can be useful. There is much debate about

whether the public interest should override corporate copyright, including the length of the period of protection. The four common categories of intellectual property protection include:

### Trade Secrets

Trade secrets refer to specific, private information that is important to a business because it gives the business a competitive advantage in its marketplace. If a trade secret is acquired by another company, it could harm the original holder. Examples of trade secrets include recipes for certain foods and beverages, new inventions, software, processes and even different marketing strategies. When a person or business holds a trade secret protection, others do not have the right to copy or steal the idea. In order to establish information as a trade secret, and incur the legal protections associated with trade secrets, businesses must actively behave in a manner that demonstrates their desire to protect the information.

Trade secrets are protected *without* official registration; however, an owner of a trade secret whose rights are breached – i.e. someone steals their trade secret – may ask a court to act against that individual or business and prevent them from using the trade secret.

### Patents

As defined by the U.S. Patent and Trademark Office (USPTO), a patent is a type of limited-duration protection that can be used to protect inventions (or discoveries) that are new, non-obvious, and useful, such a new process, machine, article of manufacture, or other composition of matter. When a property owner holds a patent, others are prevented under law from offering for sale, making, or using the product without authorization.

### Copyrights

Copyrights and patents are not the same things, although they are often confused. A copyright is a type of intellectual property protection that protects original works of *authorship*, which might include literary works, music, art, and more. Today, copyrights also protect computer software and architecture. Copyright protections are *automatic*; once you create something, it is yours until/unless you waive or transfer the right or certain aspects of it. While copyright is often enforceable by law, an influential voluntary set of norms for the condition of use and reuse of content has emerged, known as Creative Commons. However, if rights under copyright protections are infringed and there is a wish of the copyright holder to file a lawsuit, then registration of the copyright will be necessary.

### Trademarks

The fourth type of intellectual property protection is a trademark protection. Remember, patents are used to protect inventions and discoveries and copyrights are used to protect expressions of ideas and creations, like art and writing. Trademarks, then, refer to phrases, words, or symbols that distinguish the source of a product or services of one party from another. For example, the Nike symbol—which nearly all could easily

recognize and identify—is a type of trademark. While patents and copyrights can expire, trademark rights come from the use of the trademark, and therefore can be held indefinitely. Like a copyright, registration of a trademark is not required, but registering can offer additional advantages.

- This unit activities mainly rely on the interactivity between educators and learners. Guide learners to research, present and discuss examples according to the following issues:
  - The meaning of intellectual property
  - The differences between authorship and ownership
  - The different types of intellectual property
  - Examples of different types of intellectual property
  - Example of breaches of intellectual property rights
  - Fair use of intellectual property
  - World Intellectual Property Organization and other relevant entities/organizations

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Topics for Further Consideration

- International standards for intellectual property rights laws
- Technology transfer
- Moral rights
- Understanding the balance of traditional intellectual property rights and open access initiatives

## Resources for this Module:

Anderson, R. (2018). *Scholarly Communication: What Everyone Needs to Know*. Oxford: Oxford University Press.

Arevik Avedian (2014). *Survey Design*, Harvard Law School, 1-34 <http://hnmcp.law.harvard.edu/wp-content/uploads/2012/02/Arevik-Avedian-Survey-Design-PowerPoint.pdf>

Association of College & Research Libraries, (2016). Framework for Information Literacy, <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf>

Badke, W. (2017). Research Strategies. Bloomington: iUniverse.

Bruce B. F. (2018). The Sage Encyclopedia of Educational Research, Measurement, and Evaluation.

Bitange Ndemo & Tim Weiss (2017). Making Sense of Africa's Emerging Digital Transformation and its Many Futures, *Africa Journal of Management*, 3:3-4, 328-347, DOI: 10.1080/23322373.2017.1400260

Check, J. and Schutt, R. K. (2011). Research Methods in Education, SAGE Publications, 1-27, [https://www.sagepub.com/sites/default/files/upm-binaries/43589\\_8.pdf](https://www.sagepub.com/sites/default/files/upm-binaries/43589_8.pdf)

Dainik, S. (2019), "Questionnaire Surveys in Media Research", [https://www.academia.edu/40048140/QUESTIONNAIRE\\_SURVEYS\\_IN\\_MEDIA\\_RESEARCH](https://www.academia.edu/40048140/QUESTIONNAIRE_SURVEYS_IN_MEDIA_RESEARCH)

Gaunt, J., Morgan, N., Somers, R., Soper, R., and Swain, E. (2007). Handbook for Teaching Information Literacy. Cardiff, Cardiff University

Google (2020). Google Search Operators. ([http://www.googleguide.com/advanced\\_operators\\_reference.html](http://www.googleguide.com/advanced_operators_reference.html)).

Information and Digital Literacy Tutorials: <https://www.sheffield.ac.uk/library/idlt> This site discusses features for information and digital literacy. It also provides links to other websites and various resources

Kebede, G. (2004). The information needs of end-users of sub-Saharan Africa in the digital information environment. *International Information & Library Review*, 36(3), 273-279. doi:10.1080/10572317.2004.10762644

MIT (Massachusetts Institute of Technology) Libraries (2020). Database Tips. <https://libguides.mit.edu/c.php?g=175963&p=1158594>

Myers, G. (2017). Principles of Intellectual Property Law. USA: West Academic Publishing.

Owens, L. (2002), Introduction to Survey Research Designer, 1-19 [https://www.researchgate.net/publication/253282490\\_INTRODUCTION\\_TO\\_SURVEY\\_RESEARCH\\_DESIGN](https://www.researchgate.net/publication/253282490_INTRODUCTION_TO_SURVEY_RESEARCH_DESIGN)

The Social Dilemma (film, 2020), [https://www.imdb.com/title/tt11464826/?ref\\_=nv\\_sr\\_srsq\\_0](https://www.imdb.com/title/tt11464826/?ref_=nv_sr_srsq_0)

Tayie, S. (2013), Media Research Methods. Cairo: Cairo University Press.

Tayie, S. (2005). Research Methods and Writing Research. Center for Advancement of Post-Graduate Studies and Research in Engineering Sciences, Faculty of Engineering, Cairo University.(pp1-136). [http://www.pathways.cu.edu.eg/subpages/training\\_courses/C3-Research-EN.pdf](http://www.pathways.cu.edu.eg/subpages/training_courses/C3-Research-EN.pdf).

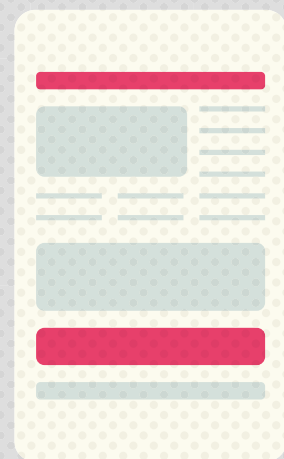
UNESCO. (2008). Towards Information Literacy Indicators – conceptual framework paper. Paris, UNESCO

<http://www.big6.com>. This website features a wealth of resources relating to the stages of information literacy

Wimmer, R.D., Dominick, J.R. (2014). Mass Media Research: An Introduction. Boston, Mass: Wadsworth, Cengage Learning.

# MODULE 4:

**MEDIA AND  
INFORMATION LITERACY  
COMPETENCIES  
TO TACKLE  
MISINFORMATION,  
DISINFORMATION  
AND HATE SPEECH: IN  
DEFENSE OF TRUTH-  
SEEKING AND PEACE**



**“Falsehood flies, and truth comes limping after it, so that when men come to be undeceived, it is too late; the jest is over, and the tale hath had its effect: like a man, who hath thought of a good repartee when the discourse is changed, or the company parted; or like a physician, who hath found out an infallible medicine, after the patient is dead.”**

– Jonathan Swift (16th Century)

## **BACKGROUND AND RATIONALE**

The search for truth is the story of mankind. In the past decades, we have witnessed unprecedented innovations in information and communication technologies (ICTs) of previously unimaginable speed and reach. But such inventions and innovations did not always advance the search for truth. In fact, what was said by the Anglo-Irish writer Jonathan Swift in the 16th century still resonates today,



“Falsehood flies and the truth comes limping after it.” The 2018 Massachusetts Institute of Technology (MIT) Media Lab study on Twitter validates Swift’s satire when it concluded that “Falsehoods diffused farther, faster, deeper, and more broadly than truth in all categories of information<sup>54</sup>.”

This module, *Applying MIL Competencies to Tackle Misinformation and Hate Speech* is divided into two main parts. First, it examines the different types of misinformation that pervade in the so-called post-truth era. Second, it illustrates how misinformation can breed distrust, division, and intolerance. The module reinforces several previous modules spotlighting for readers how MIL competencies and tools can be brought to bear on seeking and defending truth, prevent the spread of false information, and create an inclusive, participatory, and open society.

The module uses ‘misinformation’ as a generic term, although it also, at another level, distinguishes between disinformation, misinformation, and mal-information including conspiracy theories. It debunks the popular term “fake news” and calls it what it really is – false or misleading content. UNESCO discourages the term fake news, on the basis that if the content is fake, it is not news. Educators and learners should carefully examine misinformation for the many tribulations it has caused and continue to cause to individuals and societies. These include blanket distrust in the factual news media, in science and established institutions, rise in hate speech, intolerance and polarization, disruption of democratic processes (especially free elections), threat to the achievement of the Sustainable Development Goals and, lately, the emergence of the ‘disinfodemic’ in relation to the coronavirus crisis that has engulfed the world at the time of writing. These are but a few of the damages of misinformation.

Second, the module enables us to understand how news and information can be corrupted to create distrust, division, intolerance, and prejudice among individuals and societies. It examines the perception that mass media and social media are “platforms of choice” in propagating hate speech, discrimination, conspiracy theories or myths, radicalization and violent extremism.

54. Vosoughi, Soroush & Roy, Deb & Aral, Sinan. (2018). The spread of true and false news online. *Science*. 359. 1146-1151. 10.1126/science.aap9559.

MIL provides the competencies and tools that enable us to prevent the further spread of false information and to push back the purveyors of deceit and intolerance and digital business models that amplify such content and connections amongst those providing it. MIL enables learners to (1) identify misinformation and harmful content, (2) to debunk them through fact-checking, (3) to, when necessary, counter them without further amplifying them through reporting and/or counter messaging. This module presents fact-checking tools and applications that can be included in a MIL toolkit. The United Nations Strategy and Plan of Action on Hate Speech<sup>55</sup>, Commitment 7, Action 20 accentuates the need to use education as a tool for addressing and countering hate speech by promoting the values and skills of global citizenship education and enhance media and information literacy. The United Nations Guiding Note on Addressing and Countering COVID-19 related Hate Speech<sup>56</sup> in turn associates hate speech with disinformation while encouraging responses that focuses on critical thinking, social and emotional skills and responsible engagement, through global citizenship and human rights education. MIL is about critical thinking, and enabling global citizenship and human rights awareness, in ways that counter misinformation.

How MIL programmes promote inclusion, gender equality, diversity and pluralism is also key to combating misinformation. Gender-sensitive MIL that fosters truth about women's roles in various societal developments of the world. For instance, intercultural (inter-ethnic) communication and interreligious (interfaith) dialogues can help counter toxic masculinity, discrimination, stereotypical representations and prejudice. MIL can help to contribute to strengthening views from multiple perspectives and historical literacy. The past decades we have witnessed technological breakthroughs which, in some cases, have also led to technological conundrums, informational silos, and even ethical breakdowns.

55. United Nations Strategy and Plan of Action on Hate Speech., [https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action\\_plan\\_on\\_hate\\_speech\\_EN.pdf](https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action_plan_on_hate_speech_EN.pdf) Accessed on 4 January 2021.

56. United Nations Guiding Note on Addressing and Countering COVID-19 related Hate Speech <https://www.un.org/en/genocideprevention/documents/Guidance%20on%20COVID-19%20related%20Hate%20Speech.pdf>. Accessed on 4 January 2021.

# THE FOLLOWING UNITS:

**UNIT 1:**  
TRUTH MATTERS

---

**UNIT 2:**  
THE MISINFORMATION AND  
DISINFORMATION ECOSYSTEM

---

**UNIT 3:**  
MEDIA AND MISINFORMATION

---

**UNIT 4:**  
EFFECTS OF MISINFORMATION ON  
INDIVIDUALS AND SOCIETY

---

**UNIT 5:**  
MEDIA AND INFORMATION  
LITERACY AND INFORMATION  
ACCESS

# UNIT 1: TRUTH MATTERS

DURATION: 3 HOURS

## Key Topics

- Reflection on theories of truth
- The so-called ‘post-truth era’
- Truth as the essence of journalism and librarianship

## Learning Objectives

**After completing this unit, educators will be able to:**

- Explain theories of truth
- Analyse conditions that illustrate, for example the post-truth era
- Defend why truth telling is the essence of journalism and librarianship

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate. A few examples are listed below. See Part 1 for others and more detailed guidance about them.

- Issue-Inquiry: plan activities that investigate or research about truth in the context of the topics listed above
- Case Study/Case Examples: identify and discuss various real-life examples on the search for truth and conflicting perspectives. Think about historical accounts of certain well-known events. Also consider the role of women in history and/or their contribution to the independence of various countries of choice
- Games: search the Internet for games (digital/electronic or otherwise) that promote the search for truth, reasoning and logics, critical thinking or media and information, etc. Using these games in classroom activities. See for example the award-winning game Go Viral! by the Cambridge University social decision-making lab <https://www.goviralgame.com/books/go-viral/>. Search for similar games in your region and country
- Textual/Contextual Analysis: identify non-fictional books, journal articles, videos that offer findings of research of particular social issues or give accounts of history. Discuss and analyse the arguments and evidence provided. Watch this short video, *5 Tips to improve your critical thinking*, [https://www.youtube.com/results?search\\_query=Critical+thinking+](https://www.youtube.com/results?search_query=Critical+thinking+)
- Educators should do a quick census (by show of hands) of learners who hear or come across the term “fake news” more frequently than they encounter the term misinformation and disinformation. Repeat this census but this time focus on persons who use the term “fake news” more frequent than misinformation or disinformation.

Guide learners to reflect on why they use each term. Ask them to reflect on whether they see a problem with the term “fake news”. Explain to them what news and its importance to society is. See Module 1, 2 and 13 for more about the news and media in connection to development. Guide learners to understand that professional news should be verified information. Therefore, if the content is fake, it cannot be news. Explain to learners that use of the term fake news can be instrumentalized to suppress legitimate news. Guide a discussion around this perspective. Do another census to see how many persons are ready to stop using the term “fake news” and use rather expressions such as false or misleading content and misinformation and disinformation. See the Glossary of Term for definitions of misinformation and disinformation.

- Organize the group into two or more groups, preferably 5 to 7 members per group. Ask each group to arrange themselves in a circle. Instruct each group member to think of three statements about themselves. Two must be true statements, and one must be false. The statements should be interesting and not generic or common statements. To play one round, each person shares the three statements (in any order) to the group. The goal of the game is for members to determine which statement is false. Each member selects which statement she/he thinks is a lie. At the end of each round, each member reveals which was the lie (adopted from icebreakers.ws - <https://www.icebreakers.ws/small-group/two-truths-and-a-lie.html>). To animate the game, let each group or the entire group answer the following questions and think of others: was it difficult for you to think about true and false statements? Why or why not? What strategy did you use to discern which statement was true or false? Did you observe any pattern as to topics/subjects where most of the false statements came from?
- Educators could interview or guide learners to interview a news reporter and an editor from the same news organization. Ask the reporter the following questions and think of others: What criteria do you use in selecting data or information to ensure accuracy in reporting? What information gathering techniques do you use to collect factual data and information? How do you correct factual errors in your published stories? To the editor, ask the following questions: How do you verify that data or information provided by your reporters are accurate or factual? Does your news organization have standards related to accuracy? If yes, please describe them. What does your news organization do to correct factual mistakes in your published stories? Are there internal rules that ensure perspectives from various stakeholders involved to verify information? Are gender perspectives considered in information verification processes?
- Educators could interview or guide learners to interview librarians, archivists or museum curators in their communities. Ask the following questions (more can be added): What criteria do you use in selecting non-fictional books, original documents or artifacts for the library/archive/museums on various topics to ensure accuracy and authenticity? What information-gathering techniques do you use to collect data and information about the books, original documents or artifacts to choose? How do you correct errors when you find that after new developments and research certain books, original documents or artifacts are no longer true or fully authentic?

To the chief librarian/archivist/museum director, ask the following questions: How do you verify that data or information about books or other library resources, original documents or artifacts provided by your staff/colleagues are accurate or factual? Does your organization have standards related to accuracy? If yes, please describe them. Are there rules in place to ensure gender balance in authorship or non-stereotypical gender representation in collecting books or other library resources, original documents, or artifacts?

- Invite an historian to the learning space to explain and discuss the issues of historical revisionism and negationism or denialism. Issues for discussion can include the following: What are the differences between historical revisionism and denialism? Consider also varying degrees of revisionism and denialism including distortion and trivialization; for instance, in the case the Holocaust/genocide of the Jewish people. See more the International Holocaust Remembrance Alliance (IHRA) and UNESCO website [www.AgainstHolocaustDistortion.org](http://www.AgainstHolocaustDistortion.org), which raises awareness about Holocaust distortion, related motives and its harmful effects. What are some global and/or national issues and events which are now targets for revisionism or negationism? Are historical revisionism and negationism consistent with the search for truth? What motivates some individuals to pursue these two concepts? Give a presentation in front of the group and guide discussion on the highlights of your interview using any slide presentation software.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities

## Topics for Further Consideration

- Freedom of Expression and Freedom of Information
- Code of Conduct and Ethics of Journalists and Information Professionals
- Historical literacy
- Historical Revisionism and Historical Negationism
- Data Mining, Data Analytics, and Truth Telling

# UNIT 2: THE MISINFORMATION AND DISINFORMATION ECOSYSTEM (ORIGIN, DEFINITION, DISTINCT CHARACTERISTICS, MOTIVATIONS, ETC.)

DURATION: 2 HOURS

## Key Topics

- Elements false and misleading content - Disinformation, Misinformation, and Mal-information, including conspiracy theories
- Common categories (e.g. misleading content, impostor content, fabricated content, false connection, false context, and manipulated content)
- Misinformation and hate speech

## Learning Objectives

**After completing this unit, educators will be able to:**

- Distinguish the different types of false and misleading content, i.e., disinformation, misinformation, and mal-information including conspiracy theories/myths in terms of characteristics, motivations, etc.
- Illustrate case examples of common categories of false and misleading content found on different media platforms

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate. A few examples are listed below. See Part 1 for others and more detailed guidance about them.

- Case Studies/Case Examples of Common Forms of False and misleading content
- Issue-Inquiry Approach
- Research
- Production
- Content/Context Analysis

- Common categories of misinformation and disinformation include:
  - Misleading Content,
  - Impostor Content,
  - Fabricated Content,
  - False Connection,
  - False Context,
  - Manipulated Content
  - Conspiracy theories
  - Myth

Note that hateful content is not necessarily the same as false content. For example, anti-vaccination falsehoods are seldom combined with hatred. However, while distinct, it is also the case expressions of hate and hostility are often supercharged with false and misleading content.

See the definitions of each term in the Glossary of Terms at the end of the MIL Curriculum. Or read more about these in the resources from UNESCO and partners below. You can search for similar resources online in your local language. Guide classroom discussions to compare or contrast the different terms. Once there is a clear understanding, divide the learners into groups and have them research and present examples of each category of misinformation that they came across on their social media pages.

- Journalism, Fake news and Disinformation: A Handbook for Journalism Education and Training, <https://en.unesco.org/fightfakenews>
  - Innovative test teaches ABC's of disinformation: <https://en.unesco.org/news/innovative-test-teaches-abcs-disinformation>
  - Balancing Act: Countering Digital Disinformation while respecting Freedom of Expression, <https://en.unesco.org/publications/balanceact>
  - Media and Information Literacy in Journalism: A Handbook for Journalists and Journalism Educators, [https://en.unesco.org/sites/default/files/mil\\_eng.pdf](https://en.unesco.org/sites/default/files/mil_eng.pdf)
  - Media and Information Literacy Micro-Learning Resources, <https://en.unesco.org/covid19/communicationinformationresponse/visualresources>
  - Guide to Conspiracy Theories, [https://conspiracytheories.eu/\\_wp-content/uploads/2020/03/COMPACT\\_Guide-2.pdf](https://conspiracytheories.eu/_wp-content/uploads/2020/03/COMPACT_Guide-2.pdf)
  - The Conspiracy Theory Handbook, <https://www.climatechangecommunication.org/wp-content/uploads/2020/03/ConspiracyTheoryHandbook.pdf>
  - UNESCO and partners #ThinkBeforeSharing campaign to counter the spread of conspiracy theories, <https://en.unesco.org/themes/gced/thinkbefresharing>.
- Divide the class into pairs or small groups. Ask each group to search in general on the Internet and offline; surveying content from different platforms (mass media, online media, social media, books) and retrieve examples that fit into categories of false and misleading content. Once all presentations are done, enrich the discussion by answering these questions (more can be added): What platform did



most of the examples come from? What were the most common topics featured overall and per false and misleading content category?

- At the time of writing, among the most common topics for dis/misinformation are climate change, vaccination, and COVID-19 pandemic (and other epidemics). Conduct an online/offline research on common specific dis/misinformation in these areas. After listing to them, do follow-up research on evidence-based information debunking the false information. Among the sources of authentic and trustworthy information, consider information from the World Health Organization, your local health authority, UNESCO and the United Nations Environment Programme on climate change. Identify the credible institutions you used to debunk the false information. Why do you consider them credible information sources?
- Organize discussion among learners. Ascertain if they have encountered conspiracy theories. If yes, which ones? Where did they encounter these, online or offline? Were able to detect that the information they received were conspiracy theories? If yes, how? Do they think that real conspiracies exist? Can they share some of these? Guide learners to search some of the widely known conspiracy theories. Now consider the set of learning resources developed by UNESCO, European Commission and Twitter and linked to #ThinkBeforeSharing campaign about how to identify, pre-bunk and debunk conspiracy theories, <https://en.unesco.org/themes/gced/thinkbeforesharing>. Organize various small groups discussion, activities, and presentations/feedback around these resources.
- Conspiracy theories are often presented as investigative journalism. See also the resources on how to identify quality and professional journalism developed by UNESCO <https://en.unesco.org/covid19/communicationinformationresponse/visualresources> Organize similar activities as above. See more UNESCO related resources on the UNESCO MIL CLICKS social media pages, <https://en.unesco.org/milclicks>.
- There is no definition for hate speech that is internationally accepted by all. Search the Internet for various descriptions offered by reputable international, regional, and national organizations. Put learners into groups and guide them to assess the differences in the various definitions offered. They should reflect on what is the risk of focusing on one definition over another. What is left out? What is kept in? Who should decide? What are the implications?
- Search or pre-select sample posts presenting different types of hate speech such as those in connection with identify underlying biases, prejudices and motives, including gender-based discrimination, racism, antisemitism, hatred targeted at the LGBTQI+ community etc. Repeat the two proposed activities above and describe which type of false and misleading content was used. This time focus on types of hate speech. If they wish to do so, guide learners to share former experiences of hate or intolerance, or if they witnessed someone who lived this experience online or offline. How did they respond? Why did they or did they not respond? Consider the following UNESCO and partners resources:

- Countering Online Hate Speech <https://unesdoc.unesco.org/ark:/48223/pf0000233231>
- Rethinking learning: A review of social and emotional learning for education systems, <https://unesdoc.unesco.org/ark:/48223/pf0000373890?locale=en>
- Addressing Anti-Semitism through Education: Guidelines for policymakers <https://unesdoc.unesco.org/ark:/48223/pf0000263702>
- In the UN Strategy and Action Plan on Hate Speech<sup>57</sup>, Commitment 7: *Using Education as a Tool for Addressing and Countering Hate Speech stipulates that United Nations entities should take action in formal and informal education to implement Sustainable Development Goal 4, promote the values and skills of Global Citizenship Education, and enhance media and information literacy. The document also suggests Support programmes, projects and activities on media and information literacy, including digital or technological literacy, that encourage people’s critical thinking and critical competencies and promote, among other things. Access these documents via links in the footnotes below. Plan various learning activities around the content of the resources. For instance, put learners in groups and have them research the extent to which these types of actions are being implemented in their communities or region.*

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Production of information-education-communication materials (e.g., posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Participation in group learning activities
- Investigative story/report

## Topics for Further Consideration

- Propaganda and Misinformation and Disinformation
- Computational Propaganda Techniques
- AI implications for misinformation and disinformation
- Deepfakes and other forms of synthetic media (including audio visual manipulation technologies)

57. United Nations Strategy and Plan of Action on Hate Speech., [https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action\\_plan\\_on\\_hate\\_speech\\_EN.pdf](https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action_plan_on_hate_speech_EN.pdf) Accessed on 4 January 2021. See also United Nations Guiding Note on Addressing and Countering COVID-19 related Hate Speech <https://www.un.org/en/genocideprevention/documents/Guidance%20on%20COVID-19%20related%20Hate%20Speech.pdf>. Accessed on 4 January 2021.

# UNIT 3: MEDIA AND MISINFORMATION

DURATION: 2 HOURS

## Key Topics

- Disinformation and Media Manipulation
- Social Media as Platform of Choice for Disinformation
- The Architecture of Disinformation and Trolling/Clickbait content

## Learning Objectives

**After completing this unit, educators will be able to:**

- Explain the qualities or characteristics that make social media the platforms of choice for disinformation in some context
- Describe how trolling/clickbait operate, including in relation to disinformation
- Evaluate existing mechanisms and the effectiveness of Internet intermediaries in addressing disinformation and hate
- Prepare a simple work plan on how to address false and misleading content in a learning space setting

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate. A few examples are listed below. See Part 1 for others and more detailed guidance about them.

- Case Studies/Case Examples of Common Forms of False and Misleading Content
- Issue-Inquiry Approach
- Research
- Content/Context Analysis
- Production
- Divide the class into groups and ask each group to prepare a simple work plan on how to address misinformation in learning space settings. The work plan may include the following elements: audiences, objectives, messages, strategies and activities. Ask the learners to translate their key messages into campaign materials (poster, infographic, public service announcement, social media card, meme) using platform(s) of their choice, e.g., printed, broadcast, and digital.
- Discuss how is a “bot” and how to recognize it. See <https://firstdraftnews.org/latest/how-to-spot-a-bot-or-not-the-main-indicators-of-online-automation-co-ordination-and-inauthentic-activity>.

- In a small group setting (4 to 5 participants), ask each participant about her or his experience with false content from using a social media platform. Educators can guide learners with the following questions are: Have you shared false content online in the past? What motivated you to like or share the false content? Were you aware that it was a false content before you liked/shared it? What was your initial reaction when you found out that it was a false content (assuming you were not aware prior to liking/sharing the content)? What are your recommendations to other young people on how to be more discerning in their use of social media accounts? (Note: If participants have no experience with false content, they may interview other young people with experience liking or sharing false content).
- Discuss how algorithms amplify and recommend content and groups that espouse hate and/or disinformation. What are the obligations of companies in this regard? Should users be notified if they have been exposed to such content?
- Some news media outlets present disinformation or misleading narratives? Where does media pluralism end, and where do purveyors of disinformation begin? Why do some news media become 'captured' to produce, legitimize and spread falsehoods and/or hate?
- Interview or organize a visit from librarians, archivists or museum curators to talk about how and whether they can identify books, documents, or historical artifacts that propagate disinformation, misrepresentation or if there is conflicting evidence or perspectives on the truthfulness of full authenticity of these and other related resources. Consider for example cases where women of a particular race/origin were left out or not covered sufficiently in historical accounts. How are matters like these treated?

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies
- Production of information-education-communication materials (e.g., posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Participation in group learning activities
- Investigative story/report

## Topics for Further Consideration

- Conspiracy Theories
- Software enablers of misinformation, e.g., Artificial Intelligence, algorithms, and Bots

# UNIT 4: IMPACTS OF FALSE AND MISLEADING CONTENT ON INDIVIDUALS AND SOCIETY

DURATION: 2 HOURS

## Key Topics

- Impact of misinformation and disinformation on trust in journalism (Media)
- Disinfodemic and COVID-19 Pandemic – Impact on Individual and Public Health and Safety (see <https://en.unesco.org/covid19/disinfodemic>)
- Disinformation & Democracy (including Elections. See “Elections and Media in Digital Times”, UNESCO World Trends Report: <https://unesdoc.unesco.org/ark:/48223/pf0000371486>)
- Misinformation & the Economy

## Learning Objectives

**After completing this unit, educators will be able to:**

- Analyse the impact of misinformation and disinformation on public trust of news media organizations
- Elaborate how the ‘disinfodemic’ has affected health-seeking behaviour and practices especially of parents and young people
- Illustrate how disinformation techniques have affected citizens’ participation in governance including elections
- Explain how various types of misinformation can affect the economy

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate. A few examples are listed below. See Part 1 for others and more detailed guidance about them.

- Case Studies/Case Examples of Common Forms of False and Misleading Content
- Issue-Inquiry Approach
- Research
- Production
- Content/Context Analysis

- Divide the class into pairs or small groups. Ask each pair or group to interview public health officials/workers on the impact of the ‘disinfodemic’ on health-seeking behaviour and health practices of individuals especially parents particularly on COVID-19 pandemic prevention, immunization (vaccination), and other priority health issues. Interview topics may include common misinformation and disinformation on health concerns and strategies to address the ‘disinfodemic’
- Read the executive summary of, *Architects of Networked Disinformation* (see <http://newtontechfordev.com/wp-content/uploads/2018/02/Architects-of-Networked-Disinformation-Executive-Summary-Final.pdf>). Write an essay/blog or produce a vlog on persuasive communication techniques that the “architects of networked disinformation” used in mobilizing populist sentiment in favour of agendas of politicians. You may interview local experts to provide comparison to local context in your essay/blog or vlog. (Note: full report is also available online at <https://newtontechfordev.com/wp-content/uploads/2018/02/ARCHITECTS-OF-NETWORKED-DISINFORMATION-FULL-REPORT.pdf>)

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, readings
- Production of information-education-communication materials (e.g., posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Participation in group learning activities
- Investigative story/report

## Topics for Further Consideration

- Misinformation and the sustainable development goals
- The right to privacy
- Theories of cognitive biases
- Truth in advertising & public relations

# UNIT 5: MEDIA AND INFORMATION LITERACY AND MISINFORMATION

DURATION: 2 HOURS

## Key Topics

- Fact checking & other tools
- MIL competencies in addressing information disorder
- Model MIL programs and projects addressing misinformation

## Learning Objectives

**After completing this unit, educators will be able to:**

- Illustrate how to conduct fact-checking and related techniques and tools to combat misinformation and disinformation
- Translate MIL competencies into specific performance indicators as manifested in terms of knowledge, attitudes and skills
- Prepare an action programme/project to address misinformation

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate. A few examples are listed below. See Part 1 for others and more detailed guidance about them.

- Case Studies/Case Examples
- Issue-Inquiry Approach
- Research
- Content/Context Analysis
- Production

Group exercise on fact-checking: analyse a speech or a statement from a government official in the learning settings. Cite quotes from the speech or statement. Ask the learners if each quote is a fact-checkable claim or just an opinion. Can this claim be verified/fact-checked? Why or why not? If the claim could be verified/fact-checked, how would you do it? Next, ask the learners to proceed with the actual process of fact-checking the claim. Instruct them to document the step-by-step process, then discuss and critique the way they conduct the research.

To enrich the discussion, analyse the implications of false claims such as: How did this content affect citizens? Who is responsible for addressing the effects/consequences of false claims? Is anything being done to address the effects/consequences of false claims?

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, readings, AV viewings
- Production of information-education-communication materials (e.g., posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Participation in group learning activities
- Investigative story/report

## Topics for Further Consideration

- Recommendations of the European Commission High-Level Group of Experts (HLEG) on Fake News and Online Disinformation<sup>58</sup>

## Resources & References:

Article 19. (2015). Hate Speech Explained <https://www.article19.org/resources/hate-speech-explained-a-toolkit/>

Balancing Act: Countering Digital Disinformation While Respecting Freedom of Expression. Broadband Commission for Sustainable Development, International Telecommunications Union, and UNESCO (2020).

[https://www.broadbandcommission.org/Documents/working-groups/FoE\\_Disinfo\\_Report.pdf](https://www.broadbandcommission.org/Documents/working-groups/FoE_Disinfo_Report.pdf)

Bradshaw, Samantha and P. Howard. (2019). Global Disinformation Order 2019. Global Inventory of Organized Social Media Manipulation. Working Paper 2019. 2, Oxford UK Project on Computational Propaganda.

Cyberbully (film, 2011) [https://www.imdb.com/title/tt1930315/?ref\\_=nv\\_sr\\_srsq\\_0](https://www.imdb.com/title/tt1930315/?ref_=nv_sr_srsq_0)

David, Marian. (2004). Theories of Truth in Handbook of Epistemology edited by Ilkka Niiniluoto, Matti Sintonen and Jan Woleński. Springer Science+Business Media Dordrecht.

European Commission Directorate -General for Communication Networks, Content and Technology. (2018). A multi-dimensional approach to disinformation. Report of the independent High-Level Group on fake news and online disinformation. Belgium: European Union.

Ireton, C. & Posetti, J. (2018). *Journalism, 'fake news' & disinformation: Handbook for journalism education and training*. Paris: UNESCO.

Jackson. Dean. 17 October 2017. Issue Brief: Distinguishing Disinformation from Propaganda, Misinformation, and "Fake News."

Kovach, Bill and Tom Rosenstiel. (2014). *The Elements of Journalism. What Newspeople*

58. EC Directorate -General for Communication Networks, Content and Technology. (2018). A multi-dimensional approach to disinformation. Report of the independent High-Level Group on fake news and online disinformation. Belgium: European Union.



Should Know and the Public Should Expect (Revised and Updated). New York: Three Rivers Press.

Learning English. (2018, May 22). *News literacy lesson 2: Verification, independence, accountability*. Retrieved from <https://learningenglish.voanews.com/a/news-literacy-lesson-2-verification-independence-accountability/4388049.html>

Levitin, D. J. (2017). *Weaponized lies: How to think critically in the post-truth era*. New York, NY: Dutton.

Nery, J. (2019). "Democratic decay and disinformation in the digital age," Friedrich Nauman Foundation for Freedom, 1-36. Retrieved from <https://asia.fnst.org/sites/default/files/uploads/2019/04/26/democracydecayanddisinformationinthedigitalage.pdf>.

Ong, Jonathan Corpus and Jason A. Cabanes (2017). *Architects of Networked Disinformation*, Newton Tech4Dev Network

<http://newtontechfordev.com/wp-content/uploads/2018/02/ARCHITECTS-OF-NETWORKED-DISINFORMATION-FULL-REPORT.pdf>

Ordway, D. (2020). "Rated false": Here's the most interesting new research on fake news and fact checking. Retrieved from [https://www.niemanlab.org/2020/01/rated-false-heres-the-most-interesting-new-research-on-fake-news-and-fact-checking/?fbclid=IwAR2K6OPYxCwpU0m5IRkXJnoYPjww7u8h\\_UiHCZMoYOak3ljiLTZlyb3wns](https://www.niemanlab.org/2020/01/rated-false-heres-the-most-interesting-new-research-on-fake-news-and-fact-checking/?fbclid=IwAR2K6OPYxCwpU0m5IRkXJnoYPjww7u8h_UiHCZMoYOak3ljiLTZlyb3wns)

Silverman, Craig. (2020) *Verification Handbook for Disinformation and Media Manipulation*. European Journalism Centre. Retrieved from

<https://s3.eu-central-1.amazonaws.com/datajournalismcom/handbooks/Verification-Handbook-3.pdf>

Silverman, Craig. (2014) *Verification Handbook for Investigative Reporting*. European Journalism Centre. Retrieved from <http://verificationhandbook.com/downloads/verification.handbook.2.pdf>

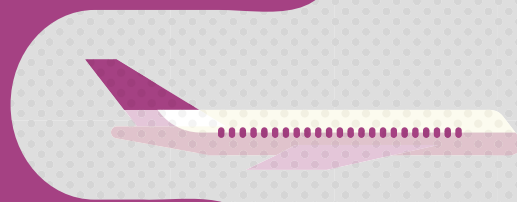
UNESCO Think Before Clicking, Think Before Sharing <https://en.unesco.org/covid19/communicationinformationresponse/visualresources>

UNESCO #ThinkingBeforeSharing, <https://en.unesco.org/themes/gced/thinkbeforesharing>

Zuboff, S. (2019). *The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power*. New York: Public Affairs (see also YouTube videos).

# MODULE 5:

## AUDIENCES AS CITIZENS



# BACKGROUND AND RATIONALE

We all have different experiences as audiences of online or offline content. Increasingly, this is via digital communication companies and online digital entrepreneurs buoyed by social media and digital technology such as mobile phones and applications. In many regions, children and adults both spend a significant amount of their time each day engaged in media and digital communications activities. In the latter part of the twentieth century, a common assumption was that a given audience may have been a homogeneous group of passive or receptive individuals who would interpret a text or a media form in the same or a similar way. This was often the case with television, especially in its earlier phase, in that the communication was not generally multi-dimensional with multiple feedback loops. Today's Internet-based context has greatly complexified not only the ways that we communicate but also with whom we communicate. We can now be considered, concurrently, consumers (sometimes referred to as "target audiences" including targets for data driven advertising and selected content items) as well as active participants, which means that we are also producers and creators of content.

Target audiences are groups of readers, viewers or listeners, and increasingly users, defined by specific demographic and other characteristics, such as age, ethnocultural background, socio-economic status, gender, identity or interests. These could be considered a specific group for whom various actors develop and shape messages. For example, traditionally, advertisers have been concerned with buying time or space that will provide them with access to a specific demographic or target audience. In the television industry, advertisers will buy commercial time-slots from a network during a particular programme, if that programme is attracting the audience they want to reach. Many programmes are designed from the get-go to attract types of advertising. Presently, within the context of new media and social media, in particular, there are algorithms, tracing measures and digital footprints that can surreptitiously identify or isolate users. Thus, sophisticated marketing schemes can be developed to present users with advertisements and other content without an audience asking for them or even being aware of the ads being interwoven into their consumption. For example, someone interested in travelling to a specific destination may look for information through a web browser, and then find advertisements pop up through social media sites that they access afterward in a seamless way, illustrating how access, usage and targeted information and messages can be interwoven exponentially. See Module 10 for more on advertising.

However, people are citizens and not mere audiences. People have value far exceeding those relating to consuming content. How we interpret messages and interactions can relate to our socio-psychological and lived experiences, as well as our values, attitudes and behaviours, given our cultural, economic, ethno-racial and other identities. While there are still inequalities, barriers, obstacles and divides that can impede and diminish social relations throughout the world, there are also myriad possibilities and openings to engage and communicate with others across linguistic, geographic, cultural and political boundaries. This reality, combined with serious issues that transcend national and local concerns, such as the environment, migration, racism, conflict, poverty and economic policies, connect directly to global citizenship. With increasing mobility of people (threatened by the COVID-19 crisis at the time of writing), access to Internet-based communications, and the circulation of ideas, culture and education, global citizenship is becoming increasingly necessary in order to confront long-standing problems, and to strive for peace, social equality, and cultural survival, significantly for marginalized groups and indigenous peoples. According to IDEAS for global citizenship (and Oxfam):

A Global Citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels, from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for his/her actions

UNESCO approaches the subject like this: “The definition of citizenship is discussed and there is no widely agreed definition of global citizenship. In all cases, global citizenship does not entail a legal status. It refers more to a sense of belonging to the global community and a common sense of humanity, with its presumed members experiencing

solidarity and collective identity among themselves and collective responsibility at the global level. Global citizenship can be seen as an ethos or a metaphor rather than a formal membership. Being a framework for collective action, global citizenship can, and is expected to, generate actions and engagement among, and for, its members through civic actions to promote a better world and future.”<sup>59</sup>

To be effective Global Citizens, young people and adults alike need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups. These skills and attributes are increasingly recognized as being essential to succeed in other areas of 21st century life too, including many workplaces. These skills and qualities cannot be developed without the use of active learning methods through which pupils learn by doing and by collaborating with others.

Education, and, for our purposes, global citizenship education (GCED), has an enormous relevance to media and information literacy (MIL) education. As shall be illustrated in the below, MIL and GCED have some common objectives.

This module will explore several key questions:

1. How does global citizenship affect the ways that we might consider the notion of audience in relation to content, institutions, and technologies?
2. How might a producer/author’s background and experience influence the understanding of a text in all forms?
3. What are the other factors shaping how content is interpreted, including cultural, educational and identity variables?
4. How could the construction of a text guide, or a media and information literacy model strengthen a critical interpretive process?
5. How do audiences use the communications ecology in their daily lives, and what is the impact?

59. UNESCO. 2017. The ABCs of global citizenship education <https://unesdoc.unesco.org/ark:/48223/pf0000248232.locale=en>

## FOLLOWING UNITS:

**UNIT 1:**  
UNDERSTANDING GLOBAL  
CITIZENSHIP

---

**UNIT 2:**  
AUDIENCES

---

**UNIT 3:**  
MIL, CONTENT PROVIDERS AND  
CIVIC ENGAGEMENT

---

**UNIT 4:**  
CITIZEN-DRIVEN INFORMATION,  
CITIZENS JOURNALISM

# UNIT 1: UNDERSTANDING GLOBAL CITIZENSHIP

DURATION 2 HOURS

## Key Topics

- The MIL competencies required to analyse and work toward solving real-life challenges
- The importance of media and information literacy in relation to global citizenship
- The need for multi-stakeholder cooperation in and outside the learning space
- Acknowledging our assumptions, experiences, backgrounds and beliefs and how they affect our worldview
- How globalizing information and communication can drive global citizenship. See Modules 13 and 14 for more on this topic

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Describe the link between MIL and GCED and its relevance to learning
- Understand the importance of thinking critically about, and acting with respect and ethics toward global, regional, national and local issues and recognize the interconnectedness and interdependence of different countries and populations
- List the benefits of belonging to a common humanity, with shared values and agency, empathy, solidarity and respect for differences and diversity

## GCED Unpacked

Almost all aspects covered in this MIL Curriculum are related to GCED. UNESCO has developed many teaching and assessment resources on GCED. Many of these are listed in the Resources section further below. The focus on this unit, then, is to give the users insights into how MIL relates to GCED and to direct them to GCED resources from UNESCO and other partners.

UNESCO defines GCED as follows:

---

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes ‘a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding’ and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both ‘formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation<sup>60</sup>’.

---

When we consider “audience”, think of this also in the context of global citizenship. It is important not see audience in a singularly isolated way as there are many divergent, overlapping publics and “mini-publics” that can easily form and be informed not just receivers, but also as producers and distributors of content. Mainstream and official media outlets, although still important, can now be challenged, shaped and obscured by a multiplicity of alternative content providers, networks, applications and systems. We may not be exactly sure who is reading, viewing, listening or engaging otherwise with content at any given time. This is significant because some of our messages, videos, podcasts, comments, images, etc. may become “viral” or they may be disregarded, or they may be misinterpreted, or they may find new, unknown audiences with which and whom to build alliances. They may be mixed, revised in different contexts, and mashed with other elements (e.g. different visuals or audio aspects). This reality has several implications. It can compromise or enable the stated objectives of global citizenship mentioned above. It creates repercussions for content producers/providers and consumers alike. This is in addition to the challenges in the education sector, which must mediate the usage, interpretation and engagement with content products in a broad sense. At the same time, the information and communication ecology is permeated with global citizenship considerations. Youth, in particular, are preoccupied with the type of world that they are seeing, contributing to, and inheriting.

## Global Citizenship Education & MIL

UNESCO and many stakeholders around the world promote the concept of global citizenship education. According to the UNESCO framework, there are several distinctive dimensions of global citizenship education. In the introduction to this module, we emphasized the importance of social learning and social-emotional learning. There are two key elements of global citizenship education that pertain to social learning and being an active digital citizen. See a detailed listing of the objectives of global citizenship education in the UNESCO resource *Global citizenship education: Topics and learning objectives*, <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

Table 5.1 below illustrates this relationship and how social media can be used for creative learning, with suggested activities related to the purposes of global citizenship education.

60. Global citizenship education: topics and learning objectives (UNESCO, 2015). <https://unesdoc.unesco.org/ark:/48223/pf0000232993>



TABLE 5.1: MEDIA AND INFORMATION LITERACY AND GLOBAL CITIZENSHIP EDUCATION

PURPOSES OF GLOBAL CITIZENSHIP EDUCATION <sup>61</sup>	PURPOSES OF MEDIA AND INFORMATION LITERACY	LINKING GLOBAL CITIZENSHIP EDUCATION AND MIL	ACTIVITIES: USING SOCIAL MEDIA FOR CREATIVE MIL LEARNING AND GLOBAL CITIZENSHIP EDUCATION
Encourage learners to analyse real-life issues critically and to identify possible solutions creatively and innovatively.	MIL is about acquiring competencies to critically analyse and engage with real-life issues that are reflected and sometimes amplified by individual or institutional content providers on various technological platforms.	MIL is one way to stimulate people's critical thinking and has more force when integrated with other social competencies such as intercultural competencies or cultural literacy.	Social media are algorithmically curated, commercially driven resources that allow you to discover, evaluate, and analyse discussions or issues that are taking place in our country or in the world. Social media can enable online public squares, but also fragmented and even polarised communities. Educators and learners could identify themes, or topics, that are of specific interest to them and their learning objectives. From here, they can critically analyse and discuss the elements of the debate on that topic which is ongoing on social media – the context, players, issues, or perspectives of the discussion; what is the more dominant narrative, do all actors have equal access to the debate, is it representative, how does this influence policy making? There are a variety of ways in which we can design critical thinking activities that allow people to examine real-world debates. Educators can also develop activities to teach learners how they can practice their research techniques and how they can verify information through multiple sources on social media. These sources can be cross-referenced and fact-check with other trusted sources of information, such as credible news sites or reporters. (See section on Activities below in Unit 2 for more examples). See examples above. (See section on Activities below in Unit 2 for more examples).
Support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are underrepresented/marginalized.	A crucial part of MIL is to enable people to critically evaluate how content providers assert power, privilege some content or enable a diversity of voices and freedom of expression, represent reality, information, politics, social groups, ethnicity, gender, races, etc. This understanding includes assessment of whether the content providers support or allow or perpetrate abuses of people's rights. This relates to the individual's role in all and what Frau-Meigs (2013), refers to as "self-management as well as engagement" <sup>62</sup> . (p. 183 cited in <i>ibid</i> ).	MIL is both a means and an end to achieve global citizenship education.	See examples above. (See section on Activities below in Unit 2 for more examples).

Focus on engagement in individual and collective action to bring about desired changes.	MIL enables people to consider their social structures and environments. It empowers them to individually, collaboratively and autonomously operate in their communications ecology, taking actions that can lead to positive effects, change, debate or desired goals...	MIL is a form of civic engagement.	As above, educators could develop activities around the UN Sustainable Development Goals to explore with learners how one individual or group brought about changes in social discourses or changes in the private sector or public policies. In carrying out these types of activities, ensure balance between movements or actions that have been successful and those that have not - explore why this may be the case.
Involve multiple stakeholders, including those outside the learning environment, in the community and wider society.	MIL spans learning in the classroom and learning that takes place outside of the classroom, enabling both to enrich each other.	MIL enables critical linkages to be made between content, institutions and stakeholders in the formal learning environments.	Social media can be tools for learning outside the classroom as well as within the classroom. Educators could design activities that draw on peoples'/citizens' learning experiences outside the classroom and integrate these into the formal learning settings. Explore what constituted learning in this context, what content led to the learning, is there a contradiction between what was learnt online for instance, and the realities offline; explore which stakeholders influenced the content, for what purpose, and did the learning benefit as a result of their input or not? (See section on Activities below in Unit 2 for more examples).

61. UNESCO (2014) Global Citizenship Education Preparing learners for the challenges of the twenty-first century. UNESCO, Paris, France, <https://unesdoc.unesco.org/ark:/48223/pf0000227729?posInSet=1&queryId=36cccc9a-72ad-4fae-86f8>.

62. Frau-Meigs 2013, p. 183 in Carlsson and Culver (2013), Media and Information Literacy and Intercultural Dialogue. Yearbook 2013, The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg, Sweden.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## UNIT 2: AUDIENCES: NATIONAL AND GLOBAL CONTEXTS

DURATION 4 HOURS

### Key Topics

- Developing and targeting audiences
- How audiences negotiate meaning
- How audiences are affected by the notion of global citizenship
- How we consider media users as both active consumers, producers and users

### Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Explore the notion of audience, including the factors that may affect how individuals and audiences interpret content differently
- Analyse how audiences are identified and targeted, explicitly and implicitly
- Explain how audiences elect to consume and interact with specific types of information, print media, and how this is a fluid situation
- Analyse how audiences respond to information, print media and digital texts, and explain the determining factors, especially within the context of global citizenship
- Examine the dynamic, inter-related and potentially transformative relationships between production, message, engagement and audience
- Consider the importance of global citizenship education in the production, consumption and engagement with media

## Audiences and Exclusion

Negotiating meaning from texts (including images, videos and interactive media like electronic games), in general, can be influenced by a number of factors at the production and audience interpretation levels. The same content can be understood quite differently, depending on who is the audience. The presence or omission of, for example, girls in media can send explicit and implicit messages and meanings to recipients. There is no neutrality in how people infer meaning from what they see as we are all biased, owing to our real-life experiences. For instance, consider this question as an example: what is considered racist or discriminatory, in a given narrative or set of discourses? Depending on who is consulted, the answer may vary widely. Social media plays a significant role in allowing people to develop compassion and understanding, and to form alliances in solidarity, while they can also provide niches and spaces where further discrimination, stereotypes and marginalization can be fostered.

Funk, Kellner and Share (2016) have highlighted the dimensions of the audience, and other key questions, within their framework on critical media literacy (CML). We can also say critical media and information literacy for a broader reference and adapt their ideas in the table below.

CML QUESTIONS	CML CONCEPTS
1. Who are all the possible people who made choices that helped create this text?	Social Constructivism: All information is co-constructed by individuals and/or groups of people who make choices within social contexts of power and influence.
2. How was this text constructed and delivered/ accessed?	Languages / Semiotics: Each institutional content providers use language with specific grammar and semantics including visual and audio genres. See Module 7 for more information on this topic.
3. How could this text be understood differently?	Audience / Positionality: Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.
4. What values, points of view, and ideologies are represented or missing from this text or influenced by the provider?	Politics of Representation: Messages and the institutions through which they travel always have a bias; they support and/ or challenge dominant hierarchies of power, privilege, and pleasure.
5. Why was this text created and/or shared?	Production / Institutions: All texts have a purpose (often commercial or governmental) that is shaped by the creators and/or systems within which they operate.
6. Whom does this text advantage and/or disadvantage?	Social Justice: Content is a terrain of struggle that perpetuates or challenges positive and/or negative ideas about people, groups, and issues; it is never neutral.

This model, in addition to the context of global citizenship (and GCED) and the background on the quickly-evolving media environment, underscores how dynamic, far-reaching and impactful engagement in the information and communication ecology can be. Even when we are not engaging with media, we are often influenced and shaped by it, given that certain cultural forms and global events may be overwhelmingly infused in local discourse and information diffusion. For this reason, we should be concerned about hegemonic control and influence through the information and communication ecology, which can disproportionately disadvantage and marginalize groups and even societies or regions.

## Pedagogical Approaches and Activities

- In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.
- Collect and describe examples of how people use various content providers and ICTs in their daily lives. Explore and examine the focus of entertainment celebrities, and discuss who might be the target audience? Who is included, who is omitted, and what are the central themes and indicators that may reaffirm identity and audience? What do these sources tell you about how audiences use content? How might these uses be different from what the producers intended?
- Imagine how a family from a completely different background from the ones featured in the reality show, the entertainment performance, the news, etc. interpret some current television programmes or advertisements. What would this say about content providers and audiences today? What are the implications for society?
- Consider how marginalized groups--which might include Indigenous peoples, racialized groups, groups with a low socio-economic status or those in poverty, ethnic and religious minorities, women, members of the LGBTQI+ community (the groups may vary depending on the context)--relate to the mainstream media in terms of media representations and audience response.
- Examine the differences between the mainstream, traditional media, including mainstream newspapers, television and radio, and the newer, alternative providers such as alternative media networks, and activist groups formed online, etc.
- Discuss how people, especially students, engage with social media, and how their engagement with it affects their daily lives in terms of attitudes, behaviours and actions. What are the implications? Does their social media engagement go along with greater citizen participation or not? Is there an increase in “slack-tivism” meaning that civic actions are limited to clicking “Like” buttons or sharing of posts? What are their key concerns and interests? Educators should research and further develop other activities in connection with the nexus between global citizenship and social media.

- Consider how advertisements affect our usage, interpretation and understanding of content providers and content? Are we aware of advertisements being planted surreptitiously in films, television, print publications, radio and throughout the Internet? How do we understand algorithms that infuse our reading of the world and media usage with advertisements that are programmed based on our digital foot-prints or what decision-makers believe will interest us individually? Analysing social media ads could be a starting-point to determine how we are targeted. Have students interrogate the economic dimensions of advertisements, and how this may affect what we know, including how we are encouraged to engage? Can media and digital platforms exist without advertisements or at least without data-driven micro-targeted advertising that is able to manipulate behaviours? What would be alternative business models? See more on advertising in Module 10.
- Examine how Internet search engines present data. Discuss how advertisers or producers may purchase higher rankings in the way Internet searches include certain information more than others. How is local context considered when using the Internet? Importantly, what information, images, ideas, and concerns are not emphasized or omitted, and which are more predominantly displayed? What are the implications for content consumption, production and global citizenship?
- Analyse the messages and values conveyed through a popular media text, such as a television programme and on social media. 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? What would change, why, and what might be the consequences if these changes took place?
- Analyse how language is a key factor in determining what content is presented, how, to what degree, and how it may affect what we know and how we act? Are local languages as readily available, presented and influential as some other languages? What is the impact of some languages being more predominant than others? Does it shape our knowledge-base in favour of values, attitudes and comportments that may not align with our local cultural values? Can hegemony be transformed into diversity?
- View and discuss *memes* that are diffused throughout social media, and seek to understand who the audience may be for them. Select a number of memes, and analyse what is required to understand them, and if they would be understood differently depending on the audience. Have students construct memes to contextualize and elucidate problems and issues within their own societies. Then discuss the implications of how memes are used, disseminated (sometimes becoming viral), and interpreted. Include in the analysis the variables of humour, irony, creativity, cultural knowledge and interpretation of audience as a means to evaluating the influence of memes on global citizenship.
- What can be said in and through the media and what is blocked or excluded and why? How are images used to convey messages? Discuss why some topics appear to be taboo and are profiled less than others. What does this say about audience and power relations in relation to content providers?

- 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? Is there gender bias? 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? How does the intended framing affect the reception?

## Assessment & Recommendations

- Development of a model, table or evaluation-instrument to determine who the audience is for specific types of content
- Collage of messages in media and online along with a word-map or Wordle that describes the major influences as well as audiences
- Textual analysis of mainstream media and digital platforms (the orientation, the focus, the potential impact, the audience, etc.)
- Textual analysis of social media (i.e., Facebook, WeChat, VK, Twitter, Instagram, TikTok, Taringa!, YouTube, etc.) to determine key factors (the orientation, the focus, the potential impact, the audience, etc.)
- Design and launch a small survey on peoples' understanding of the significance of global citizenship in relation to audiences, content and institutions that provide content.

# UNIT 3: MIL, DIGITAL MEDIA AND CIVIC ENGAGEMENT

DURATION: 2 HOURS

Today the need for, and interest in, “global citizenship” and “civic engagement” seems to have gained a new urgency, caused, at least in part, by the unprecedented access to content providers and digital tools that people have today, and which allow for collaboration, communication, and participation on a scale that we have never seen before.

Over a half-century ago, communications expert Marshall McLuhan developed many of the ideas that would come to have a significant influence on the way we define our “global consciousness”. McLuhan was aware of the profound impact of technology on our identity, our relationships, and our communities, including the ways in which we could participate in them. Long before the use of the Internet and social media, he coined the phrase “the global village” to describe the ways in which content providers would connect audiences and users. Indeed, he believed that content providers would influence our actions, attitudes and behaviours, including the way we think about the

world and ourselves. McLuhan (1964) said, “We shape our tools and thereafter our tools shape us.”

Going further today, scholars examine more closely who is this “we”. They ask which entities create the tools and why, what their business model is and if there are internalities and externalities that are potentially harmful. This in turn points to assessing who benefits and who does not, in the growth of ICT in the current world.

The infusion of social media usage, consumption, production, engagement and creativity into all aspects of our personal, social, professional and community-based lives has altered the ways we think about citizenship, democracy and civic participation. Thus, the question of MIL is central to this new communication and information ecology, opening up interrogation into how we engage with others and with audiences - known and unknown, visible and invisible, engaged and casual - and what the potential impact of this engagement might be.

## Key Topics

- The implications of new technologies for global citizenship and civic engagement
- The role of voice and collective and individual “agency” in civic engagement
- Pedagogical strategies that emphasize active involvement with social media, and that connect it to democratic rights, active citizenship, and competencies
- Examples of strategies that recognize and promote a diversity of users, digital communications companies and opportunities for civic participation
- The potential for media and information literacy and civic engagement in the classroom, in the community, and in civic institutions

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Examine the strategies that are used to attract audiences to various online spaces
- Identify the roles that participants can assume in online spaces
- Analyse the ways in which identity, purpose and intended audience are created and communicated through various social networks and other content providers
- Identify the ways in which audiences can become involved in civic engagement or social action through digital communications companies

## Civic Engagement and the Classroom Environment

In exploring possibilities for civic engagement, many educators and students become involved in a process of inquiry where they analyse social networks and the ways in which they can be used for social actions. They discuss the ways in which digital communications companies create online spaces where people who share an interest in a similar issue or “affinity” can come together, and where information can be easily obtained and widely distributed through existing social networks (Jones & Hafner, 2012).



These classroom experiences highlight the need for critical pedagogy which focuses on technology and its usage. Critical pedagogy, as developed by Paulo Freire and taken up by many other scholars and activists, aims to examine and problematize inequitable power relations and the meaning of oppression in social relations, seeking to lead to emancipation and conscientization. More simply put, critical pedagogy is not a methodology but, rather, an endless process of considering how to cultivate and achieve meaningful, critically-engaged transformative education for all students and members of society.

Critical pedagogy in MIL invites learners to consider how technology can be used to enhance or suppress opportunities for civic engagement and transformation. MIL requires that educators create opportunities for learners to not only use new technologies to explore topics and issues relevant to their classrooms (i.e., to teach through diverse technologies) but to also use these opportunities to teach critically about technology. This involves providing learners with the opportunity to think critically about online spaces, online content, techniques for attracting audiences, their own online behaviour, and key aspects of the engagement process. How learners themselves use social networking sites, social media, applications and related practices are important topics for any classroom.

The analysis and evaluation of an online space, including its social and political implications, are based on three key areas: 1) identifying the purpose for the space itself, and examining the ideology and values that underpin and are represented in the space; 2) identifying who created and controls the space, and analysing why it is designed in a particular way; 3) identifying who the target audience is for the space, how people use it, and who benefits as a result.

The following questions can be used by educators and learners to further this line of inquiry. Questions such as these can help to develop a framework for critically analysing and understanding digital communications companies as constructed “spaces,” which represent certain ideologies and values, and which can be used in different ways by different audiences.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- How do these spaces bring people together – or drive them into echo-chambers and potentially exclusivist communities? Are these different from the ways in which you could come together off-line? What kind of social relationships are created through the site?
- What kind of communication or interaction is possible? One-to-one, one-to-many, many-to-many? What is the effect of this type of communication? What are the rules or norms for interaction? How do you learn these rules?

- What do you know about people in the network? What do they know about you? What information is revealed and what is hidden? Why is this the case?
- What values are promoted in this space? How are these values made visible? Is the space owned and controlled by an individual, institution, or corporation? How do you know?
- Who has access to the site? What is the “cost” or the method for becoming part of, or communicating in this space? What other opportunities for participation exist? How effective/accessible are these?
- What tools does the site make use of for attracting the attention of others, or for sharing information? What strategies are used for involving participants and engaging them in some kind of actions?
- How does the space use text and visual elements to create and convey meaning? What are the key elements that define or construct the space? What kind of “reality” or community is created as a result? (Jones & Hafner, 2012)
- Examine digital communications companies that are used by development agencies and/or NGOs to encourage civic engagement. What are the factors that, in your opinion, will contribute to their success?<sup>63</sup>

## Assessment & Recommendations

- Develop a plan for creating an online space to promote a current global issue to a youth audience. Consideration should be given to strategies that will “push” information out, and “pull” a youth audience into the space.
- Analyse online spaces for their design elements, messages and values conveyed, opportunities for engagement, the potential impact on audiences, etc.
- Create audience profiles for existing digital communications companies. The profile should highlight which features of the sites are key in determining the target audience.
- Design and launch a small survey to determine the impact of online spaces on people’s understanding of global issues and their willingness to become engaged in social action.
- Analyse an online space to determine issues of ownership and control, how the space is financed, and whether or not it is connected to a larger online network or community.

63. Source: Adapted from Johnson, M. and Wilson, C. “Media Literacy, Digital Technologies and Civic Engagement: A Canadian Perspective” in Carlsson and Culver (2014), Media and Information Literacy and Intercultural Dialogue Yearbook, Global Citizenship in a Digital World. The International Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg, Sweden.

# UNITS 4: CITIZEN-DRIVEN INFORMATION AND CITIZEN JOURNALISM

DURATION 4 HOURS

## Key Topics

- Understanding the concept of citizen-driven information for public good from Media and Information Literacy (MIL) perspectives
- Citizens' journalism in relation to citizen-driven information
- Media and Information Literate citizens as intellectual base for citizens-driven information
- Citizen journalism's role in open society and liberal democracy
- Citizen-driven information for civic engagement and intercultural dialogue
- Media and information Literacy driven citizen journalism

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Describe the link between citizen-driven information and citizen journalism.
- Understand the importance of Media and Information Literacy in citizen-driven verifiable information in civic engagements and meaningful intercultural dialogue.
- Understand the role of media and information literate citizen journalists in advocating for open and democratic society and information for public benefit.
- Describe the benefit of media and information literate citizen journalists as influencers in today's public sphere information and communication ecosystem.

## Citizens and Information

Advancing education for sustainable development and global citizenship education raises issues such as: 1) decision making and informed action by citizens (for instance citizens' consultation and inputs into the implementation and monitoring of the Sustainable Development Goals or voting patterns based on debate), 2) civic engagement and mass participation in information for public good; governance, holding business, local community leaders, public officials, and those in power, to accountability and transparency; ownership and democratization of communication channels; civic participation, public access to information and ensuring equitable access; public debate and democratization of ideas in the public sphere, etc.

Based on the principles of civic engagement in development and democratic representativity, institutions-based journalism can be questioned based on how it

represents diverse multilingual populations. This is why UNESCO and partners are champions for community radio. <https://en.unesco.org/themes/community-media-sustainability>. At the same time, conventional media and digital communication companies should democratize their practices for more engaged diverse opinions. This consideration ought to form the basis for plurality of media and digital platforms, thereby providing more opportunities for citizens to own their own media, compete for more sources of information and counter the effects of years of gaps, omission or marginal reporting on certain societal issues occasioned by concentration of media ownership and algorithmic amplification of a limited number of ‘influencers’ by digital communications companies.

With the advent of new media and social media afforded by the new information and communication technologies, citizens are now being captivated with prolific content which has now become a challenge. The challenge in many countries of today’s public sphere is no longer a dearth or scarcity of information, but that of overload with all its attendant conflation of misinformation, disinformation,, hate speech and deep fakes. In order to achieve information for public good, citizens need to become media and information literate.

In other words, citizens in today’s 21<sup>st</sup> century, need the critical thinking skills to assess diverse content and to contribute to information for public good and effectively navigate the ‘infodemic’ in making informed decisions. In this sense, media and information literacy is itself a public good. Contributing information by citizens can take many forms - from corrections posted on social media, through to Wikipedia entries, and even citizen journalism, involving reportage and professional ethics.

## Pedagogical Approaches and Activities

- In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.
- What is your understanding of citizen journalism? Discuss, interview and collate divergent view of people’s (in different social and economic status) understanding of citizen journalism. Summarize their different perspectives. Do you notice discerning trends?
- How do conventional media view the notion of citizen journalism? Make a deliberate effort to interview different people in the conventional media houses in order to know their perception about citizen journalism and compare with the results in the exercise above. Do you notice any difference in perception?
- Citizens participation in community media can include production of information and journalism, but also equally engagement in dialogues, representing culture, etc. “UNESCO advocates strongly for community media that are independent, and which are run for and by the community... Community radio is crucial for providing an outreach mechanism for increased access to education, self-expression and communication among rural and hard-to-reach populations. Such stations

allow communities a sense of ownership about their own development agenda, becoming self-empowered to publicly express opinion, debate issues, and promote the culture, history and language of their community.” Organize a classroom debate around this statement. Appoint of group of learners that will document the outcomes of the debate and prepare a report. Which organizations are promoting community media in your country or region? Are there community media in your communities? If no, discuss why not? If yes, are they sustainable? Are women and girls involved in managing the community radio and reflected in content equally with men and boys? Formulate and answer other questions through the debate. Share the report with relevant authorities in your community or country.

- Use the UNESCO *Community Media Sustainability Policy Series* as a basis of further discussions, research and actions. <https://en.unesco.org/community-media-sustainability/policy-series>.
- Consider how people share information (text, video, graphics etc.) on different social media platforms. Would you say citizen-driven information on these platforms has contributed positively to the public sphere and is an enabling information and digital communication ecosystem?
- Discuss how mainstream media engage with social media, and how citizen journalists through social media influence their news content. What are the implications of these engagements for citizen-driven information? Does social media engagement lead to greater citizen participation in civic public sphere discourse? What do you consider as likely key concerns and interests?
- Consider how media and digital technology ‘influencers’ relate to citizen journalism. Considering this reflection, discuss the various ways that algorithm-driven information on the Internet has affected the citizen driven information? What are the implications of these influenced narratives in citizens’ public access to information for future political engagement and intercultural dialogue? See Module 11 for more on Artificial Intelligence and algorithms.
- Discuss the imperative of Media and Information Literacy education training for citizen journalists and the impact such training has on citizen-driven information, more broadly. Consider the UNESCO resource *MIL in Journalism: A handbook for journalists and journalism educators*, [https://en.unesco.org/sites/default/files/mil\\_eng.pdf](https://en.unesco.org/sites/default/files/mil_eng.pdf), in the discussions for this and other activities in this section.
- Analyse how Media and information literacy education can influence the quality of information that citizens access on Internet search engines and the impact of such literacy on citizens’ empowerment for civic engagement. Organize hands-on activities online in the process.
- Divide learners into groups. Guide them to research different Open Databases as well as databases of masters and doctoral theses. Guide a discussion around these repositories as citizen-driven information. Search for research reports related to gender equality, community development, or any other topics of interest. Discuss the following questions and write additional questions. Are these sources of information being used in local and national debates? Why not? What can be done to make the local community, national governments, and international

development organizations more aware of some of these findings? Are there topics of interest to you where you find that there is little or no research reports at the masters and doctoral level? What can be done? Prepare a brief report of the process. Plan follow-up actions in school, community centres, etc. See more about the information lifecycle and how academic information is constructed and validated in Module 3.

## Assessment & Recommendations

- Develop an evaluation-instrument or comparative analysis table to determine media influencers and opinion moulders of citizens' narratives in both conventional media and social media
- Do a textual analysis of social media narratives of a particular social or political issue and determine the key citizen information-driven factors (the mindset, the sentiment, the potential bias, the media orientation, etc.)
- Design and launch a small survey on people's understanding of the concept of citizen journalism
- Carry out a focus group discussion and interview on the citizen journalist's influence of today's conventional media content whether online or offline
- Design and launch a small but comprehensive survey on citizens' understanding of media and information literacy.

## Resources and References for this Module

Addressing anti-Semitism through Education. Guidelines for Policymakers, UNESCO, <https://unesdoc.unesco.org/ark:/48223/pf0000263702>

Addressing anti-Semitism in Schools: Training curricula, UNESCO? <https://unesdoc.unesco.org/ark:/48223/pf0000374864?posInSet=1&queryId=dbd05bbf-952c-4111-b584-1a2a009d923a>

DEEEP. (2015). *Transformational Communications for Global Justice Reframing Toolkit*. DEEEP: United Kingdom. [https://www.bridge47.org/sites/default/files/2018-12/17\\_transformational\\_communications\\_toolkit.pdf](https://www.bridge47.org/sites/default/files/2018-12/17_transformational_communications_toolkit.pdf)

DiMaggio, P., E. Hargittai, W.R. Neuman and J.P. Robinson (2001) 'Social implications of the Internet', *Annual Review of Sociology* 27: 307±36.

Elementary Teachers' Federation of Ontario (ETFO), (2010). *Education for global citizenship: An ETFO Curriculum Development Inquiry Initiative*. Toronto: ETFO. <http://etfo.net/globaled/HTML5/>

Empowering Students for Just Societies: Handbooks for primary and secondary school teachers, UNESCO and UNDOC, <https://unesdoc.unesco.org/ark:/48223/pf0000370902?posInSet=2&queryId=301e5abc-edd0-462c-8433-5600c64490ee>

Funk, S., Kellner, D. & Share, J. (2016). Critical Media Literacy as Transformative Pedagogy. [https://www.researchgate.net/publication/342214960\\_Critical\\_Media\\_Literacy\\_as\\_Transformative\\_Pedagogy](https://www.researchgate.net/publication/342214960_Critical_Media_Literacy_as_Transformative_Pedagogy)

Global citizenship education: Topics and learning objectives, UNESCO <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

Jones, R. H. and Hafner, C. A. (2012). Understanding Digital Literacies: A Practical Introduction. New York: Routledge.

Maguth, B. M. (2013). The use of social networks in the social studies for global citizenship education: Reflecting on the March 11, 2011 disaster in Japan. *The Georgia Social Studies Journal*, 3(2), 80-93.

Share, J., Mamikonyan, T. & Lopez, E. (2019). Critical Media Literacy in Teacher Education, Theory, and Practice. In *Journalism and Ethics: Breakthroughs in Research and Practice* (pp. 318-348). Hershey, Pennsylvania: ICI Global. [https://www.researchgate.net/publication/339675387\\_Critical\\_Media\\_Literacy\\_in\\_Teacher\\_Education\\_Theory\\_and\\_Practice](https://www.researchgate.net/publication/339675387_Critical_Media_Literacy_in_Teacher_Education_Theory_and_Practice)

UNESCO (Deardorff, D et al.) (2018). *Global citizenship education: taking it local*. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000265456?posInSet=1&queryId=4087efd2-0912-4a83-ae0e-b1ddcae1f637>

UNESCO (Office Bangkok and Regional Bureau for Education in Asia and the Pacific). (2018). *Preparing teachers for global citizenship education: a template*. Bangkok: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000265452>

UNESCO (Santiago Office). (2017). *GLOBAL CITIZENSHIP EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: "Towards a world without walls: global citizenship education in the SDG 4 – E2030 Agenda"*. Santiago: UNESCO. [https://www.bridge47.org/sites/default/files/2018-12/22\\_gce\\_in\\_latin\\_america\\_and\\_the\\_caribbean.pdf](https://www.bridge47.org/sites/default/files/2018-12/22_gce_in_latin_america_and_the_caribbean.pdf)

UNESCO. (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. Paris: UNESCO. [https://www.bridge47.org/sites/default/files/2018-12/20\\_unesco\\_gce\\_2.pdf](https://www.bridge47.org/sites/default/files/2018-12/20_unesco_gce_2.pdf)

## Websites/Data-Bases

*Asia-Pacific Centre of Education for International Understanding (APCEIU)*

Since its establishment in 2000 through an Agreement between UNESCO and the Government of the Republic of Korea, APCEIU has put forth its utmost efforts in search of measures to empower learners with such values. APCEIU has strived to become an influential catalyst of GCED through the following main programme areas: capacity-building of educators, research and policy development, dissemination of information, development of teaching/learning materials and international teacher exchange programme. APCEIU is fulfilling UNESCO's mandate through various programmes of Education for International Understanding and Global Citizenship Education. <http://www.unescoapceiu.org/en/index.php>

### *Bridge 47*

Bridge 47 was created to bring people together to share and learn from each other. It mobilizes civil society from all around the world to contribute to a transformation towards global justice and eradication of poverty through Global Citizenship Education. <https://www.bridge47.org/about>

### *GENE Global Education Network Europe*

GENE – Global Education Network Europe – is the network of Ministries and Agencies with national responsibility for Global Education in European countries. GENE brings together Ministries, Agencies and other bodies that develop national policy and provide funding for Global Education in European countries. Ministries and Agencies participating in GENE combine their expertise through structured networking, sharing strategies, and a peer learning approach that leads to enhanced results nationally. <https://gene.eu/>

### *Global Citizenship Education Clearinghouse*

The GCED Clearinghouse is a global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED. <https://www.gcedclearinghouse.org>

### *IDEAS for global citizenship*

International Development Education Association Scotland (IDEAS) is a network of organizations and individuals across Scotland (United Kingdom) that actively support and promote Development Education and Education for Global Citizenship. <http://www.ideas-forum.org.uk/>

### *Media Smarts (Canada's Centre for Digital and Media Literacy)*

MediaSmarts is a Canadian not-for-profit charitable organization for digital and media literacy. Its vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens. To achieve this goal, it provides leadership in advancing digital and media literacy in Canadian schools, homes and communities; develops and delivers high-quality Canadian-based digital and media literacy resources; and conducts and disseminates research that contributes to the development of informed public policy on issues related to media. [https://www.mediasmarts.ca/?gclid=CjwKCAjwnK36BRBVEiwAsMT8WEBH51ws5Rb6k7iQ\\_cFukbkNjFs8nIOoneVhyQflqzoZZNwX09In\\_hoCOPMQAvD\\_BwE](https://www.mediasmarts.ca/?gclid=CjwKCAjwnK36BRBVEiwAsMT8WEBH51ws5Rb6k7iQ_cFukbkNjFs8nIOoneVhyQflqzoZZNwX09In_hoCOPMQAvD_BwE)



### *McLuhan Foundation for Digital Media Literacy*

The McLuhan Foundation is committed to digital media literacy, and to establishing a real and virtual Global Village Square. The Foundation facilitates the sharing of best practice among the thousands of initiatives, NGOs, associations and agencies involved in digital media literacy worldwide. The Square is a virtual and real meeting place for educators, practitioners, industry players and policy makers. Through collaboration, exploration and public outreach, the Global Village Square is an international hub to navigate innovation and partnerships in digital media literacy. [www.mcluhanfoundation.org](http://www.mcluhanfoundation.org)

### *UNESCO – Global Citizenship Education*

UNESCO works by supporting Member States in their efforts to implement GCED. This includes raising awareness on GCED, advocating for its implementation, and developing guidance and capacity-building tools.

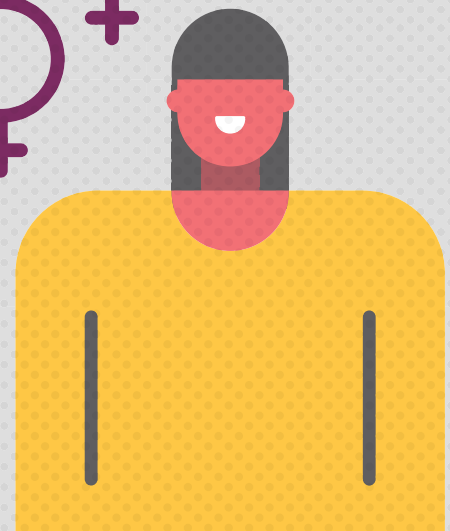
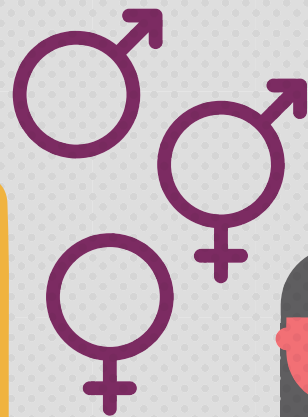
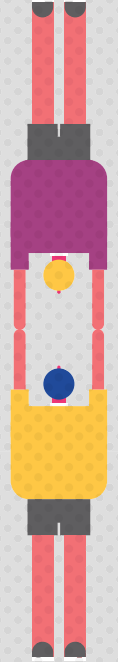
UNESCO's approach to GCED is:

- Holistic: addressing learning content and outcomes, pedagogy and the learning environment in formal, non-formal and informal learning settings
- Transformative: seeking to enable learners to transform themselves and society
- Contextualized: adapted to local needs and cultural realities
- Value based: promoting universally shared values such as non-discrimination, equality, respect and dialogue
- Set in a larger commitment to promote inclusive, equitable quality education

<https://en.unesco.org/themes/gced>

# MODULE 6:

## REPRESENTATION IN MEDIA AND INFORMATION: HIGHLIGHTING GENDER EQUALITY



**'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 content or products can take many forms. Many of us live in an image-filled culture, and on a daily basis we are surrounded by representations on television, in feature films, in news reporting and in books, both online and offline.

Reporters, authors, videographers, advertisers, publishers and filmmakers, bloggers, vloggers, producers of user-generated content, and people in general use images, audio and written words to convey content. They usually face limitations of time, space, resources and other editorial constraints to prepare and present stories to the public. Inevitably, they 're-present' people, issues or events by signifying what they see as relevant or not, such as characteristics like race, gender, sexuality, age or class. This selection sometimes involves stereotypical or oversimplified representations, which can be used to label individuals or groups, and justify narrow beliefs or attitudes. This may

or may not be the intention of the author, producer or journalist/reporter. Sometimes it is the interpretation of the recipient (viewer, reader or listener). Where speakers act as instruments of conflict, hate speech or discrimination, it is logical that they should be accountable for their actions. At the same time, a diversity and plurality of voices and content are internationally accepted. A balance needs to be struck so that concern about representations does not chill diversity, and that a plurality operates within the parameters of protected speech.

We also need to understand that content providers work in a social context and that they are social actors within that social context. They are influenced by society and in turn influence society. We need to look deeper into the specific national context within which particular libraries, archives, museums, media and digital communication companies operate.

To be media and information literate, we need to examine images or representations and analyse not only the image or text itself, but also the narrative context, and its power relations which surround such content and which we sometimes do not see. It is important to recognize that while the media and digital communication companies, libraries, archives and museums have a lot of power to challenge society, they also reflect society, and its power relations by providing the kinds of stories and representations that we usually accept without much question.

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

Key questions in this module include: who benefits from the acceptance of discriminatory 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? What are the implications for gender equality and other forms of inequalities?

# UNITS

**UNIT 1:**  
THE CONCEPT OF  
REPRESENTATION

---

**UNIT 2:**  
NEWS REPORTING AND THE  
POWER OF THE IMAGE

---

**UNIT 3:**  
INDUSTRY CODES ON DIVERSITY  
AND REPRESENTATION

---

**UNIT 4:**  
TELEVISION, FILM AND VIDEO,  
PRINT PUBLICATIONS, NEWS  
MEDIA, DIGITAL COMMUNICATIONS  
COMPANIES AND NEW  
TECHNOLOGIES

---

**UNIT 5:**  
MUSIC VIDEOS AND  
REPRESENTATION

# UNIT 1: THE CONCEPT OF REPRESENTATION

Media and information literacy involves a critical analysis of representations availed by media, digital communications companies, libraries, archives, and museums, etc.: the ways in which individuals, groups, places/communities or even news items of the day are “re-presented” or portrayed in various media and information sources.

MIL involves a critical understanding of the power of representations—of issues, individuals, and communities—and the influence of these representations on the discourse of the day, and on how we see ourselves and others. MIL is about understanding the power of content providers to shape the way we respond to a pandemic or health crisis, the choice we make when we cast a ballot in an election, or the way we think about our identities, communities, and culture.

Len Masterman reminds educators of the importance of the analysis of various content providers, and recognizing all content providers are representational systems. If we are looking at media and digital communications companies as representational systems, then the questions inevitably arise as to who is creating these representations. Who is doing the representing? Who is telling us that this is the way the world is? That their way of seeing is simply natural? Other questions emerge. What is the nature of the world that is being represented? What are its values and dominant assumptions? What are the techniques used to create [its] ‘authenticity’...? How are the media’s and digital communications companies’ representations read and how are they understood by their audiences? How are we, as an audience, positioned by the text? What divergent interpretations exist...? (Adapted from Masterman, 2010)

As always, critical analysis in media and information literacy requires that educators and learners explore how representations in all forms can affect our actions and behaviours, our knowledge and understanding, our thoughts and feelings, our sense of self, and our relationship with others. Media and information literacy also has a significant role to play in promoting dialogue, diversity, equity and inclusion, by enabling citizens to create and recognize stories and perspectives that are often not part of mainstream content.

In many instances, representations that appear through various content providers are based on stereotypes—oversimplified representations that emphasize difference. Because of this oversimplification, an audience is sometimes shown only a few characteristics that may not accurately or fully represent an issue, individual or a group. This kind of narrow focus can often prevent us from recognizing and understanding the richness and complexity that exist beyond the portrayals. Gender biases are among the most common forms of stereotypes. This is with detrimental impact as such representation leads to almost half the world population being invisible in the media. The Global Media Monitoring Project, the longest running research on this topic, found that “in 2015, women make up only 24% of the persons heard, read about or seen in

newspaper, television and radio news, exactly as they did in 2010<sup>64</sup>.” The gap is even more significant in news concerning politics and government, where women represent only 16% of the people in these stories.

In the multicultural landscape that is our global village, part of being media and information literate is being conscious of the ways in which the various content providers present the diversity of individuals, groups and communities that make up the social and cultural fabric of our world.

## Key Topics

- Stereotypes in the media and digital communication companies
- The importance of diversity, equity and inclusion in content providers’ representations
- How messages and values can be conveyed through content providers’ representations
- The impact of representation on audiences
- The role of agency in representation
- The role of policy in ensuring diversity, equity and inclusion

## Learning Objectives

- Analysis of content providers’ representations as constructions
- Assessment of the impact of content providers’ representations on audiences
- Assessment of the impact of policy decisions on diversity, equity and inclusion
- Identification of the characteristics of content providers’ representations that contribute to diversity in the media

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- What representations of race, gender or class exist in the content you use, or in the wider online spaces you visit? Would you describe these as stereotypical or diverse representations? How do the visuals or language used reinforce or break stereotypes?
- What gender groups do you see in the media (presence/invisibility), and in what roles (stereotypes)?
- Interview professionals working in libraries, archives, museums, publishing companies etc. Find out if they have policies about gender equality and diversity of content. How do they decide what information they keep, prioritize, promote

64. Global Media Monitoring Project, [https://whomakesthenews.org/wp-content/uploads/who-makes-the-news/imported/reports\\_2015/highlights/highlights\\_en.pdf](https://whomakesthenews.org/wp-content/uploads/who-makes-the-news/imported/reports_2015/highlights/highlights_en.pdf).

and publish? Do they have a specific focus on gender equality as a Sustainable Development Goal (SDG 5)?

- Typical representations of the “other” in content often fall into particular categories, including: the sexualized, the exotic, the dangerous, the humorous, and the pitiful. How common are these representations today? Are there other categories that appear in the content that are not listed here? Are these representations associated with particular gender groups (including, women, men, and LGBTQI+)?
- How are these portrayals constructed? What are the technical elements that have been chosen? How do they reinforce content?
- What is the message that is conveyed through these representations? Who benefits if the message is accepted? Who loses?
- How easy is it to find examples from mainstream or alternative media that break or go against a stereotype and provide more complex portraits of an individual or a group? Search for gender equality, minority groups, and other themes of interest to you. What do you find?
- To what extent are a variety of voices present in content you use or create? Why might this be the case? What impact do the voices that are present have on particular audiences? What is the impact of the absence of certain voices?
- What factors do you consider when deciding how to “represent” yourself online or in your own media and digital content creations? How do you determine what factors are important?
- Describe the characteristics of a media platform that embeds the principles of diversity, equity, inclusion and fair representations of our global village. What are the potential uses and effects of such a platform?

## Assessment & Recommendations

- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities and discussions
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Textual analysis of content providers for examples of representation
- Development of a model, table, or evaluation instrument to determine who the audience is for specific media representations
- Collage of media messages along with a word-map or Wordle that describes dominant media representations today, as well as the major influences on audiences
- Development of an outline for a content provider that embeds the principles of diversity, equity, inclusion and fair representations of our global village. The plan can also outline the potential uses and effects of such a platform.



# UNIT 2: NEWS REPORTING AND THE POWER OF THE IMAGE

DURATION: 3 HOURS

## Key Topics

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

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

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

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Some media critics have expressed concern about how certain events, in particular disasters or tragedies, 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 analyse the news coverage of a major event such as man-made or natural disasters. This case study should focus on the images from news coverage and the representations of people and issues connected to these events. Educators can survey the Internet to locate the images that appeared in the mainstream media

coverage or social media of these events. The following questions can be used to analyse the coverage and the images in detail:

- Describe what was represented in online news sites, 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 does not 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?

## 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. The Sustainable Development Goal 5 seeks to “achieve gender equality and empower all women and girls” and includes nine targets, covering various issues affecting women and girls<sup>65</sup>. As far back as 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”. The United Nations General Assembly created UN Women in July 2010. This is the United Nations Entity for Gender Equality and the Empowerment of Women, to address such challenges. The UN Member States sent a very strong global message in taking this historic step. The message is that organization's goals on gender equality and the empowerment of women must be accelerated internally and within the Organization's Member States<sup>66</sup>. UNESCO for its part recognizes Priority Gender Equality in all its work (along with Priority Africa).

- There is a clear need to emphasize the role of content providers such as media, digital communications companies, libraries, archives, and museums to achieve the objectives of the goals of the Beijing Declaration, SDGs, and UN Women. In a classroom discussion explore questions such as: How can content providers effectively assess their gender sensitive responsiveness, and how can civil society in turn, evaluate this responsiveness? Who runs the institutions that supply content? Why should content providers be operated in a gender inclusive manner? How

65. SDG 5, Achieve gender equality and empower all women and girls <https://sdgs.un.org/goals/goal5>. Accessed on 10 December 2020.

66. UN Women, <https://www.unwomen.org/en>

can content providers address and tackle representations that portray women, men and minority groups in stereotypical ways? Are content providers merely transmitters of meaning relating to gender inequality or are they joint partners in operationalizing the Beijing Declaration and other objectives mentioned above, enabling the creation of information and knowledge and multiplying its outcomes? If they are indeed a partner, how can these providers effectively play this role?

For many years stakeholders globally have focused on the media development and digital platforms expansion to address issues surrounding gender equality and women's empowerment, but progress is very slow. MIL can promote gender-sensitive behaviour. Through MIL, audiences (readers, viewers, listeners, and creators of content) are equipped with the necessary competencies (knowledge, skills and attitudes) to assess the gender sensitive performances of the content ecosystem, and to participate in them.

- Ask educators 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 stereotypes and contribute to 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 different gender groups - women, men, and gender minorities (LGBTQI+) - consulted and represented? In what light are they portrayed? To what extent are various content 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 content providers such as media, digital communications companies, libraries, archives and museums. One is in relation to the status of women working in these institutions and the other is about the coverage or the image of women, girls, and other gender groups in the content.

- Consider some of the findings of the Global Media Monitoring Project 2015 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 to women and content 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? What social, economic, 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 action should be taken by civil society to address these matters? Do you think it is

better for content providers to act through self-regulation rather than by imposition from governments or other external bodies? Is there necessity to have some form of government regulation? Explain. There are cases of content issues where government regulations and external oversight are necessary. What are some of these cases? Should it be different for publicly funded content providers than for private ones? Do you think publicly funded content providers including media have a particular obligation to ensure gender equality and women's empowerment? Has MIL empowered you to take gender equality actions? How? What are your personal views on gender equality? Do you think that if more women work for content providers including media, digital communications companies, libraries, archives and museums, that the images of women vis-a-vis men would change? Why do you think so? What does research say about this?

Misogyny, online bullying, and harassment of women journalists are on the rise. Consider the 2018 findings of the International Federation of Journalists global survey<sup>67</sup> below:

- The findings show that 64% of women respondents have experienced online abuse
- The online harassment takes various forms including death or rape threats, insults, the devaluation of work, sexist comments, being sent obscene images, cyberbullying, cyberstalking and account impersonation
- Among those who suffered online harassment, 47 % of women said they did not report the abuse and when they did it was mainly to their media management (40%)
- Another worrying result is that the majority of abused respondents said these attacks had had psychological effects such as anxiety or stress (63 %), while 38 % admitted to self-censorship and 8% lost their job

Now compare these with the 2020 findings of the UNESCO's Global Survey on Online Violence against Women Journalists<sup>68</sup>:

- 73% of women journalists who responded to the survey had experienced online violence in the course of their work
- 25% had received threats of physical violence
- 18% had been threatened with sexual violence
- 20% reported being attacked offline in connection with online violence they had experienced
- What similarities and differences are observed in the data? What do learners think are some of the causes for this rise in hostility towards women journalists? Investigate the recommendations in both surveys and guide learners to create posters or storyboards about how these recommendations could be implemented, by whom, and with what monitoring mechanism? Guide learners to investigate

67. <https://www.ifj.org/media-centre/reports/detail/ifj-survey-one-in-two-women-journalists-suffer-gender-based-violence-at-work/category/press-releases.html>

68. Online violence Against Women Journalists: A Global Snapshot of Incidence and Impacts. United Nations Educational, Scientific and Cultural Organization Authors: Julie Posetti, Nermine Aboulez, Kalina Bontcheva, Jackie Harrison, and Silvio Waisbord (2020). <https://unesdoc.unesco.org/ark:/48223/pf0000375136>

the methodology used to undertake both studies. Are they satisfied with the rigour employed to lead to reliability and validity? Search the meaning of these terms and see more on academic research in Module 3. Discuss the limitations of both global surveys.

- “Addressing gender-based violence means addressing a subject that concerns humanity. Reflecting on biased representations, stereotypes, prejudices and violence against girls and women means enacting change so that, at last, this violence is covered by the media in a way that fully reflects the concerns of our societies [...] Journalists can help to break the silence and lift this issue out from the private sphere, where it is still too often relegated”<sup>69</sup>
- Educators should guide discussion with learners about the statement above. See the statistics about women who have experienced physical and sexual violence, girls missing due to prenatal sex selection, who have undergone female genital mutation – on page 8 in the UNESCO resource, Reporting on Violence against Women and Girls: A Handbook for Journalists. <https://unesdoc.unesco.org/ark:/48223/pf0000371524>. Learners should investigate and explore the following questions. Is their local media reporting about violence against women? Do their local media have internal policies to report on violence against women? Can learning or educators contact their local media to find out? What actions can educators and learners take in relation to digital communications companies?
- Guide learners to apply their MIL competencies in investigating the process. They should share their findings with others in their communities, including online. See also the following resource for more about media policy and content, Setting the Gender Agenda for Communication Policy: New proposals from the Global Alliance on Media and Gender, <https://unesdoc.unesco.org/ark:/48223/pf0000368962.locale=en>

The educator should consider developing similar activities, as the ones above which are related to gender, for marginalized groups such as persons with disabilities, indigenous peoples, 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
- Research other recent studies and reports on the topic and design a social media campaign about them. Be sure to articulate how you will measure the impact of your campaign
- 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

69. Extract from “Reporting on Violence against Women and Girls: A Handbook for Journalists. Impe, AM. (2019). <https://unesdoc.unesco.org/ark:/48223/pf0000371524>. (Ed. Mirta Lourenco). UNESCO, Paris.

# UNIT 3: INSTITUTIONAL CODES ON DIVERSITY AND REPRESENTATION

DURATION: 2 HOURS

## Key Topics

- Codes and ethics for content providers such as media, digital communications companies, libraries, archives and museums
- Applications of codes to various media assessment of codes and regulations

## Learning Objectives

**After completing this unit, educators will be able to:**

- Examine diversity and ethical codes for various content institutions
- Apply codes and ethics to a variety of media images and texts; assess texts online and offline based on the established codes and ethics
- Assess the purpose and effectiveness of these codes
- Recommend suggestions/changes to codes and ethics for various content providers

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

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. Some digital communications companies have community standards, although they are often criticized for not spending enough to enforce these. Libraries and museums increasingly have policies concerning inclusion and equality issues, as well as issues of cultural appropriation and representation.

- Research the codes of practice/ethical guidelines that exist in your region. They could relate to media, digital communications companies, libraries, archives, and museums. 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 institutions involved?

- Apply the code of practice to representations in news reporting, content development and disseminations from the previous exercise. Assess to what extent the regulations are being followed. Be sure to consider both text and the context in your assessment. Give specific examples from the coverage to support your response. In instances where content violates the regulations, what recourse is available to individuals?
- Examine other areas of the various content providers that are covered by these codes (e.g. gender portrayal, including stereotypes and sexualization in advertising). Assess to what extent the regulations are being followed. Outline the feedback you would give to the institutions and/or to the producers of these texts

## Assessment & Recommendations

- Summary of key areas of diversity codes/ethics application of these codes by various content providers such as media, digital communications companies, libraries, archives, and museums. Design a social media or offline community campaign about them. Be sure to articulate how you will measure the impact of your campaign
- Recommendations for changes/additions to the codes/ethics

# UNIT 4: TELEVISION, FILM, AND PRINT PUBLICATIONS

DURATION: 2 HOURS

## Key Topics

- Feature films and representation
- Representation in print publications
- The film and television industry, community and Indigenous stories

## Learning Objectives

**After completing this unit, educators 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
- Analyse gender representation in advertising
- Analyse technical strategies in representations
- Examine alternative, Indigenous stories in television and film

## Film Among Other Content Forms

Film is one of the most powerful media of the last hundred years, with mass audiences around the world. In recent years, television and then audiovisuals online 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, both online and offline. All can play a significant role in shaping how a society understands itself by telling stories and promoting particular versions of national history. An important part of media and information literacy (MIL) is understanding how these shape our sense of the world we live in.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Use the Internet to research the success of recent major motion pictures. 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 educators to identify various versions of the representation of historical events. For example, books published during and about the considered 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 audiovisual advertisements from the Internet 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 (usually male) – 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 soundtrack were different:
- Visit the websites for mainstream, Indigenous or community media that represent alternatives to blockbusters. Browse the selection of stories being told through these companies or organizations. Compare these stories to those being produced by major film studios. Assess the value of these 'independent' organizations in giving representation or voice to alternative, Indigenous stories

---

'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

---

- Discuss the accountability of the film and television industries to their viewers and their relationship to human progress. 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 5: REPRESENTATION AND MUSIC VIDEOS

DURATION: 2 HOURS

## Key Topics

- Analysing music videos and representation
- Music and social change

## Learning Objectives

**After completing this unit, educators will be able to:**

- Develop a storyboard and treatment for a music video
- Analyse 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 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 movements. Understanding how music affects audiences is part of MIL.
- Using the Internet, examine the videos of today’s top recording artists in your country and internationally. Analyse 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:
  - Examine 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
  - Examine 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
  - Examine 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](http://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

Some resources may not be appropriate, so trainers should develop or research their own resources based principally in their own region.

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](http://www.cynopsis.com)

Box Office Guru, American and international box office figures, both current and past, are listed here: <http://boxofficeguru.com>

Equality in Journalism: Brussels, Belgium at, G., S. (2018). Promoting gender equality through education in India. *Gender Parity and Women Empowerment—Challenges and Way Forward*, 31-34. doi:10.9756/bp2018.1012/06

Hidden Figures (film, 2016), [https://www.imdb.com/title/tt4846340/?ref\\_=nv\\_sr\\_srsrg\\_0](https://www.imdb.com/title/tt4846340/?ref_=nv_sr_srsrg_0)  
[http://portal.unesco.org/ci/en/files/28397/12435929903gender\\_booklet\\_en.pdf/gender\\_booklet\\_en.pdf](http://portal.unesco.org/ci/en/files/28397/12435929903gender_booklet_en.pdf/gender_booklet_en.pdf)

Imob, wide range of links to music: recordings, films, technology, production courses: [www.imob.com](http://www.imob.com)

International Federation of Journalists. (2009). Getting the balance right: Gender

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>

Masterman, L. (2010). Voices of Media Literacy with Len Masterman/Interviewer: Dee Morgenthaler. Center for Media Literacy. Retrieved from <http://www.medialit.org/reading-room/voices-media-literacy-international-pioneers-speak-len-masterman-interview-transcript>.

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>

Sidahmed, A., 2012. The Plight of Female Journalists [online] Doha Center for Media Freedom. Available at: <http://www.dc4mf.org/en/content/plight-female-journalists>

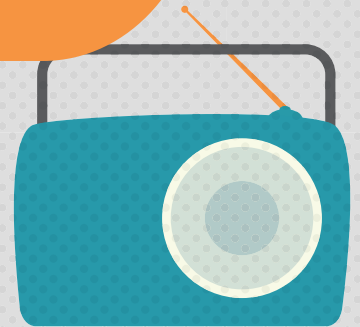
The Internet Movie Data Base, the most comprehensive site for researching films and television. There is a wealth of information on individual titles, reviews, chat, actors, directors, genres: [www.imdb.com](http://www.imdb.com)

United Nations Fourth World Conference on Women, Beijing Declaration and Platform for Action (1995) at, <http://www.un.org/womenwatch/daw/beijing/platform/>

World Association of Christian Communication. (2010). Who Makes the News? Global Media Monitoring Project: Toronto, Canada at, [www.whomakesthenews.org](http://www.whomakesthenews.org)

# MODULE 7:

## HOW MEDIA AND TECHNOLOGY INFLUENCE CONTENT



# 'Language is the source of misunderstandings.'

– Antoine de Saint-Exupéry (1900 – 44)

## BACKGROUND AND RATIONALE

Marshall McLuhan wrote in 1964 that 'The medium is the message'. McLuhan is one of the founding fathers of what we now call media and information literacy. 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 meanings are sometimes communicated differently through various content providers such as media, digital communication companies, libraries, archives, museums, etc.

Means of communication or the transmission of information existed from prehistoric times with carving on walls, stone, the use of shells, drums, gongs or writing on scrolls. The printing press came in 1455 with Johannes Gutenberg, opening the door for newspapers and books. After the telegraph and telephone came the radio in 1901 with fuller development over the following two decades. Television was then the progression infusing images into audio in 1927. Computer development started in 1937. During the second half of the 20<sup>th</sup> century, many changes have taken place in the area of information and digital communication. These changes emerged after World War II with the introduction of the mainframe computer (1946) which was the main discovery that led to the emergence of the Interconnecting Networks (Internet) in the late 1960s. By the 1990s, the Internet was used commercially and access was open to all people who had the means to access it (Web 2.0). By the turn of the 21st century, more interactivity

emerged and interfaces became more user-friendly, and social media became widely spread among people. The most recent technological evolution includes the use of artificial intelligence (AI) and blockchain technology.

Each medium has led to different forms of content explosion. Each medium has its variation of ‘language’ or ‘grammar’ that works to convey meaning in unique ways. ‘Language’ in this sense means the technical and symbolic ingredients, or codes and conventions, that information, media and digital professionals select and use to communicate ideas, information and knowledge. Technical codes include sound, camera angles, types of shots, lighting, colours, graphics, icons, menus, programming code, algorithms, GIFs, memes, emojis, etc. They may include, for example, ominous music to communicate danger in a feature film, high-angle camera shots to create a feeling of power in a photograph, programming codes to display certain graphics or produce interactivity with content, or emojis to communicate emotions rapidly and virtually. 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. Certain codes, such as voices and intonations used for synthetic voices in AI systems, can also be used to reinforce or counter gender inequalities. Languages used by various media 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: What are the major codes and conventions used by people working in content provision today? How are these languages understood by audiences or citizens? Can different persons derive dissimilar meanings from the same text or piece of information? Note that “media” here refers not to institutions (which add their own nuances) but to the technical vehicles used for communication.

Digital communication occurs on platforms where users – persons and organizations – can connect to each other. This dynamic environment of social media includes social networking sites such as Facebook and VK, video-sharing platforms such as YouTube and Vimeo, platforms for the sharing of visual and audiovisual material such as TikTok, Instagram, Snapchat and Pinterest, microblogs such as Sina,

Weibo and Twitter, as well as blogs and wikis. Businesses and people now use the tools to share and search for information, promote ideas and products, learn and interact. Educators and learners face the challenge of staying on top of the changes, understanding them, and determining the best ways to use the tools for entertainment, learning, social engagement, and decision-making.

This module will address how various types of media technological forms (including digital) afford differences in the way messages are conveyed. It will also look at the language styles these media employ. For example, audio-visual allows for a moving camera to keep up with a running horse, but it took time before filmmakers recognized and used this possibility. It likewise took time to develop genres like sitcoms, documentaries, “reality TV”, stand-up news reporting, memes, avant-garde and abstract films, etc.

This module aims at training educators to acquire knowledge of a variety languages and genres used to enable them to understand the ways in which information and messages can be conveyed and how their interpretation of information or ideas from content providers can be more mindful of how people interact with the type of languages used.



# UNITS

**UNIT 1:**  
READING INFORMATION AND  
MEDIA TEXTS

---

**UNIT 2:**  
PRINT, BROADCAST AND DIGITAL  
NEWS

---

**UNIT 3:**  
AUDIOVISUAL GENRES AND  
STORYTELLING

---

**UNIT 4:**  
COMMUNICATION ON DIGITAL  
PLATFORMS OF SOCIAL MEDIA

# UNIT 1: READING MEDIA AND INFORMATION TEXTS

DURATION: 2 HOURS

## Key Topics

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

## Learning Objectives

**After completing this unit, educators and learners 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

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

List some technical and symbolic codes and conventions that are used in the following genres: television soap operas, tourist 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 using 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 educational institution 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, parents, trustees, a politician, and so on.
- Social media is effectively a platform for conversation and sharing, usually powered by algorithms designed for business purposes. While one of the major uses of social media is keeping in touch with friends and relatives around the world, it is also a platform for customers, investors and employees to communicate with one another. This is where the enormous and ever-growing industry of social media marketing takes centre stage. Divide learners into small groups. Have each group choose a social media platform. Guide them to study the platform to identify technical codes and conventions used by each platform to communicate and frame messages. Think, for example, that a Tweet on Twitter cannot exceed 240 characters. Organize presentations from each group and discussions to answer the following questions and others that the educator might think of. What differentiates one social media platform from others? What is similar? What is unique to each? Do these technical codes and conventions used affect how the learners engage with information and digital tools and meaning derived – based on experience? How do they affect the learners? Are these codes and convention always gender-sensitive or are they sometimes biased toward women and men? Now that educators and learners are more aware of the presence and potential effect of these codes on messaging and meaning, what are the critical steps they should take to act with more discernment in the future? Note that different platforms develop different features (e.g. TikTok for dance clips). Note too that platforms are not passive stages on which users act without direction. They are systems created by algorithms that determine what content succeeds. Encourage educators and learners to share what they have learnt with friends and family on social media.
- Since the dynamic information and digital communication environment has not slowed down, educators and learners will be forced to address competing demands in the foreseeable future. Organize an idea generation and debate session among educators or learners. Guide them to share what new technologies and media might be developed in the future and what new codes and technical conventions they might use. For instance, imagine a physical computer monitor as we know it being virtual and in 3 dimensions. What changes could this bring about? Think also about present and future technological tools for the classroom and in community spaces as “classrooms”. Organize a debate about how the use of certain technical codes and conventions could further enable or hinder the teaching and learning process.
- The collaborative potential of new media and smart phones provide new opportunities for the expression of talent and creativity. The new media platforms nowadays enable ordinary people to express themselves and produce their own content without the usual barriers. They are no longer hindered by the need for

large budgets, equipment and human resources formerly needed to showcase their abilities and reach viewers all over the world. Also, they help in spreading and cultivating the idea that art and creativity are not limited to certain categories of people of particular societies. Divide learners into small groups. Have them do research to identify unique media and technological codes and conventions developed by ordinary individuals to enhance their media and digital products. Are these any different from those used by big media and digital communication companies? How do business models affect what creative content rises to the top and is paid for? Organize presentations and discussion.

## 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, educators will be able to:**

- Analyse the codes and conventions used in television, radio and newspaper, online or offline, 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

## Pedagogical Approaches and Activities

Imagine that a government is planning to change legislation that will negatively affect environmental protection or gender equality concerns in sustainable development. A government official has just made a speech to justify the government's position. A large group of young people are present to peacefully protest. Some violent persons infiltrate the protest and a struggle breaks out between the protesters and security forces. To analyze how the media might cover this situation, educators and learners should reflect on the following questions: Consider who these young people might be? What gender groups are present? How do they present themselves? This will likely affect the presentation given by the media and should help persons to be aware of and able to detect specific stereotypes.

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- 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 related event or issue of interest, such as youth unemployment, a corruption scandal, or an environmental pollution disaster. Working in groups, develop a news story on this event that would appear on radio, in a newspaper and in 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 are used in the development of each story?
- 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 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

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- 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 educators a clip from a popular film from a foreign country. Compare and contrast the film 'languages' used 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 artists who create sound effects
- Conventions of documentary filmmaking

# UNIT 4: COMMUNICATION ON DIGITAL PLATFORMS OF SOCIAL MEDIA

DURATION: 2 HOURS

## Key Topics

- Social media
- Platformized production, monetization and datafication
- Aesthetics, genres and ways of communication of social media

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Understand the specificity of social media as a communication environment
- Understand how communication works on digital platforms and how ordinary people are involved in it
- Identify communication patterns in social media

## Characteristics of Social Media

When engaging with traditional mass media, even online, we are typically positioned as members of audiences who are receiving and deconstructing messages. In social

media and other digital communications, while we remain in the passive position of reading messages, we are also public agents who are able to produce messages and actions that affect the other users. Social media is thus not just about receiving and interpreting messages, but about reacting to them, as well as sharing and modifying them and producing new signifying communications. Social media, which includes all services with digital technologies enabling interaction between users, provide us with environments where the communication occurs and can eventually be observed by groups of people. Social media covers a wide variety of services, often referred to as platforms, that have emerged during the 21<sup>st</sup> century: text-messaging apps, image- and video-sharing platforms, streaming services, podcasts, blogs and microblogs, wikis, and they often combine different modes of communication, such as written, audio and audiovisual communication, known as multimodal communication. Content is also circulated across platforms and can be accessed from different devices. Algorithms determine the most popular content producers, with the most followed, subscribed or liked users receiving the most attention, and able to make money out of their communication. They can become influential meaning-makers, opinion-leaders and tastemakers. It is relevant to note that not all social media is public. Much is limited to closed groups, or to limited-size social messaging networks. In all cases, keep in mind the contribution of social media to data mining and profiling by corporate or other interests.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

To understand action on digital communications companies, the following group discussions and assignments can be helpful:

- Draw a map of the popular social media applications by placing the one to two most used services globally and/or in your country into the following categories and finding out: a) how many users there are globally and/or in your country, b) when the services were founded, and c) who owns them: A) Content communities (e.g. YouTube, blogs); B) Social networking sites (e.g. VK and Facebook); C) Collaborative communities (e.g. Wikipedia); D) Virtual game worlds (e.g. World of Warcraft); E) Others. Present your maps in small groups and discuss: How can a user communicate on the platform? How can others react to the content and what are the main modes of communication? How limited are typical audiences, i.e. the groups of followers, and what affects their size? How are users, according to your own experience, using and misusing the functions for messages that can support sustainable development and human rights, and why? A topic for further discussion may be how users can receive income from their content production—that is, what the dominant monetizing principles on that platform are.
- Different platforms develop different languages and communication practices. Compare the languages of a blog, a microblog (e.g. Sina Weibo), a social



networking site update (e.g. Facebook), an image-based app (e.g. Instagram) and a video app (e.g. TikTok). Choose a message you would like to pass on to a certain audience (e.g. inform the parents of schoolchildren about a new dance course designed for children) and create a message for these different platforms by using a platform-typical language. How do the possibilities and restrictions of platform functionalities (the so called 'affordances') affect the message?

- Social media communication is significantly self-centred, which is reflected in the ways of expression, as well as individual-centred networks by collecting followers, subscriptions and reactions to one's posts. Discuss the aesthetic and functions of selfies (self-portrait photographs) in online communication cultures. On which platforms and in which contexts do selfies occur? What kind of different selfie styles can you identify? What are the social functions of selfies? Why do people (not) take selfies? What kind of positive and negative consequences are there in the selfie culture? How would Internet communication culture look like and what would we lose if selfies were banned? Consider concerns about facial recognition software in relation to privacy concerns.
- How are books discussed on different platforms? Discuss how the presentation of books is dependent on the platforms' means of communication. Find examples of book communities in blogs, vlogs, image-sharing platforms and specific platforms of social reading, bookmarking and reviewing (such as Goodreads and national/local libraries using features of social media).
- Categorize social media content according to the following categories: informative, confessional, educative, entertaining. How are these contents made to appeal to their audiences? Why are users interested in this kind of content? Why are they watched? What features in the content increase the popularity of these content categories? How are content creators trying to draw attention?
- Consider podcasts as storytelling and assess what works in this format.
- In social media, genres are often hybrid, that is, combining and mixing up features from a number of different genres. What kind of 'mashup' genres are there on YouTube? Select some examples of videos and try to describe the genre that is used in as detailed a way as possible by identifying what shared and common YouTube-specific communication strategies are at stake. For example, you may take a video blog post (vlog) and describe how it communicates to its audience. Genres or communication formats that can be found across many genres are, for example, tutorial, haul, my day, mukbang (eating in front of camera), show and tell, challenge and unboxing.
- Practices of social media communication are to some extent very gendered. Work in small groups and identify typical female and male communication cultures and practices on different platforms. For example, beauty blogging and vlogging are typically dominated by female content producers, while gaming and technology cultures are often male-dominated. Do these provide avenues for women voices and empowerment or are they reinforcing gender stereotypes? Why or why not? Try to identify examples of minority gender in the cultures identified and discuss how these minority cases possibly change the communication practices and norms.

Are there online cultures with a gender balance? What role does gender play in communication and what consequences does a female or male dominance have?

- Assess the tailored advertising each learner receives when using social media, and if this is relevant to the content recommendations and research they have experienced. Are they aware their data trails have these impacts? Is the result to reinforce a “bubble” rather than expose them to more diverse content?

## Assessment & Recommendations

- Mapping social media landscape; versatility of digital communications companies identified
- Critical analysis of the functions of social media and the consequences of aesthetic and communicative choices on platforms
- Critical inspection of everyday user experience derived from different platforms

## Resources for this Module

Beckman, K. (2016). The Tortoise, the Hare, and the Constitutive Outsiders: Reframing Fast and Slow Cinemas. *Cinema Journal*, 55(2).

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.

Burgess, Jean & Green, Joshua (2009). *YouTube: Online Video and Participatory Culture*. New York: Polity Press.

Dzandza, P. & Kolan, B. (2018). Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon. *Library Philosophy and Practice (e-Journal)*. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4687&context=libphilprac>

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](http://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](http://www.cinematheque.bc.ca)

Ghani, M., Habes, M., Salloum, S. & Alghizzawi, M. (2019). The effect of social media usage on Students' e-learning acceptance in higher education: A case study from UAE. *International Journal of Information Technology and Language Studies*. Retrieved from [https://www.researchgate.net/publication/338225144\\_The\\_effect\\_of\\_social\\_media\\_usage\\_on\\_students'\\_e\\_learning\\_acceptance\\_in\\_higher\\_education\\_A\\_case\\_study\\_from\\_the\\_United\\_Arab\\_Emirates](https://www.researchgate.net/publication/338225144_The_effect_of_social_media_usage_on_students'_e_learning_acceptance_in_higher_education_A_case_study_from_the_United_Arab_Emirates)

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.

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. Jenkins, Henry. (2006). *Convergence Culture: Where Old Media and New Media Collide*. US: New York University.

Leaver, Tama, Highfield, Tim & Abidin, Crystal (2020). *Instagram: Visual Social Media Cultures*. New York: Polity Press.

Lindgren, Simon (2017). *Digital Media & Society*. London: Sage.

Lipschultz, Jeremy Harris (2018). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. 2<sup>nd</sup>. ed. New York: Routledge.

Luttrell, Regina (2016). *Social Media: How to Engage, Share, and Connect*. 2nd ed. Lanham: Rowman & Littlefield.

Mandiberg, Michael (ed.) (2012). *The Social Media Reader*. New York: New York University Press.

Manovich, Lev (2019). *AI Aesthetics*. Moscow: Strelka Press.

McLuhan, Eric and Zingrone, Frank. (1995). *Essential McLuhan*. Canada: Anansi.

National Film Board of Canada. [www.nfb.ca](http://www.nfb.ca) The NFB works with schools, public libraries and museums to unite documentary films and education.

Reporting Africa: The role of the media in (Un)Shaping democratic agenda. (*n.d.*). *ResearchGate*. [https://www.researchgate.net/publication/313731941\\_Reporting\\_Africa\\_The\\_Role\\_of\\_the\\_Media\\_in\\_UnShaping\\_Democratic\\_Agenda](https://www.researchgate.net/publication/313731941_Reporting_Africa_The_Role_of_the_Media_in_UnShaping_Democratic_Agenda)

Saied, S., ElSabagh, H., & El-Afandy, A. (2016) Internet and Facebook addiction among Egyptian and Malaysian medical students: A comparative study, Tanta University, Egypt. *International Journal of Community Medicine and Public Health*, 3(5).

<https://www.semanticscholar.org/paper/Role-of-social-media-in-retail-network-operations-Ramanathan-Subramanian/7fb6085d7da22250510e487f7b7a1d374702fd7f>

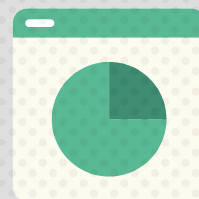
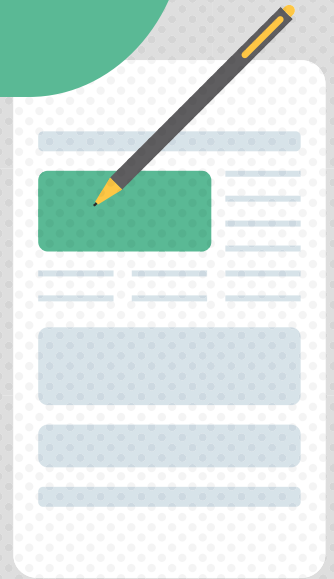
The Fifth Estate (film, 2013) <https://www.imdb.com/title/tt1837703/>

van Dijck, José (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford: Oxford University Press.

Wang, Y. & Yang Y. (2020). Dialogic communication on social media: How organizations use Twitter to build dialogic relationships with their publics. *Computers in Human Behaviour*, 104, Article no 106183.

# MODULE 8:

## PRIVACY, DATA PROTECTION AND YOU



The UN General Assembly calls upon business enterprises

**“To inform users in a clear and accessible way about the collection, use, sharing and retention of their data that may affect their right to privacy and to establish transparency policies, as appropriate”**

Resolution: The Right to Privacy in the Digital Age. A/RES/73/179

## BACKGROUND AND RATIONALE

Privacy is one of the most important and debated issues of our times. Like most concepts, it is difficult to give a full definition of privacy in one or two sentences. Therefore, there is no universal definition for it. The term privacy suggests a need to protect and restrict the access by others to one’s personal information<sup>70</sup>. Privacy concerns all of us as individuals and groups. It concerns information about us that we create knowingly or unconsciously. Privacy is equally relevant to information collected or distributed by private, public and community-based institutions.

Joseph Cannataci, the United Nations Special Rapporteur on the Right to Privacy, and his peers propose that there are three broad groupings of privacy concerns. The first group is about physical spaces which concerns individuals and groups protecting their spaces from unwelcome access, interference and intrusion. The second grouping of privacy concerns is about the individuals as a person - what agency or autonomy individuals **have to think freely, make**

70. Global Survey on Privacy in Media and Information Literacy, With Youth Perspectives. UNESCO Series on Internet Freedom. UNESCO, Paris.

their own choices and express themselves freely without fear of external interference. Finally, the third group is also concerned with the individual as a person but zeros in on the flow of personal information. This is called information privacy<sup>71</sup>. This type of privacy extends beyond the individual to the society as a whole, insofar as it is also concerned with how privacy affects the flow of information in society and how this impacts the development of individuals as citizens<sup>72</sup>.

Information privacy or informational privacy is related to data privacy. In the digital age, one's physical space, personal autonomy and how a person creates and uses data is all wrapped up in new technologies and transformed into virtual spaces and virtual data. For example, before technology, one could access information in the library as frequently as they wished and only the library officials with authority would have access to the history or type of information that she or he was accessing. When you would go to the shop, only the shopkeeper would know what you were purchasing. In the online environment of today, this has completely changed. Each time one purchases something at a point of sale at a store or online, carry out a transaction on a government website, visits the doctor or hospital, search for something online using a search engine or engage in any form of activities on social media, data is being created, collected and stored. Who has access to this data, what it is used for and what permission one gives for its use or not is of concern to all peoples.

Privacy is a human right and is protected under Article 12 of the Universal Declaration of Human Rights as well as Article 17 of the International Covenant on Civil and Political Rights. Countries and regional geographical blocks have data protection laws which strengthen privacy protection<sup>73</sup>. Over 132 countries around the world have developed and adopted laws for data protection based on international standards<sup>74</sup>.

71. Cannataci, J., Zhou, B. et al. 2016. Privacy, Free Expression and Transparency: Redefining their new boundaries in the digital age. Paris, UNESCO.

72. Ibid at 1

73. Ibid at 55

74. United Nations Conference on Trade and Development. Data Protection and Privacy Legislation Worldwide, [https://unctad.org/en/Pages/DTL/STI\\_and\\_ICTs/ICT4D-Legislation/eCom-Data-Protection-Laws.aspx](https://unctad.org/en/Pages/DTL/STI_and_ICTs/ICT4D-Legislation/eCom-Data-Protection-Laws.aspx) Accessed on 19 August 2020

If you are asking yourself what privacy has to do with media and information literacy, it means that you are thinking critically because this would be a valid question. In Module 1 and other relevant modules, broad media and information literacy competencies are outlined and explained. These competencies encompass the knowledge, skills and attitudes a person needs to critically and purposeful interact with information, media and digital technology of all forms. The competencies needed to protect one's privacy are inherently competencies about engagement with content, ICT and institutions providing content. "Defending one's privacy and respecting other's privacy is one instance of MIL competencies in action<sup>75</sup>." Two illustrations are provided for the reader. First, the MIL competency that is concerned with locating and accessing information and ethical and accountable use of information will help persons to understand about who can locate and access their private information, how they do it, for what purpose they use it and what the individual can do to protect their private data. A second example relates to the MIL competencies that is about how understanding the role and function of content providers online or offline helps persons to understand the social, economic, and political context of privacy. Understanding ICTs and institutions underpins knowledge about how sensors and algorithms track and surveil our behaviours, producing data that, without safeguards, is often used to target us in ways that can undermine our agency and autonomy in our future decision-making.

**Privacy is relevant to the Sustainable Development Goals (SDG). People's engagement in development and democracy in connection with the SDGs is mediated by content providers and shaped by their level of MIL competencies. In this respect, interference with privacy can change the flow of information in society. Consider for instance SDG 5, gender equality and women's empowerment, where rising misogyny online as well as online attacks against women journalists and bloggers use private information to intimidate their expression, etc. Understanding privacy within media and information literacy connects an individual's personal information with information about development and public information in relation to the economic, social and environmental dimensions of the SDGs.**

This module consists of four units which provide explanations, pedagogical examples and resources in connection with the basics of privacy in MIL, data creation and use, the relationship between privacy and development, and ethics and institutional obligations for protecting people's privacy and data.

75. Ibid at 54

# UNITS

**UNIT 1:**  
UNDERSTANDING PRIVACY IN MIL

---

**UNIT 2:**  
PRIVACY, DATA AND DEVELOPMENT

---

**UNIT 3:**  
AWARENESS OF INSTITUTIONAL  
OBLIGATIONS TO PRIVACY AND  
DATA PROTECTION



# UNIT 1: UNDERSTANDING PRIVACY IN MIL

DURATION: 2 HOURS

## Key Topics

- Introduction to privacy competencies
- Management of online privacy
- Protection of personal information
- Ethical use of online data
- Online data creation and use

## Learning Objectives

**At the end of this unit, educators and learners will be able to:**

- Describe online privacy concerns and implications in MIL
- Identify strategies to protect personal information online
- Understand that online activities create data and how to manage personal information and reputation online

## Level of Competencies Targeted in this Unit

- Basic

## Privacy and MIL Intersections

### Competencies for Protecting One's Privacy are MIL Competencies

The competencies that individuals need to help protect their privacy are inherently MIL competencies, although it is primarily the state as duty-bearer to respect and protect human rights as privacy. Below are two tables adopted from the UNESCO Survey on Privacy in Media and Information Literacy with Youth Perspectives. The resource makes explicit link between privacy and MIL and offers a suite of resources for educators. The educators can develop lesson plans and activities such as group discussion/debate around each of the competencies listed below.

TABLE 8.1 PRIVACY AS IT RELATES TO THE INDIVIDUAL<sup>76</sup> AND ITS CONNECTION WITH MIL

PROPOSED PRIVACY COMPETENCIES	PRIVACY EMBEDDED/INTEGRATED IN MIL
Understand the need for and value of personal privacy rights in cyberspace	In MIL, personal privacy rights should be interconnected with human rights online and offline. This includes access and non-discrimination on the Internet, freedom of expression and information, freedom of assembly, association and participation, education and literacy, special protection for children and young people, and the 'right to an effective remedy when your human rights and fundamental freedoms are restricted or violated'. <sup>77</sup>
Awareness of the commodification and monetization of personal profiles and information, especially online	Hold Internet/technological intermediaries as well as the media accountable for their privacy policies while appreciating that anonymized data can support Internet applications and services. There is a privacy cost to accessing 'free' services on the Internet and 'free' media, independent and pluralistic. However, this cost must never be abused and should require transparent user consent.
Understand when and how to demand privacy and anonymity and when to respect the privacy and anonymity of others	Understand and appreciate that privacy and anonymity are necessary to protect freedom of expression, including the right of access to information and that systems of encryption may support this.
Possess discriminative judgement when sharing personal information online or offline	Citizens should make personal and informed decisions about what they consciously share or not, while guarding against self-censorship, which may also hinder freedom of expression.
Ability to evaluate and engage with organizations, including online platforms, define privacy and their data management practices	Engage with intermediaries and media in policy development and implementation, while favouring and balancing self-regulation or co-regulation over government regulation as a measure to reduce risks of state power violating rights.
Understand privacy risks and benefits in digital environments and be able to adjust privacy settings/levels accordingly	Weigh privacy risks and benefits against personal security, the security of others and national security. Appreciate that some levels of privacy may be limited for the protection of other rights (including the right to security or the right to reputation), as long as international standards are preserved in terms of legality, necessity, proportionality and legitimate purpose.
Ethical use of the personal information of others and respect for the privacy of others	Broader understanding of information and media ethics.

Source: UNESCO, Global Survey on Privacy in Media and Information Literacy, With Youth Perspectives. UNESCO Series on Internet Freedom. UNESCO, Paris.

76. These competencies were adapted from the Privacy Piece, Media Awareness Network, 2011

77. See Council of Europe, 2014.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Introduce privacy concepts (definitions and vocabulary) such as: privacy, personal information, digital footprint, online reputation, what Shoshana Zuboff (2019) calls ‘surveillance capitalism’, and privacy settings. See the Glossary of Terms for proposed definitions of these and many other concepts in this curriculum. Once the foundation of basic privacy-related concepts is understood, introduce competencies related to these concepts, such as: personal privacy implications in using digital technology and its applications, types of information that may be safely shared, when and what types of information should remain private, management of privacy and online settings, understanding of the permanence of information shared online, and the impact of digital technologies on our lives online and offline.
- Emphasize the importance of everyone’s digital footprint. Although young boys and girls, for example, may not have social media accounts that they created on their own, it is possible that family members or friends have posted information about them online at some point. Our digital footprints are representations of us online. Our behaviour online mirrors that of our behaviour in-person and vice-versa<sup>78</sup>. Messages, photos, links, comments and “likes” should be posted with care. Once information is posted online, it is hard to control and exist online longer than its original posting. Your digital footprint may be seen by people you have never met. Internet service providers and the ‘stack’ of application providers accessed through them, all tend to keep and analyse your digital interactions including searches and browsing.
- Lead a discussion using some of the following points: (1) When is it okay to share information, videos, photos, etc. of another person? (2) Who do you share secrets with? (3) Why do you not share this information with other people? (4) What types of information are important to protect? (e.g. passwords, email, mobile numbers, etc.). Guide learners in a discussion regarding types of personal information that one would not want posted online or provided to strangers.
- If you are an educator, guide the group of learners to execute a search about themselves using various search engines such as Baidu, Google, Yandex, DuckDuckgo, Yahoo, Bing, Apple, etc. Ask the learners to share some of the information that they find. They should share whether they were surprised about some of the information. Also ask them to compare the information they find about themselves on different search engines. What is different and what is the same? How did this information get on the Internet? Did they post it? Guide learners to critically discuss the implications of the type of data that different search engines have about them.

78. Carlsson, U. (Ed.). (2019). Understanding Media and Information Literacy (MIL) in the Digital Age: A Question of Democracy. UNESCO, Göteborg Sweden.

- Review privacy settings on a popular social media platform such as Line, WeChat, Instagram, VK, Snapchat, Facebook, LinkedIn, TikTok, Twitter, Telegram, or Signal, etc. Photos and other content posted on social media are not always secure. Sometimes photos shared have hidden time and location stamps, which could be your address. It is important to learn about privacy features offered by your social media accounts. Your social media accounts will all have a feature titled 'Privacy Settings', explore this feature so that you know who is able to access information you post online, whether others can tag you in posts online, and what type of biographical information is visible from your online profiles.
- There are numerous articles on the Internet that list the most commonly used account passwords. Retrieve one of these articles and share it with learners. Do they use one of these passwords? Do they know someone else who does? Discuss the importance of using a strong password to protect their information.
- On the one hand, data management skill in mediated environments can potentially favour male users who may be more skilful in various privacy tasks related to Internet technicalities (i.e., technical behaviours in data protection). On the other hand, the intrinsic privacy concern regarding underlying data exposure may – or may not – render women more likely to exercise privacy skills that are more socially-pertinent to a private–public boundary setup (i.e., social behaviours in data protection). Those with lower skills in their engagement with Internet privacy will be trapped in a cycle of disparity and may not be in shape to succeed online that requires increasing privacy skill levels (Park, 2015; p. 253).” Organize a group debate around these statements. Guide learners to research and offer supporting evidence as to whether they agree or disagree with the statement in whole or in parts and why.
- Kaspersky, Norton, Avira, and Avast are very popular antivirus and data protection companies. There are others. Consider the tips offered by Norton below. Discuss these tips with learners. Explore to what extent they are actually practicing these tips. Do they agree with all of them? Why or why not?
  - Limit the personal information you share on social media
  - Browse in incognito or private mode
  - Use a different search engine
  - Use a virtual private network
  - Be careful where you click
  - Secure your mobile devices
  - Use quality antivirus software.
- Consider the list of privacy tools available online.
  - [www.haveibeenpwned.com](http://www.haveibeenpwned.com) : To check if your password, username, and email were compromised
  - Tor, [www.torproject.org](http://www.torproject.org): Is one of the most frequently used VPN (Virtual Private Network) service offered free of cost

- Anonymizer, <https://ntrepidcorp.com/>: A site that helps you to browse more anonymously. Some services like these store your information so be careful. Read privacy policies carefully and get help from more experienced people in your network
- Privacy Badger, <https://privacybadger.org/> a browser extension that helps you to enable do-not-track-me features
- Here are over 73 free tools to protect one's privacy online<sup>79</sup>, compiled by a recognized expert and privacy advocate, Paul Bischoff<sup>10</sup>
- Do a quick show of hands with learners to survey how many are aware of these tools. How many actually use them? Divide learners into small groups and guide them into investigating the strengths and weaknesses of selected tools. Can they name or list some other useful tools to protect one's privacy online? Be careful as some tools require expert support..
- Do an online search about how many data points about you are collected by apps, and how these are used for profiling and controlling content feeds, recommendations and advertising. Research information and watch documentaries on these issues, such as the film "The Social Dilemma", and debate solutions beyond self-protection.

## Assessment & Recommendations

- Check the strength of passwords using a site such as nordpass.com and password.kaspersky.com. Learners can brainstorm potential new passwords and check the strength of these passwords and receive feedback on what elements could increase their password strength. Similarly, these websites also frequently feature secure password generators, so this may assist learners in finding examples to inspire their own passwords.
- Analysis of online presence – have learners analyse their social media presence. Can they find themselves in an online search? Does the content of a learner's selected social media profile align with the purpose of the platform (e.g. social, professional, etc.)? Does the content on their social media platform represent them accurately?
- Development and analysis of different digital communications companies and their primary use by learners.

79. Paul Bischoof, <https://www.comparitech.com/blog/vpn-privacy/75-free-tools-to-protect-your-privacy-online/>.

# UNIT 2: PRIVACY, DATA AND DEVELOPMENT

DURATION: 3 HOURS

## Key Topics

- Data-driven development
- Sustainable Development Goals
- Privacy and data protection
- Privacy influence on personal development and social development
- Privacy, freedom of expression, access to information
- Privacy and transparency

## Learning Objectives

**At the end of this module, educators and learners should be able to:**

- Understand and describe the basics of how data can drive content and business models, as well as social and economic development
- Differentiate between privacy and data protection
- Explore the interaction between privacy, personal development and social development
- Explain why privacy is crucial for people to express themselves freely and benefit from access to information
- Explore and query these issues in their personal, local, and social contexts

## Level of Competencies Targeted in this Unit

- Basic to Intermediate

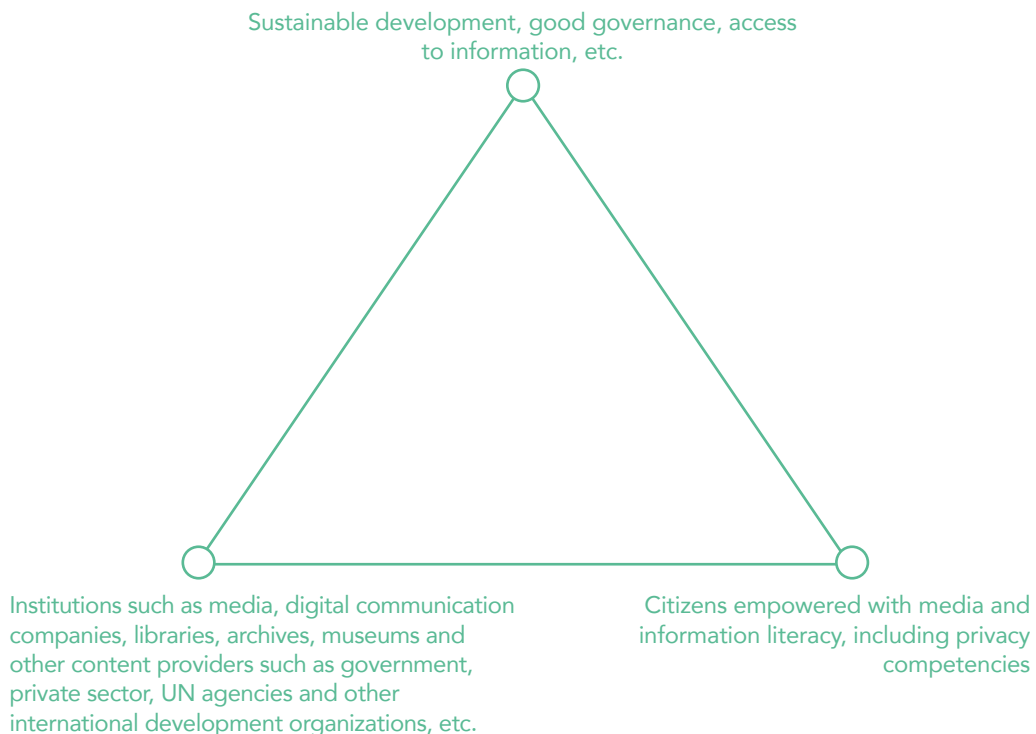
## Data and Society

### Data and Privacy: Implication of the Sustainable Development Goals

If we are to make societies more inclusive and to ensure a broader engagement and understanding in sustainable development, it is necessary to have the type of data that will enable more purposeful design, as well as systemic and accurate monitoring and evaluation. Achievement of the 2030 Sustainable Development Goals (SDGs) has, at the base, a data revolution. The rapid advances in technology and the exponential growth in digital storage capacities and speed open up the opportunity for mind-boggling amounts of data to be collected and used. The data revolution in connection with development is two-fold. First, it's data about development (government and private sector) to ensure more precise and measurable performances. Secondly, it is

data about individuals, groups and institutions. Considering the latter is where the issue of privacy becomes more relevant to the SDGs and people's participation in these governance processes. You can read more about the SDGs in Module 13. MIL competencies can help understand how the SDGs will be measured and monitored and how these connect to their individual and collective lives<sup>80</sup> - private and public.

FIGURE 8.1: MIL AND ITS IMPORTANCE TO SUSTAINABLE DEVELOPMENT AND DEMOCRACY (FREEDOM OF EXPRESSION, PRIVACY, ETC.)



The United Nations system has what it calls special rapporteurs. These are persons who have extended experience and profound expertise on different development subjects. Special rapporteurs are endowed with authority to carry out comprehensive research and to present reports to the United Nations about different development issues. These reports form part of the official documentation for the United Nations debates and decisions. Joseph Cannataci is the special rapporteur on privacy for the United Nations at the time of the writing of this module. The designated persons are changed after set periods. In one of his reports, he proposes three pillars of unhindered personality development. These are:

1. Privacy
2. Freedom of expression
3. Freedom of information

80. Measuring Media and Information Literacy: Implications for the Sustainable Development Goals (Grizzle, A. 2015). UNESCO and NORDICOM. Media and Information Literacy for the Sustainable Development Goals. (Eds. Jagtar Singh, Alton Grizzle, Sin Joan Yee and Sherri Hope Culver)

In this section, we will focus on the privacy pillar and address the links of privacy to freedom of expression and freedom of information in the next section.

As indicated in the background to this Module, aspects of our personal information help to inform and contribute to development information and even, in certain cases, public information. Take for example information about consumers' habits. This collective personal information helps to inform the type of products or services offered by economic actors. Similarly, our aggregated personal health information assists the government in providing necessary public information on, for instance, the rates of increases in lifestyle illnesses, chronic disease or pandemic such as the COVID-19, diabetes, hypertension, heart disease, cancer, etc. Or in the context of political engagement or civic participation, the percentage of young people in the population turning up for voting. Equally, one can easily imagine how access to all this data can be used to influence members of society.

### **Privacy, freedom of expression, access to information and transparency**

In the previous section, it is noted that privacy is interwoven with freedom of expression and freedom of information and together affect our personal development. Thinking more widely, these together affect not only us as individuals but also as individuals who are indistinguishably connected to our families, communities, nations and the world. UNESCO uses the concept of global citizens to explain our social obligation to those around us whether near or far away. See more about freedom of expression and freedom of information in Module 1 and Module 2. Also see more about global citizenship in Module 5. This section focuses more on explaining how privacy can enable or endanger one's freedom of expression or access to information.

Almost 20 years ago, some authors mooted 'the death of privacy'<sup>81</sup> arguing that the rapid and exponential advances in technology will mean that people will progressively have less and less control over information about themselves and family. One might ask what does this have to do with freedom of expression? Consider for a moment that you would like to freely express yourself on the Internet about a social issue but would like to do this anonymously to avoid being victimized. Without the assurances of the integrity of data protection mechanisms, you might choose to self-censor, meaning not to express yourself at all on this matter because you are concerned that this information can be traced back to you. This scenario is a reality for many persons including investigative journalists or whistle blowers in cases where it is necessary to remain anonymous.

Organizations like Transparency International exist to promote accountability and to eradicate corruption in government, the private sector and non-governmental organizations and others. Transparency International is one example of a global network with chapters in over 100 countries. There are other related networks. Promoting transparency is necessary to achieve fairness, justice and equality for all. This also requires a certain level of openness in respect to information that is shared with the public. Actors in various organizations, government and private entities can often hide behind the veil of privacy. International standards and laws draw the line as to where privacy begins or ends in connection with those whose actions affect others, positively or negatively, and the public in general. Transparency is not only related to institutions. The concept of 'personal transparency' or ethics is also proposed. The idea is that truth

81. Privacy, free expression and transparency: Redefining their new boundaries in the digital age. UNESCO series on Internet Freedom. Cannataci, Joseph A., Bo Zhao, Torres Vives, Gemma, Monteleone, Shara, Bonnici, Jeanne Mifsud, Moyakine, Evgeni (2016).



and trust must first exist within individuals such that widescale moral behaviour will influence institutional standards and intolerance towards corrupt practices. At the same time, there is an argument that emphasizes privacy for the powerless and transparency for the powerful.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Discuss the 17 Sustainable Development Goals. Guide learners to ask questions like: How do these relate to me personally, especially in terms of my privacy and autonomy? How do you think they relate to your family and friends? Do you think these goals can actually be achieved? What personal contribution can you make to advance certain SDGs? What contribution do you think you could make through groups? Ask yourself the questions, which one of the SDGs do you think you can do nothing to contribute to? Why do you think this is so? Educators should guide learners into different ways that they can contribute and act, whether this is related to their personal privacy or not.
- Go to the official UN website which contains information about and data to monitor the SDGs - The Global SDGs Indicators database <https://unstats.un.org/sdgs/indicators/database/>. This platform provides access to data compiled about the progress towards achieving the SDGs. Guide learners to look deeper into the indicators that are connected to the different goals. Teach them how to navigate the database. Learners should select at least one goal that they think connects to them personally and one goal that connects to their community. They should extract the indicators connected to these two goals and do a basic research on the type of data that exists in their country or community about what is being done by stakeholders in their community or country to advance the SDGs of their choice. Ask questions such as: How is my personal data connected to these SDGs indicators? How could information about members of my community connect to these SDGs indicators? Can the data about these chosen SDGs that have been found in government or private entities in my community or country be traced back to particular groups of people? Are these groups of people benefitting or being victimized as a result of these data? Discuss how data can be anonymized and have “noise” added to it that helps protect individual or group identity and autonomy.
- Guide the group of learners to execute a search about themselves using various search engines such as Google, Yandex, Baidu, DuckDuckGo, Bing, etc. Ask the learners to share some of the information that they find. They should share whether they were surprised about some of the information. Also ask them to compare the information they find about themselves on different search engines. What is different? What is the same? Guide the learners to critically discuss the implications of the type of data that different search engines have about them and how this affects the results of the different search.

- Debate who owns the data collected about you, and whether ‘data portability’ is enabled or prevented by the online services you use - meaning if you can withdraw your data records and take them elsewhere outside of the ‘walled gardens’ in which they are currently held.
- Organize a debate about “The Balancing Act: commercial entities and our privacy vs. privacy and development”. Have as a basis of the debate questions such as media, the Internet and technological hardware and software companies existing only for commercial purposes or do they also have economic, social and cultural benefits to citizens that are indispensable for achieving the SDGs?
- Identify an association that promotes transparency or fights corruption in your community or internationally. Ask learners if they were aware of this organization before. Have a short discussion about what this organization does, focus on the collaborative nature of its strategy, ask questions like how you think the actions of Transparency International relate to the learner’s local realities. Discuss the statement – ‘Government and public officials have a right to their privacy.’
- Discuss the question: To what extent should actors of private sector organizations who sell product and services to the public be protected under privacy laws?
- Search for the latest three reports of the United Nations Special Rapporteur on Privacy. Divide learners into three groups. Guide each group to the section on recommendations in each report. Guide them on ways to investigate if these selected recommendations are being implemented in their countries. Are there recommendations related to MIL or enhancing the capacities of citizens about privacy? How do the recommendations relate to empowering people with MIL competencies? Organize a discussion. What are some trends observed across each set of recommendations in each report? What are the implications for me and my community?
- Guide learners in groups to develop posters or infographics around the connection between privacy, freedom of expression and access to information. Each group should do a 10-minute presentation using the poster. Guide a discussion focusing on implications for individuals, groups, institutions, private sector, and governments.
- Guide learners to search YouTube or online video repository for learning resources on privacy and MIL. Guide them as to what to look for to confirm that the video content is trustworthy. Encourage learners to share validated video with their networks on social media.
- Organize a learning activity using the UNESCO MIL CLICKS social media MIL learning initiative (<https://en.unesco.org/MILCLICKS>). Search MIL CLICKS for micro-learning content on privacy. Use this in teaching and learning.

## Assessment & Recommendations

- Guide learners in groups to design, plan, and prepare a small survey in their school, community, or place of worship. The survey should explore the chosen target group’s knowledge, attitude and practices in connection to content providers, sustainable development, and competencies about media and information literacy competencies including privacy competencies.

- Guide learners to prepare a 1,000-word essay about “My Privacy, Their Transparency, Our Development”.

### Topics for Further Consideration

- National, regional, and international legal frameworks on privacy
- Legitimate exceptions to privacy
- New technology such as artificial intelligence and new privacy threats
- Privacy and MIL instructing and learning resources
- Anti-terrorism and privacy policies or laws

## UNIT 3: AWARENESS OF INSTITUTIONAL OBLIGATIONS TO PROTECT YOUR PRIVACY AND DATA

DURATION: 3 HOURS

### Key Topics

- Key actors in privacy protection
- Types of institutional obligations
- Redress to privacy infringement
- Institutions promoting MIL as a privacy defence
- Types of privacy infringement

### Learning Objectives

**At the end of this module, educators and learners should be able to:**

- Identify the key actors and their roles in privacy protection
- Distinguish between individual obligations and institutional obligations in privacy protection
- Understand where they can go and what steps they can take to get redress in the event of infringement on their privacy
- Understand and know how to advocate media and information literacy to be part of institutional mechanisms to strengthen the privacy of individuals and groups

### Level of Competencies Targeted in this Unit

- Basic

## Who has Duties Towards Privacy?

There are multiple actors in the privacy protection arena. The main ones include the legislature and judiciary, regulatory bodies, United Nations and other intergovernmental and multilateral bodies. Under international standards, individuals and institutions should also refrain from abusing rights, and businesses in particular are called upon to respect human rights.

TABLE 8.2 ACTORS IN THE PRIVACY PROTECTION ARENA

ACTORS	ROLES
Government, legislature and judiciary	Articulate and enforce the privacy protection laws, including data protection.
Regulatory bodies such as ministries of information and communication, cybersecurity organizations, privacy and data protection commissions, etc.	Design, implement, and monitor regulations and policies and programmes to ensure more micro-level actions based on privacy and data protections laws of the country or international standards.
Private and public entities, in general, holding the personal information of individuals. These include government entities that offer social services, hospitals, various online or Internet services, etc.	Design, implement and monitor various institutional mechanisms to protect the privacy of their users, citizens, clients. This includes responding to the public's request for redress in regard to privacy interferences.
Non-governmental organizations and community-based organizations, educational institutions.	Design and implement actions to promote MIL in connection with privacy awareness and to advocate for privacy rights.
United Nations agencies, multilateral organizations, and other inter-governmental bodies	Foster international cooperation, dialogue, international standard-setting and monitoring of privacy laws, regulations, policies and initiatives. Help to support the capacity strengthening of all duty-bearers and rights-holders to effectively carry out their roles.
Individuals and groups	Become actively engaged in privacy protection advocacy and MIL awareness processes; acquiring MIL competencies to protect personal privacy and to respect the privacy rights of others.
Researchers or the academic community	Executing and support evidence through research about the nature of privacy infringements, impact, and the success or failure of mechanisms to mitigate privacy violation – a key aim here is to inform and monitor privacy policies.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Put learners into small groups according to the actors in Table 8.2 above. Ask each group to do research on specific organizations/actors in their countries or communities that are executing the roles as described above. Guide them to respond to questions such as: Which actors exist and are active in carrying out their roles? Is there sufficient awareness of these organizations and their privacy-related actions? Which actors are not adequately undertaking privacy actions? What might be the reason for this? What can be done to change or improve the situation? Each group presents its findings in a session with guided discussion.

## Institutions and Privacy

TABLE 8.3 PRIVACY AS IT RELATES TO INSTITUTIONS

PROPOSED PRIVACY COMPETENCIES	PRIVACY EMBEDDED/INTEGRATED IN MIL (INSTITUTIONAL CONTEXT)
Understand the obligations of institutions in cyberspace →	Formulate internal policies that ensure the training of all institutional staff on MIL as lifelong learning and necessary for institutional sustainability.
Address the balance of privacy and transparency, freedom of expression and access to information →	Commit to respecting the privacy of end-users (internal and external to the institution) through doing transparent impact assessment of data-based business models, and through investing in corporate outreach programmes to train users/citizens on MIL. Where there is public interest and how this comes to bear on privacy 'situations'. Such training is also warranted where access to and knowledge of certain institutional information could affect the benefits or rights of end-users.
Evaluate legitimate limitations (in terms of international standards) of privacy online →	Ensure that internal policies for end-users do not abuse privacy online and offline, and that they include MIL considerations and ensure relevant awareness training.
Understand relations between privacy, anonymity and encryption →	Ensure end-user training on MIL that underscores the societal implications of privacy, anonymity and encryption.
Discern and acknowledge when there are breaches of privacy →	Be transparent with the public (internal and external to organizations) about cases where the complete protection and security of their information may not be (or has not been) possible - as far as policies, regulations and laws based on international standards will allow.
Ethically use the personal information of others and respect the privacy of others →	Commit to respecting the privacy of end-users (internal and external to the institution) through investing in corporate outreach programmes to train users/citizens on MIL, in particular when the personal information of end-users is involved. Going beyond publishing privacy policies that are overly legalistic or technical, and which are hard to read and understand.

**Source:** UNESCO. Global Survey on Privacy in Media and Information Literacy, with Youth Perspectives. UNESCO Series on Internet Freedom. UNESCO, Paris.

- Guide discussion or plan activities around the content of each row in Table 8.3 above. This could include poster presentations, open book (Internet search) quizzes, visits to relevant institutions, etc., and visits and presentations by external professionals or experts working the field. It can also involve case studies identification and sharing (e.g. people who experience violation of their privacy). Furthermore, participants can be asked to identify and discuss accessibility and understandability of the privacy policies of digital communication companies, government institutions and international development organizations.

### Getting Redress for Privacy Infringement

It is not a simple task to get recourse if a person or institution violates one's privacy. However, it is important not to feel helpless because many countries and institutions have or should have mechanisms to support citizens and their users respectively.

**Below are some suggested steps to take if your privacy is violated.**

1. First, contact the organization or institution that violates your privacy in order to lodge a complaint
2. Find out if there is a stipulated period for the relevant organization to reply, based on national regulations/policies or internal policies of the organization itself
3. If this route fails, consider getting the help of an *independent privacy recourse mechanism*<sup>82</sup>
4. Make sure to validate if the privacy recourse mechanism is actually independent and trustworthy by checking or getting help to verify if they have declared the following:
  - a. Impartiality
  - b. Transparent composition and financing
  - c. Proven track record
  - d. Identify and get help for people in the know
1. Assess the quality of the response that you received based on what is stipulated by law of the privacy policy of the institution involved. Get help when needed. Share your experience. Join a reputable privacy network or association. Consider starting a small MIL and privacy club
2. Advocate transparency of digital communications companies, and for regulation or co-regulation in relation to use and abuse of personal data

82. Privacy Shield Framework, [www.privacyshield.gov/article?id=11-Dispute-Resolution-and-Enforcement-a-c](https://www.privacyshield.gov/article?id=11-Dispute-Resolution-and-Enforcement-a-c) Accessed on 5 November 2020

## Assessment & Recommendations

Plan group projects to simplify privacy policies of selected companies highlighting problematic and beneficial components. Package and promote the findings online. Grade the projects.

### Topics for Further Consideration

- Transparency of organizational privacy policy
- Financial privacy
- Stimulate public demand for privacy
- Libel and privacy

### Resources for this Module

#### 1. Guides

- Cannataci, J. 2016. Getting things done in privacy protection Part 2: Another dimension of privacy: communal privacy, privacy of the community and personal privacy. Online article. <https://www.privacyandpersonality.org/2016/06/getting-things-done-in-privacy-protection-part-2-another-dimension-of-privacy-communal-privacy-privacy-of-the-community-and-personality/>
- UNESCO Survey on Privacy in Media and Information Literacy with Youth Perspectives, <https://unesdoc.unesco.org/ark:/48223/pf0000258993/PDF/258993eng.pdf.multi>

#### 2. Website

- Privacy Shield Framework Programme, US-EU-Swiss, <https://www.privacyshield.gov/welcome>
- The International Association of Privacy Professionals (IAPP), [www.iapp.org](http://www.iapp.org)

#### 3. Online resources such as video, games, mobile applications, etc.

- My Data and Privacy Online: A toolkit for young people <https://www.lse.ac.uk/my-privacy-uk>
- Privacy (film, 2012) [https://www.imdb.com/title/tt2008602/?ref\\_=ttpl\\_pl\\_tt](https://www.imdb.com/title/tt2008602/?ref_=ttpl_pl_tt)
- **VIDEO:** “Why the Web Is Such A Mess” by Tom Scott, Youtube. Website: <https://youtu.be/OFRjZtYs3wY>
- See a full list of resources in UNESCO, Global Survey on Privacy in Media and Information Literacy, With Youth Perspectives. UNESCO Series on Internet Freedom. UNESCO, Paris. (2017). <https://unesdoc.unesco.org/ark:/48223/pf0000258993>.

### Books/Articles

“AI and the Future of Privacy,” Michael Deane, *Towards Data Science*, Posted on 5 September, 2018. Website: <https://towardsdatascience.com/ai-and-the-future-of-privacy-3d5f6552a7c4>

“California Consumer Privacy Act Basics,” Data Brokers. Privacy Rights Clearinghouse. Posted on 6 January, 2020. Website:

“How Much Data Do We Create Every Day? The Mind-Blowing Stats Everyone Should Read,” Bernard Marr, Forbes, 21 May 2018. A quintillion is a 1 followed by 30 zeroes.

Cannataci, J., Zhoa, B. et al. 2016. Privacy, Free Expression and Transparency: Redefining their new boundaries in the digital age. Paris, UNESCO.

Gunby, M. 2012. Changes to Facebook Privacy Settings: An Information Literacy Perspective. Syracuse University iSchool.

<http://infospace.ischool.syr.edu/2012/12/19/changes-to-facebook-privacy-settings-an-information-literacy-perspective/>

<https://privacyrights.org/resources/california-consumer-privacy-act-basics>.

<https://publish.illinois.edu/illinoisblj/2008/11/08/international-personal-data-protection-and-its-redress/>

<https://www.tandfonline.com/doi/abs/10.1080/17577632.2016.1183283?journalCode=rjml20>

<https://www.tandfonline.com/doi/full/10.1080/13642987.2020.1783532>

“International Personal Data Protection and Its Redress,” Doyle Slifer. *Illinois Business Law Journal*. Nov 8, 2008.

“Other legal remedies to prevent and redress serious invasions of privacy,” Serious Invasions of Privacy in The Digital Era (IP 43). Australian Government: Australian Law Reform Commission. Posted on Mar 10, 2013. Website: [alrc.gov.au/publication/serious-invasions-of-privacy-in-the-digital-era-ip-43/issues-paper-2/other-legal-remedies-to-prevent-and-redress-serious-invasions-of-privacy](http://alrc.gov.au/publication/serious-invasions-of-privacy-in-the-digital-era-ip-43/issues-paper-2/other-legal-remedies-to-prevent-and-redress-serious-invasions-of-privacy)

- “Right to Privacy: Constitutional Rights & Privacy Laws,” Tim Sharp. *Live Science*. Posted on 12 June 2013. Website: <https://www.livescience.com/37398-right-to-privacy.html>
- The African Union’s data protection convention 2014: A possible cause for celebration of human rights in Africa? (2016, 13). Taylor & Francis.
- The long arm of GDPR in Africa: Reflection on data privacy law reform and practice in Mauritius. (2020, 6). Taylor & Francis.
- “The Next Big Privacy Hurdle? Teaching AI to Forget,” Darren Shou. *Wired*. Posted on 12 June 2019. Website: <https://www.wired.com/story/the-next-big-privacy-hurdle-teaching-ai-to-forget/>



# MODULE 9:

## INTERNET OPPORTUNITIES AND CHALLENGES



**Recognizes "that rapid technological change affects States in different ways, and that addressing these impacts, which depend on States' national realities, capacities and levels of development, requires international and multi-stakeholder cooperation in order to benefit from opportunities and to address the challenges arising from this change, as well as to bridge digital divides".**

Resolution: New and emerging technologies and human rights. A/HRC/RES/41/11

## **BACKGROUND AND RATIONALE**

Participation in and access to the virtual world has become essential for citizens of all age groups. The Internet provides significant opportunities to improve life for all users, and to accelerate progress towards the Sustainable Development Goals. It can have positive effects on education, society, the working world and economic growth. Increased access to the Internet provides citizens with greater opportunities in terms of universal access to information, including starting at a much younger age. Children and young people are increasingly tech savvy, and can benefit from Internet access tremendously, but with the opportunities provided by Internet access come concerns related to agency, ethical obligations, and challenges not faced by previous generations. Risks and threats accompany this new environment that revolve, in part, around the perceived anonymity of the Internet. Digital footprints are records and traces left behind when one is using the Internet. Although people may forget mistakes, the Internet does not - we leave trails of our online movements and actions, and many commercial as well as state interests keep and use these records for purposes that we are often unaware of.

In the past, to varying degrees, measures had been taken to protect minors. However, total reliance on protection strategies has not been effective in enabling young men and women, and people in general to use the Internet with care and safety, and for states and companies to observe duties of care. Media and Information Literacy competencies empower citizens, including youth, to understand the information ecosystem, enabling them to maximize the benefits of engaging in online activities mindfully and ethically, while helping them to carefully navigate the associated risks.

This module discusses the opportunities and challenges for youth in the virtual world, a space where youth learn and study, and socialize and play, as well as create and distribute media and information. Youth are increasingly connected to the virtual world from a very young age. In many countries, this generation of youth are actively engaged in the virtual world. It is necessary then to harness their abilities to better contribute to education, society, and the economy, both locally and globally. With advances in technology and increased access to the Internet at younger ages, youth have increased access to ideas, voices and spaces that may have been previously inaccessible. This allows for youth to take a more active role in core issues related to social and global movements, but it also means their words and actions are recorded as they and their viewpoints are still developing and data can be used to predict and manipulate them without their full awareness of this. This reinforces the need for youth to understand the permanence and abuse potential of their digital footprint and behaviour online. With social media, people of all ages, not only as consumers but also as producers of knowledge, engage in debate, dialogue and diverse interactions. One is not always sure who the public is when sharing messages, videos, memes, comments and other inputs of the full range of service providers who are surveilling all of this. This reality can democratize debate and deliberation but it can also be a source of concern, stress and misinterpretation, especially as interactions cross borders, languages and cultures. The advent of producing, disseminating and believing misinformation is but one example of this new context, as is the role of digital communication companies in promoting such.

This module enables educators to engage learners in learning experiences that will guide them towards an understanding of their digital footprints, how interactions in the virtual world have real world implications, and their role, agency and ethical obligations as digital citizens who participate in global discourse when accessing, using and creating media and information on the Internet.

Quality education provides the foundation for sustainable development and promotes job opportunities and economic growth. Open Educational Resources (OERs) will be explored as a resource for youth that promotes economic growth and job opportunities through increased access to quality resources for education and training. Educational opportunities afforded through Internet access and OERs contribute to more inclusive and equitable education as well as the promotion of lifelong learning beyond the learning spaces.

# UNITS

**UNIT 1:**  
YOUNG PEOPLE IN THE VIRTUAL  
WORLD

---

**UNIT 2:**  
CHALLENGES AND RISKS IN THE  
VIRTUAL WORLD

---

**UNIT 3:**  
LEARNING, NETWORKING, AND  
SOCIAL ENGAGEMENT ONLINE

---

**UNIT 4:**  
MEDIA AND INFORMATION  
LITERACY FOOTPRINTS: MORE  
ABOUT MANAGING YOUR ONLINE  
PRESENCE

# 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, educators and learners should be able to:**

- Understand young people's Internet usage patterns and interests
- Describe general terms and conditions, codes of conduct and privacy issues with respect to Internet use and surveillance by digital communication companies
- Develop the ability to use educational methods and basic tools to help young people use the Internet with care, to exercise their rights and to make them aware of the related opportunities, challenges and risks

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

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 citizens. Web 2.0 is a shorthand term for aspects of the Internet that facilitate interaction and user-generated content such as via mobile phone applications. This unit can be instructed using resources you can find online, such as rights-free videos about the Internet and its expanding features and impact on society.

**Potential ways that you can engage educators and learners include:**

- Preparing a short presentation which includes 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, as well as potential harms from to users and service providers alike.
- Asking participants if they use 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 tweeting. A discussion with learners after this activity should focus on the educational benefits and ethical use of the web, and its challenges and risks. Write down and discuss some of your personal concerns when using the web.

- Working in groups to design and share information about an aspect of education practice or policy using wiki. This task should be allocated enough time for sufficient engagement (e.g. over the course of a term). Educators and learners should develop criteria for assessing the wiki's effectiveness, appropriateness and impact on participating trainees.
- Asking participants 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 from 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 educator 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.
- Discussing 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 educators or learners (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 educators can motivate the learners in this way.
- Discussing with participants 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.
- Analysing children's online conduct and their profiles: learners 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?
- Organizing a discussion around a clause in the Human Rights Declaration, the United Nations Convention on the Rights of the Child, the United Nations Security Council Resolution 2250 on youth, peace, and security or in other related international or legal instruments in your country or region. The discussion should be related to use of the Internet and young people – the right to information, free expression, participation, protection of minors, and the role of parents, governments and civil

society in these contexts. Discuss these issues individually and then consider how they are related. Freedom of expression and the right of access to information should not conflict with protection. Freedom of expression and the right to information should not be sacrificed for protection. Reflect on why. 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 learners to prepare a short poem on certain freedoms and rights and the need to protect minors.

- Ask learners if ‘free’ services online are really free and why? Who do they think is paying and with what? In this dialogue identify how surveillance business models track users across many different services and mine these data to sell to clients seeking to subtly influence consumer or electoral behaviour in very targeted ways.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 2: CHALLENGES AND RISKS IN THE VIRTUAL WORLD

DURATION: 3 HOURS

## Key Topics

- Understanding the challenges and risks of Internet use
- Empowerment and ethical obligations when using the Internet
- Privacy and security

## Learning Objectives

**After completing this unit, educators 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 victims or a perpetrators of abuse, or an unconscious effect of interests that pay for opportunities to precisely tweak or nudge users towards certain values or behaviours
- Apply this knowledge to enable educators and learners to use the Internet with greater awareness of the environment and businesses underpinning it, as well as with enhanced awareness of own rights and care about the rights of others
- Define the difference between privacy and security online

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

### Challenges and risks related to online content

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

User of this Media and Information Literacy Curriculum, when contemplating how stakeholders should seek to tackle the list of online challenges and risks below, should recollect the non-exhaustive list of international norms concerning human rights as may be appropriate. User should research and consider other international norms framework as appropriate.

- i. International Covenant on Civil and Political Rights (ICCPR), <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>
- ii. Article 19 of the Universal Declaration on Human Rights, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- iii. United Nations Resolution A/HRC/32/L.20 on “The promotion, protection and enjoyment of human rights on the Internet”, <https://undocs.org/A/HRC/32/L.20>
- iv. United Nations Resolution A/RES/64/211 on “Creation of a global culture of cybersecurity and taking stock of national efforts to protect critical information infrastructures” [https://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/64/211](https://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/64/211)
- v. United Nations A/74/486 “Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression” in the context of tackling hate speech offline and online, <https://undocs.org/A/74/486>
- vi. United Nations A/HRC/39/29 “Report of the United Nations High Commissioner for Human Rights” on “The right to privacy in the digital age”, <https://undocs.org/A/HRC/39/29>



vii. United Nations Development Group Data Privacy, Ethics and Protection: Guidance Note on Big Data for Achievement of the 2030 Agenda, [https://unsdg.un.org/sites/default/files/UNDG\\_BigData\\_final\\_web.pdf](https://unsdg.un.org/sites/default/files/UNDG_BigData_final_web.pdf)

**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 by 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 pornography might especially harm younger children when exposed to it unintentionally. The risk of viewing 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, or finding it because recommended to them by an attention-seeking algorithm and based on data analysis of the potential targeted persons.

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 phones 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 without 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** (such as child abuse content): 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 sexual 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 or anorexia). With Web 2.0 and the increasing possibilities to publish users' 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. Young people and adults alike should know when algorithms recommended ever-increasing harmful content simply to keep them engaged and yielding data as well as absorbing advertising and other kinds of paid content (e.g. by secretly sponsored influencers).

**Infringement of human rights/defamation:** In the anonymity of the web, hatred against certain population groups or individuals can easily be widespread. In addition, one can presume that people often 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 possible online than in reality. Such content can be harmful to children and young people whose opinions 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. 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 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 advertisements. Younger children are most vulnerable to manipulation by any advertising and need particular preparation about this content targeting them.

**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. See more on Privacy in Module 8. Even data collected without being entered explicitly can be used adversely by the data harvesters themselves or those who hack their systems.

**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. At the same time, young people and adults alike should know about 'fair use' Creative Commons possibilities for reusing content or circulating their own, as well as the ownership claims to personal data by digital communication companies and provide social media platforms as their business proposition.

### **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, including, for example, when corporate algorithms recommend joining groups dedicated to anti-social causes like idealized body types and facial features. 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:** This refers to getting hold of, and making use of, other people's electronic identity (e.g. username 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. It can result from poor password protection, or poor security by companies as regards hackers.

**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 may not recognize a fake website, and 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 often 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 can be 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. 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, sold to data brokers 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.

Do users know what ‘accept cookies’ really means when they visit a website or service? 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. Some online platforms have arrangements with other online services to get access to users’ data, even when the users do not use their platform (or its subsidiaries).

- Educator should guide learners to research and consider other international norms framework as listed below. Pay close attention to the key recommendations and action points in each of these documents. Is your country a signatory to the covenant mentioned below and other related conventions? Do the United Nations resolution, reports and guides relevant to your country? Are the recommendations and actions points being implemented in your country? Research these and ask why, why not or with what effect? Who are the key stakeholders on these issues in your country? Do they exist? How is civil society engaged in these processes? Are they consulted? Are they involved in the implementation, monitoring and decision-making? Are youth, women and various marginalize groups involved in the process? Why not? What can be done?
- International Covenant on Civil and Political Rights (ICCPR), <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>
- Article 19 of the Universal Declaration on Human Rights, <https://www.un.org/en/aboutus/universal-declaration-of-human-rights>
- United Nations Resolution A/HRC/32/L.20 on “The promotion, protection and enjoyment of human rights on the Internet”, <https://undocs.org/A/HRC/32/L.20>
- United Nations Resolution A/RES/64/211 on “Creation of a global culture of cybersecurity and taking stock of national efforts to protect critical information infrastructures” [https://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/64/211](https://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/64/211)
- United Nations A/74/486 “Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression” in the context of tackling hate speech offline and online, <https://undocs.org/A/74/486>
- United Nations A/HRC/39/29 “Report of the United Nations High Commissioner for Human Rights” on “The right to privacy in the digital age”, <https://undocs.org/A/HRC/39/29>
- United Nations Development Group Data Privacy, Ethics and Protection: Guidance Note on Big Data for Achievement of the 2030 Agenda, [https://unsdg.un.org/sites/default/files/UNDG\\_BigData\\_final\\_web.pdf](https://unsdg.un.org/sites/default/files/UNDG_BigData_final_web.pdf)

- 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 and sex images. In each case, international law stipulates that restrictions should be finely detailed and supervised by the courts. However, treading on sensitivities which are not per se related to human rights, should not be regarded as harm as such. If this were the case, expressions against a musical style could be taken as harming its fans, etc. Triggering shock and offence is not, on its own, enough to constitute harm, in terms of international standards. Against this background, organize a learning space debate about these international standards and highlight examples of different types of content including those that might fall in a grey area.
- It is important to avoid assuming that potential harm is actual harm. The effects of content on society are much more complex than the commonly-held stimulus-response model suggests. First, as the theorist Stuart Hall showed, different people respond differently – accepting, rejecting or negotiating meanings, and processing at cognitive, affective and practical levels in different ways. Second, there is a wide a range of possible impacts such as legitimization and reinforcement, as well as framing and agenda-setting, which are all much more subtle than cases of content that triggers fear, arousal, hope or anger. In this context, nuance is needed in order to understand and react based on more than the apparent intrinsic harm that a given text may lead to. MIL is one way to identify when potential harm might result in real harm. For example, MIL can also provide insights as to the conditions when speech can actually have dangerous impact and needs to be addressed urgently, compared to other contexts. Such skills draw from the Rabat Plan on countering hate speech, which draw attention to looking at key features such as the status and influence of the speaker, the spread of the speech, the volatility of the context, etc. MIL can also assist with understanding the role of digital communications companies in the amplification and repetition of content, including “dog-whistles” which are seemingly legitimate but which can constitute content that is actually a coded call for harmful action.
- Ask educators to share any experience that they or a friend has had with any one of the challenges outlined above regarding potentially or really harmful content. 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 or any other abuse on the Internet. Through research, or using resources provided in this Media and Information Literacy Curriculum, identify and list steps to be taken and exact characteristics that educators and learners should look for to recognize fraudulent online requests for information, fraudulent websites, and content that breaches human rights. Resources used for this activity should be practical and represent real cases as far as possible. Educators could carry out this activity for all the risks listed above.
- In the context of the COVID-19 pandemic, 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 a social network, carry out a search for your name using DuckDuckGo, Google, Yandex, Baidu, or other search engines. How much personal information about you is available in the public domain? Can you still find information about you that you had 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, ‘Sharing Your Content and Information’ (or from any other social network or even software that comes with your computer). In small groups, analyse whether the extract you selected may have an effect on someone’s privacy and possibly security. How can users control the content posted about them online? Analyse and discuss who holds the copyright for certain types of content (photos, videos, etc.) posted on social networks or on the web. See more about privacy in Module 8.
- Discuss the asymmetry between what users can recall about themselves, their history and geography, and what Internet companies know about them.
- Examine the United Nations Convention on the Rights of the Child. 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 their well-being?
- The International Telecommunication Union’s Technology Watch Report 10 has argued that the need to address the concerns of privacy and security is the No. 1 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 (ITU 2006). Weak or absent security leads to growing occurrences of cybercrimes. Some have argued that ‘access to communication is useless if peace and safety online cannot be guaranteed...’, and proposed that we should see the digital world as a ‘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. The right to privacy, which is supported by anonymity and encryption, is seen as important to avoid persecution for certain views, to ameliorate the tracking of surveillance business models, and to not open back doors to cybercriminals.

- Discuss the statements in quotes above. 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 in some situations? What are some of the implications? What would happen if the Internet were controlled by any one country or region of the world?

- Carry out a search on several types of tools being used for Internet security – encryption; password protection; monitoring the disclosure of security breaches by governments and companies that are hacked. 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? See more about privacy in Module 8 and social media in Modules 7 and 11.

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

# UNIT 3: LEARNING, NETWORKING AND SOCIAL ENGAGEMENT ONLINE

DURATION: 8 HOURS

## Key Topics

- Networked learning
- Social engagement
- Critical media and information literacy
- Social media usage, consumption, production and engagement

## Learning Objectives

**After completing this unit, educators will be able to:**

- Understand the motivations of learners to engage in social media, and also consider some of the methods, techniques and ways that they use social media

- Analyse how learners network, if they are fully cognizant of their networking, and the value they place on networking
- Examine how learning can take place through focusing on social media and networking online
- Develop some learning activities connected to social media engagement
- Evaluate how social engagement takes place in and through social media and networking online, and if this social engagement has a significant effect on trainees, their learning and their lives

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Social media is widely used around the world. There is a proliferation of social media outlets, applications and services, many of which are without subscription costs to users, whose data is used, sold and bought by data brokers and paying advertisers. These have significant networking potential for the educational sector<sup>83</sup>. At the same time, users must be aware that such potential comes at a cost to their privacy and hence their agency as autonomous individuals in control of the content they receive. Notwithstanding such practices, networking at a normative level should be about peer leverage and community-building and a way to enhance social and learning capital through ICTs and their providers. See Modules 7 and 11 for more on social media. **This Unit focuses more on learning and networking for social change through social media.**
- Mira (2017) emphasizes the following elements to enhance connected learning and educating:
  - COLLABORATION: Connected educators work collaboratively.
  - CURIOSITY: Connected educators bring an inquiry mindset to learning space practice.
  - COURAGE: Connected educators give up some of their control over the learning experience.
  - CIVIC ENGAGEMENT: Connected educators engage learners in public life.
  - CARE: Connected educators share their interests and learning with trainees.
- Social media can be used in a number of ways to enhance learning. West (2019) documents several activities that could help connect learners with others to augment interactions and learning, including:
  - Use a Facebook Page to broadcast updates and alerts

83. See <https://www.commonsense.org/education/top-picks/social-networks-for-students-and-teachers> and <https://www.techlearning.com/tl-advisor-blog/25-social-networks-media-sites-for-education>.



- Use a Facebook Group to stream live lectures and host discussions
- Use Twitter as a class message board
- Use Instagram for photo essays
- Create a learners' blog for discussions
- Assign blog posts as essays
- Create a class-specific Pinterest board
- Create interest-based Facebook Groups
- Create a social media crisis strategy (for emergencies)

Keep in mind that you are not just talking to users but to the digital platforms themselves.

- Organize a debate with educators and learners around one or both of the following two sets of arguments. Appoint groups of learners who will document and prepare a brief report of the outcomes of the debate and decide if it is worth submitting to education authorities.
  - The contemporary context includes social media and networked opportunities and engagement, which can be beneficial and even critical for instructing and learning. However, the existence of new and networked learning does not infer that education will be effortlessly enhanced, or free from data mining and marketing. The issue of social engagement requires serious reflection and accompaniment throughout the educational process.
  - Beyond the entertainment and leisure aspects of social media, there is an increasing body of research on social media and learning that is connected to social engagement. The question is what kind of engagement, and what the impact is (Jenkins, Shresthova, Gamber-Thompson, Kligler-Velenchik & Zimmerman, 2016). Does social media networking enhance, for example, citizen participation and learning in a critical way? [See also Module 5 on Audiences and Global Citizenship]
- This activity is for educators or learners with an advanced background in this area. Guide learners to develop and present a series of public or online lectures on basic video for other educators in their community, country or region, based on the arguments below:
  - Some of the debates related to social media usage, production and engagement also centre on misinformation and conspiracy theories and the need for critical media and information literacy in order to make sense of the world<sup>84</sup>. Thus, educators need to be concerned about how they learn to use social media and social engagement through online networking, and, importantly, how to understand what they are doing, what they are being exposed to, and what their interaction may become. While social media has, to a certain degree, democratized communications, it has presented a multitude of surveillance, privacy and power-related concerns.

84. See Carr, Cuervo & Daros, 2019; Carr, Daros, Cuervo & Thésée, 2020

- Guide educators to search for the detail of the ChicagoLX (2019) research which found that “connected learning experiences improved learner educational mindsets, attitudes towards persistence, openness to iteration, and growth in critical thinking, and it was positively associated with increased test scores”. The study recommends connecting Interests, Relationships and Opportunity in order to cultivate learning:
  - Organize learning space discussion with actual learners in schools, community centres/settings, or online. The discussion should be a sort of informal focus group eliciting learners’ feedback about whether they identify with the findings or not, if it aligns to their own experiences, and what they think needs to be done in respect to use of social media for learning.
- Explore social media guides such as ‘Educating and Learning with Twitter’ that promote the use of social media in learning spaces.

Discuss with educators if they have ever used these guides. What were their experiences? What are some advantages and disadvantages? What support do they need from educational authorities or the social media companies themselves, if any? What are the companies’ interests in offering their services and advice in terms of how they make their money?

- Develop a poster outlining how networked your classroom/school/community is. The Media Smarts document on the following link, may be useful in helping you to frame and undertake this activity ([https://mediasmarts.ca/sites/default/files/publication-report/summary/ycwwiii\\_connected\\_to\\_learn.pdf](https://mediasmarts.ca/sites/default/files/publication-report/summary/ycwwiii_connected_to_learn.pdf)).
- The poster will require some consultation and research. Survey the members of your sample (learning space/community), and develop a methodology to determine the following:
  - Who are the participants, and what are their identities (i.e., age, gender, other pertinent identity markers)?
  - What is the context? (i.e., where, what type of school, what conditions, language, etc.?)
  - What types of social media are used, how much, when and why?
  - What types of support and guidance do learners receive from their educators and/or parents?
  - What are the challenges in accessing social media?
  - What are the implications of using social media providers?
  - What networks are developed through social media usage? Are these networks beneficial for learning, engagement, social solidarity, socialization, etc.? Elaborate.
  - Does networking through social media lead to ‘smarter’ learning? If so, how?
  - How does education affect your learning and networking through social media?

- This can be a mini-research project. It will require some reflection to develop questions and organize the analysis, in addition to developing the poster. An important part of the exercise will be to problematize and interrogate the meaning of social media networking, including the relationship between social media usage, engagement and production, and learning.
- Create a social media message board for learners, with attention to curation options. Focus messages and debate and seek to engage learners through active participation. Develop guidelines on usage, and consider respect, confidentiality, privacy, moderation, archiving data, and how it will be possible to determine the quality of debate and interest of participants. An example of a specific topic could be the effect of COVID-19 on learners at the educational, social, economic, health and community levels.

Document during a one-week period how much time is spent on social media, with whom, and for what purpose. Have learners discussed what they found most valuable about the online engagement? Do they connect with people they know well or people outside their immediate circle? Do they engage in dialogue with others, on what subjects, and how? Do they prefer to engage with only like-minded people or with a range of perspectives, and do they feel that their opinions change owing to the diverse perspectives to which they are exposed? Did they see any impact on content and advertising they began receiving elsewhere?

## Assessment & Recommendations

- Have learners self-evaluate in relation to the impact of social media engagement (develop a questionnaire to do so or have them write a short narrative on the topic)
- Develop a quantitative instrument to gauge how much time learners spend on social media as well as in what areas
- Present projects where networking is a key component, thus emphasizing cooperation and collaboration
- Encourage networking outside the immediate community (be vigilant to ensure that proper privacy and security safeguards are in place). See more about privacy in Module 8
- Have learners undertake a critical analysis of diverse social media outlets, what they like and dislike, what they would change, what the implications are for using them, etc.

# UNIT 4 MEDIA AND INFORMATION LITERACY FOOTPRINTS: MORE ON MANAGING YOUR ONLINE PRESENCE:

DURATION: 2 HOURS

## Key Topics

- What is media and information literacy (MIL) footprint?
- How MIL footprint relates to digital footprint?
- Why promote MIL footprints?

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Describe what is a MIL footprint and understand the relevance of leaving MIL footprints online
- List and explain what is meant to create and monitor MIL footprints online

## Demonstrating MIL as it Happens

To understand the importance of your media and information literacy footprints (MIL footprints), reflecting on what digital footprints are helps. Digital footprints are data that users leave behind on digital devices. They can be created in an active or passive way and are usually systematically collected by Internet services and companies for various and often commercial uses, which will, in turn, impact on users' navigation experience, online profile, search results, and even privacy and security. Therefore, Internet users should be equipped with MIL competencies in order to be aware of what information Internet services and companies are collecting from them, the desired footprints that can enable positive personal and social change, undesired digital footprints that should be avoided and how to do so. When media and information literate users explain and share with others how they engage critically online, this can be called "MIL footprints".

### What are some types of MIL footprints?

- MIL related content you share on your social media networks
- Online tools you use to promote your MIL activities
- Online news articles or videos that cover your/your organization's MIL activities
- The different types of online media you use to advocate for your goals
- Intended information you give about you or your organization's activities

### **What are ways to create MIL footprints?**

- Search and view/hear MIL-related content
- Share MIL-related content with others

Use these posts to increase your MIL footprints. Social platforms' algorithms use data to provide you with similar content to what you have interacted with before and also suggest organizations and people with whom you might share the same interests. Seek to train these algorithms to give you more of the content that you want. Nevertheless, be proactive and explore, rather than just accept what the system recommends

### **Leave MIL footprints by deciding to:**

- Promote the use of social media for informed engagement with the communication ecology
- Promote the use of social media whereby citizens exercise their freedom of expression and be active participants of their society
- Use social media to share critical knowledge about their challenges and what solutions could be executed or implemented.
- Use social media to expose and report misinformation. Share fact-checking websites to help your peers do the same. This way you constitute yourself as a trusted source and leave MIL footprints for others to trace.
- Initiate MIL related discussions online connected to certain social issues. For instance, how can MIL empower people to detect gender stereotypes in information and online content and to develop counter narrative content.

### **Tips:**

- Post a news story about MIL in your profile or in a specific group
- Tell people your point of view on how MIL enables you to understand your content feed better in terms of what the providers' algorithm was presenting to you
- Invite people to tell you their point of view
- Reply to people's opinions regardless if you agree or not, while ignoring trolls who are not interested in civil discussion
- Tell them how the discussion influenced your point of view

## **Pedagogical Approaches and Activities**

In summary: as discussed earlier in this Curriculum (Part 1) various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Share a short video to promote MIL on a current topic and ask what others think.

- Visit the UNESCO MIL CLICKS, <https://en.unesco.org/milclicks> social media MIL learning initiative. Search for “MIL footprint” to find related resources. Search for other themes of interest to you. Use these resources in the instructing and learning experience and share your experience online, tagging #MILCLICKS;
- Set up a MIL Club in your learning space, library or community. Prepare a basic project document, articulating development objectives, expected results, inputs, outputs, activities/strategies, sustainability strategy, resources needed, etc. Make sure to acquire necessary permission if applicable. Encourage club members to become MILCLICKers, <https://en.unesco.org/feedback/commitment-be-mil-clicker> and MIL footprint “ambassador” in their own family/social group/community.

**Facebook:** Go to Timeline Settings under Apps and website and check:

- In which websites did you log on using Facebook?
- Which apps have active access in your data?
- What data are they using?
- Edit the types of information they can access
- What happens with your data in apps that expire or apps you have deleted?
- How can you ask them to delete the info they have about you from Facebook?

## Assessment & Recommendations

- Written examinations
- Essays, reflection and reaction papers to lectures, case studies, audiovisual presentations/viewings
- Participation in group learning activities
- Production of information-education-communication materials (e.g. posters, brochures, infographics, social media cards, vlogs)
- Research paper
- Investigative story/report

## Resources for this Module

Carr, Paul R, Cuervo, Sandra & Daros, Michelli. (2019). Citizen engagement in the contemporary era of fake news: Hegemonic distraction or control of the social media context? *Postdigital Science and Education*, 1-22. <https://link.springer.com/article/10.1007/s42438-019-00052-z#citeas>

Carr, Paul R, Daros, Michelli, Cuervo, Sandra, & Thésée, Gina. (2020). Social media and the quest for democracy: Faking the re-awakening?. In Trifonis, Peter (ed.), *Handbook of Theory and Research in Cultural Studies and Education* (1-24). New York: Springer. [https://link.springer.com/referenceworkentry/10.1007%2F978-3-030-01426-1\\_31-1#citeas](https://link.springer.com/referenceworkentry/10.1007%2F978-3-030-01426-1_31-1#citeas)

Chen, Joyce Chao-chen (2013) Opportunities and challenges of MOOCs: perspectives from Asia. Paper presented at: IFLA WLIC 2013 - Singapore - Future Libraries: Infinite Possibilities in Session 98 - Knowledge Management with Academic and Research Libraries.

ChicagoLX. (2019). Connected Learning Guide: A Field-Tested Resource for Practitioners. <https://resources.chicagolx.org/clguide/clx-connected-learning-guide-compact-4-29-19.pdf>

Dalberg. (2013). *Impact of the Internet in Africa: establishing conditions for success and catalysing inclusive growth in Ghana, Kenya, Nigeria and Senegal*. Accessed online 10/22/2013 at [http://www.impactoftheinternet.com/pdf/Dalberg\\_Impact\\_of\\_Internet\\_Africa\\_Full\\_Report\\_April2013\\_vENG\\_Final](http://www.impactoftheinternet.com/pdf/Dalberg_Impact_of_Internet_Africa_Full_Report_April2013_vENG_Final)

Jenkins, H., Shresthova, S., Gamber-Thompson, L., Kligler-Velenchik, N., & Zimmerman, A.(Eds.). (2016). *By any means necessary: The new youth activism*. New York: New York University Press.

Johnson, M., Riel, R. & Froese-Germain, B. (2016). Connected to learn: Teachers' experiences with networked technologies in the classroom. Ottawa: MediaSmarts/ Canadian Teachers' Federation. [https://mediasmarts.ca/sites/default/files/publication-report/full/ycwwiii\\_connected\\_to\\_learn.pdf](https://mediasmarts.ca/sites/default/files/publication-report/full/ycwwiii_connected_to_learn.pdf)

Mira, N. (2017). From Connected Learning to Connected Teaching: A Necessary Step Forward. *Connected Learning Alliance* (website). <https://clalliance.org/blog/connected-learning-connected-teaching-necessary-step-forward/>

(PDF) Internet of things for Africa: Challenges and opportunities [https://www.researchgate.net/publication/287997186\\_Internet\\_of\\_Things\\_for\\_Africa\\_Challenges\\_and\\_Opportunities](https://www.researchgate.net/publication/287997186_Internet_of_Things_for_Africa_Challenges_and_Opportunities)

Seidler, N. (2013). *An open Internet in Africa: challenges shifting beyond*. Accessed online 10/25/2013 at <http://www.internetsociety.org/blog/2013/03/open-internet-africa-challenges-shifting-beyond-access>

West, C. (2019). 12 Ways to use social media for education. [sproutsocial.com https://sproutsocial.com/insights/social-media-for-education/](https://sproutsocial.com/insights/social-media-for-education/)

## Websites

### Association for Media Literacy (Canada)

The AML is a not-for-profit, charitable association of teachers, librarians, consultants, parents, cultural workers, and media professionals concerned with helping people develop an informed and critical understanding of the nature of media, their techniques, and their impact. The Key Concepts for Media Literacy, developed in 1989, are the basis for core MIL concepts for many organizations around the world. <https://aml.ca/>

### **Center for Media Literacy (Global)**

Adopting CML's basic framework creates a common vocabulary, generates common understandings and promotes consistent instructional methodology across disciplines, across grade levels, across schools and districts, even states and nations. <https://www.medialit.org/global>

### **Connected Learning Alliance (USA)**

The Connected Learning Alliance supports the expansion and influence of a network of educators, experts and youth-serving organizations mobilizing new technology in the service of equity, access and opportunity for all young people. <https://clalliance.org/>

### **Media Smarts (Canada)**

MediaSmarts is a Canadian not-for-profit charitable organization for digital and media literacy. Its vision is that children and youth have the critical thinking skills to engage with media as active and informed digital citizens. <https://mediasmarts.ca/>

### **Northwest Alliance for Responsible Media (USA)**

The Northwest Alliance for Responsible Media is committed to monitoring the influence of news and entertainment media on our society, educating the community about this influence, and working with media professionals to influence the industry to act responsibly in helping to create a thriving cultural environment for all. <https://nwaresponsiblemedia.org/>

Accessed online 10/22/2013 at [http://www.impactoftheinternet.com/pdf/Dalberg\\_Impact\\_of\\_Internet\\_Africa\\_Full\\_Report\\_April2013\\_vENG\\_Final](http://www.impactoftheinternet.com/pdf/Dalberg_Impact_of_Internet_Africa_Full_Report_April2013_vENG_Final)



# MODULE 10:

## ADVERTISING AND MEDIA AND INFORMATION LITERACY



# BACKGROUND AND RATIONALE

Advertising, in one form or another, reaches almost every corner of the globe. Companies, organizations, citizens and governments use advertising to promote products, services, and ideas to convey information, beliefs and values. It is present almost everywhere and in different forms. Advertising takes place in traditional media such as newspapers, television and radio, as well as new ones such as social networks, blogs, and websites, on smart phones, mobile applications and devices, product placement in films etc. Artificial intelligence (AI), coupled with the capabilities for massive storage of personal data and digital trails left by users online and point of sale, is used to analyse the behaviour of customers, to predict and shape their needs, preferences, likes and dislikes. Algorithms are used to mine data and generate personalized advertisements. AI has enabled advertisers to automatically micro-target individuals, sometimes down to minute details; reaching the customer with tailored ads based on genre, age, social strata, sexual orientation and personal likes, etc. This reality is magnified when people knowingly or unknowingly give up or trade their data to enjoy 'free' services offered by digital companies and applications.

Companies or governments depend on advertising for successful campaigns. Advertising helps them to reach their markets or target population to generate the needed demand or behaviour change they seek. The process of advertising largely relies on people's motivation and unconscious desires more than on their critical and rational thought. However, media and information literacy (MIL) can help to stimulate people's critical and discerning competencies about how to engage with advertising.

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, digital communication services, etc.).

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 a primary source of revenue for traditional and digital communication companies. The revenue that content providers receive from advertising is used to pay for operating costs and the development of content (e.g. television programmes, website material, enhanced digital services, magazine articles, radio programmes, etc.). Without this revenue, most private media and digital companies, which form a part of a central advocating mechanism for sustainable development, dialogue, diversity, and the democracy and freedoms we enjoy, could not survive. At the same time, advertising can reduce our agency and conscious, rational decision-making, and stimulate unsustainable consumerism with questionable values. Several modules in this MIL Curriculum highlight the importance of having media and information literate citizens to demand the transparency of media institutions and digital communications companies. MIL also helps people to understand the necessity for viable content production and supply, especially journalism in local languages where factors like small size or poverty of audiences mitigate against advertiser interest or subscription payments for such information.

The information or messages conveyed through advertising can affect social and cultural values, diversity and equality. For instance, there is a wide body of knowledge about the image of women and men in advertising. Contemporary femininity and womanhood are represented in advertising primarily through women's roles in the home or society as wives and mothers<sup>85</sup>. In some countries, women are also sexualized in advertising. Masculinity in advertising, on the other hand is portrayed as macho, in leadership roles, powerful, influencers, etc. Such content reinforces gender stereotypes and thus perpetuates gender inequalities. This analogy could also be applied to racial discrimination and other social issues. See Module 6 for more on representations in media and technology. Given the prominent role of advertising in our societies today, educators and learners should understand what goes into the creation of effective advertising and be able to evaluate

85. Chiochhetto, L. (2008). Images of Women in Advertising Both Consumer and Object of Consumption. In *Media Asia* 35(4):241-249 DOI: 10.1080/01296612.2008.11771964

advertisements as sources of information. Furthermore, it is important for people to learn about the mechanisms that allow citizens to provide feedback on ads to industries and to government officials.

Advertising can have a negative effect upon the independence of media and digital communication companies. Pressure from advertisers may lead to journalists and information or digital professionals avoiding writing or publishing about controversial topics. It can drive out public-interest or public-good 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 and digital communication companies, which is less and less the case, then the business interests can impact content and news coverage without this being overt.

While advertising opportunities have expanded with the explosion of media and digital 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 governments and 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.

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 other revenue sources such as subsidies, sponsorships and content sales. If we understand information as a public good, then there is a case for both direct and indirect support via public policy towards news media institutions. In some countries, there is tax relief in others there are subsidies to help community media cover the cost of transmitting broadcast signals.

There is always a risk that direct state funding, as necessary as it may well be in the face of market failures for news services to part of the public, will enable 'media capture'. Such capture entails compromise of editorial independence, and strong systems are needed to prevent this. Likewise, allocation of government advertising needs to be prevented from being a tool to reward or punish due to content. Transparency and independent oversight are needed.

MIL is crucial to empower citizens, especially children and youth, to critically view, listen, feel and read ads that are tailored to their feelings and motivations to act as desired by the advertising.

# UNITS

**UNIT 1:**  
ADVERTISING, REVENUE AND  
REGULATION

---

**UNIT 2:**  
TARGETED ADVERTISING AND  
THE POLITICAL ARENA (INCLUDE  
SOCIAL NETWORKS AND VENDORS  
MARKETING)

---

**UNIT 3:**  
PUBLIC SERVICE ANNOUNCEMENTS

---

**UNIT 4:**  
ADVERTISING: THE CREATIVE  
PROCESS

---

**UNIT 5:**  
TRANSNATIONAL ADVERTISING  
AND 'SUPERBRANDS'

# UNIT 1: ADVERTISING, REVENUE AND REGULATION

DURATION: 2 HOURS

## Key Topics

- Analysis of advertising regulations
- Application of regulations to current advertisements
- Advertising revenue in different forms of media and digital communications companies
- Ethical issues in following regulations set by different governments

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Investigate advertising as an important source of revenue for different forms of content production
- Examine and assess the purpose and effectiveness of regulations in the advertising industry and the ethical issues involved in following regulations set by different governments
- Apply existing regulations to current examples of advertising
- Evaluate the impact of advertising on programming and media and digital content

## Generating Revenues Through Advertising

We understand that for many content providers, making profit is a prime concern and one major means of receiving revenues is through advertisement. Different governments have different sets of advertising regulations for the media industry to observe. In this era of social media, individuals and businesses both earn advertising revenues from displaying paid advertisements on their websites, channels, or other platforms surrounding their Internet-based content.

Digital technology has been harnessed to change the character of advertising over the years. Previously, advertising was linked to particular content. An example is the assumption that an audience for stories about fashion would also logically be interested in the messages from clothing companies seeking to sell their wares. Today, as a result of profiling people based on digital data collection, adverts can appear in any content context, because the opportunity to target consumers is based on what is known about them rather than on any single content destination they may visit. This is why many websites ask if individuals accept tracking cookies that will enable them to receive “relevant” advertising wherever they may be online. This system, which is

largely automated, often leads to a clash between the messages in advertising and the content messages, which can entail embarrassment to advertising brands which prefer to choose the content environment in which they feature.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

**The following pedagogical activities are used to explore the issues as described above:**

- Discussion: Given that advertising is a primary source of revenue for many media and digital communications companies; In what ways can freedom of expression, freedom of the press or free access to information be compromised to please advertisers, big companies, or the government? What are the implications of this? Should government subventions to media and other information providers be transparent? Should publicly or privately funded content providers be answerable to the government upon receipt of advertising revenue?
- Essay: ‘The primary aim of most content providers such as media and digital communications companies is to make profits.’ Discuss this statement. Give arguments for and against this. How do content providers like Wikipedia operate without advertisement? What actions should be taken by citizens if content providers are found to be sacrificing the public good for advertising revenue? What actions could be taken? Is there a difference between a public broadcaster that uses advertising as a means of subsidizing its operations, and a commercial broadcaster which uses advertising as a means to make money for shareholders? Is there a difference in institutional logics between broadcasting to make money, or making money in order to broadcast, or do these begin to shade into each other?
- Case study: Different governments might have different advertising regulations. Find a social media company (like WeChat) or search engine company (like Yandex) that is available in different countries and look into the advertising regulations set by those countries. Investigate if that social media / search engine follows the possible different regulations set in different countries and discuss issues like a) conflicts between revenues and public interest, b) the ethical issue between revenues and privacy when personal data is used for micro-targeting, and c) the public response to a) and b) in different countries...etc.
- Research: Using the Internet, 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 well they support the interests of citizens and consumers or not. Explain the potential impact of these regulations.

- 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 and social media as well as search. Is there an impact on priority placement on digital devices and platforms? Investigate advertising as a revenue model for a particular medium. For example, examine the schedule for prime-time television or radio programming as well as the priority given to certain content by digital communication companies in your region.
- Comparative study: Use the research findings from above to compare with a selected country / region of your choice to see the similarities and differences between the two and the reasons behind this.
- Investigate: Do basic research about different advertising techniques. Compare and discuss the distinctiveness, similarities and effectiveness of certain techniques. Consider for example techniques such as (there are others):
  - Emotional appeal
  - Promotional advertising
  - Bandwagon advertising
  - Facts and statistics
  - Unfinished ads
  - Complementing customers
  - Folk appeal
  - Patriotism
  - Hidden advertising such as paid-for product placement or undisclosed sponsorships underpinning ‘influencer’ endorsement
- Educators should guide learners to apply their media and information literacy skills and own critical intelligence with regard to culturally inherited stereotypes, and to the images of women and men, girls and boys as portrayed in content – film and television, popular music, video and image-sharing platforms, newspapers and magazines. Begin with a review of stereotypes that are associated with men and women of all ages and their possible sources. Guide learners to deconstruct a series of advertisements based on gender representations and answer questions about gender stereotyping in articles they have read. (Adopted from the eGirls Project. See more potential activities in lesson plans here <https://egirlsproject.ca/outreach/mediasmarts/media-and-gender/>).
- Case study: Select a particular television or radio station and one from the Internet in the same region, and view or listen to a one-hour programme, listening to the ads broadcasted 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.

- Project: Select one television and social media 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.
- Case study on YouTubers:
  - a. Research: Make a ranking of the 10 most popular YouTubers and see how much they earn. Investigate how they generate revenue with questions such as: Does YouTube pay YouTubers to upload videos? Does it share ad revenue with them? Do companies pay them for brand placements? Do they survive on donations or patrons?
  - b. Definitions: Receiving advertising revenues from YouTubers comes in the form of:
    - Brand & Product Placements
    - Brand & Product Integration
    - Product Reviews
    - In-Video Shoutouts/ads
    - Affiliate Marketing
    - Super Chat
    - Patreon

Find out what they mean. See the Glossary Terms at the end of the MIL Curriculum to verify your answers.

### 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

### Topics for Further Consideration

- Dynamic and mobile advertising
- Social media advertising
- Behavioural targeting
- More on modern and digital advertising techniques

# UNIT 2: TARGETED ADVERTISING AND THE POLITICAL ARENA

DURATION: 3 HOURS

## Key Topics

- Analysis of political and election advertising
- Evaluation of guidelines for political advertising
- Evaluation of regulatory bodies for specifically election advertising media regulations applicable during national elections
- Social media role in targeted advertising

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Assess political and election advertising
- Analyse emotional appeals in political and election advertising
- Recommend strategies to maintain an informed citizenship, given the use of emotional appeals in political advertising
- Assess targeted advertising by social networks
- Assess marketing impact on consumers decisions and values such as gender equality and anti-racial discrimination

## Level of Competencies Targeted in this Unit:

- Basic

## Issues in Political Ads

Political advertisements are public announcements created by political parties, candidates and organizations and individuals interested in the outcome of elections. These announcements typically rely on marketing principles to appeal more to emotions and less on the intellect or critical thinking of the electorate. They strive to get some voters to support a position, as well as to discourage participation by rivals – which is known as “voter suppression” tactics.

According to Wikipedia (2020) “Targeted advertising is a form of advertising, including online, that is directed towards audiences with certain traits, based on the product or person the advertiser is promoting. These traits can either be demographic which are focused on race, gender economic status, sex, age, generation, the level of education, income level, and employment or they can be psychographic focused which are based on the consumer’s values, personality, attitudes, opinions, lifestyles and interests. They can also be behavioural variables, such as browser history, purchase history, and other

recent activity. Targeted advertising is focused on certain traits and the consumers who are likely to have a strong preference will receive the message instead of those who have no interest and whose preferences do not match a product's attribute. This eliminates waste ([https://en.wikipedia.org/wiki/Targeted\\_advertising](https://en.wikipedia.org/wiki/Targeted_advertising)). Targeted political advertising allows parties to send different, even inconsistent messages to individuals, and to pinpoint single issues (rather than holistic decision-making) that can sway the voters.

Social networks are leading enterprises generating targeted advertising, using attributes such as geo-location, behaviour, socio-psychographic data and information that users provide on digital communications companies. Each user activity leaves digital footprints that are collected to view his/her history of interests reflected, for example in “likes” or information searches. This profile is then used to target marketing ads by vendors. Users of Facebook, Twitter, Sina Weibo, Instagram, and others, for instance, will receive ads based on the page likes and will be directed to the location, allowing advertisers/vendors to target consumers according to their interests. Consumers or users need to be aware how the targeted ads impact on their decisions, either for consumerism or political decisions.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Collect examples of political advertising from your country or region. If necessary, conduct research at your local library. Analyse these ads using the guidelines from Unit 3 below. 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 whether content providers keep a public database of all political adverts, including micro-targeted ads, so that these can be compared.
- 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.
- Debate if political advertising should be a free-for-all in the interests of robust debate, or if only fact-checked ads should be carried.

- 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. Do these impact political ads?
- 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.
- Divide learners into groups and guide them to do basic research on social marketing techniques undertaken by national, regional, and international development organizations to promote social and sustainable development. Consider United Nations agencies and other multilateral partners, international development corporation agencies, etc. Consider also issues such as gender equality, tolerance, the fight against misinformation and disinformation on COVID-19 related, climate issues, and enabling youth engagement in national and international development. Think about other topics of interest. Guide learners to assess the reach, impact, pros and cons about these social marketing efforts. The groups should document what they think these development organizations could do differently to reach more people with relevant development messages.
- Given the use of emotional appeal especially in political advertising, recommend strategies for maintaining an informed and gender-sensitive citizenship.
- Ask learners to search for something specific in a search engine, if possible, something that they will not buy, and analyse how the engine uses such digital tracking to promote products and services.
- Assess how the most popular social media markets different products and services. Are these ads based on their behaviour, geo-location, gender, age, etc.?
- Guide learners to evaluate how social networks may be reinforcing their tastes, values and preferences.
- Ask learners to assess three different ads in their social networks to identify what targeting options the vendor is using: age, gender, relationship status, location, ethnicity, occupation, and education. How is their privacy affected? How can they counteract social media marketing? How many data points does the advertiser have access to in order to micro-target each user?

## Assessment & Recommendations

- Essay
- Poster competition to counter certain stereotypes detected in media and digital platforms
- Creation of various storyboards for ads that are gender sensitive

### Topics for Further Consideration

- Corporate and community sponsorship (including sponsorship and advertising in learning spaces)
- 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

## UNIT 3: PUBLIC SERVICE ANNOUNCEMENTS (PSAS)

DURATION: 3 HOURS

### Key Topics

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

### Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Analyse 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
- Evaluate the effectiveness of the communication strategies and the PSA
- Produce a PSA

### Pedagogical Approaches and Activities

PSAs are generally a message created by governments and development organizations, disseminated in the public interest to achieve a specific behaviour, and to raise awareness or change public attitudes towards a social issue. Examples of public campaigns are: teaching safety measures during natural disasters such as hurricanes, earthquakes, and floods; or public health campaigns to limit the spread of COVID-19 virus, smoking, malaria, HIV and AIDS infection, or to encourage use of masks, hand sanitation, social distancing, the take-up of mosquito nets, and safe sex. The themes are as varied as government and development organizations roles: literacy, good driving, or ecology campaigns, among many others. The pedagogical approaches could be to analyse and discuss the content, purpose and impact of local and national PSAs compared to commercial advertising.

- Based on the examples mentioned above, 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 analyse how they are presented. Consider both the technical and creative strategies used.
- Analyse 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. Analyse 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.
- Educators could ‘deconstruct’ a PSA from the samples in more detail, by creating a storyboard 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 educators can document on their storyboard what they are seeing and hearing. Sample storyboards can be accessed at: [www.storyboardsinc.com](http://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.

# UNIT 4: 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, educators and learners will be able to:**

- Analyse 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)

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Take a tour of your learning space, surrounding or neighbourhood
  - a. Identify the kinds of advertisements, public service announcements (PSAs), promotions or sponsorships that exist there
  - b. Provide a brief description of each advertising/PSA/sponsorship example
  - c. Describe the message and image created through each example and assess their effectiveness in conveying necessary information
  - d. Identify the source for each example (i.e. who created it or who benefits/profits from it)

- e. 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
- Survey a collection of magazines, view ads on television and visit a number of websites of major companies.
  - a. Describe the advertising strategies used in current examples
  - b. Select a number of ads to examine closely
  - c. Describe the ‘personality’ of the product featured in each ad and identify the emotions the advertiser is trying to evoke
  - d. What promises or solutions does the ad or PSA offer? How realistic are these? What views of happiness or success are being communicated?
  - e. Identify the information, messages and values conveyed in each ad
  - f. 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 at the end of the programme. But this is seldom enforced by digital communications companies. 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 messages are conveyed through the product itself as well as its context? 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.)



- Research: Visit the following website. <https://clios.com/awards/winners>. Look at the different awards presented to different countries with different advertisements. Identify any similarities and differences in advertisements techniques, including technical and creatives strategies in different products.
- Major social media channels where advertisements can be placed include Facebook, Instagram, Twitter, WeChat, Pinterest, LinkedIn, TikTok, YouTube and Snapchat or others. Discuss their different approaches
- Research the automation of advertising placement and the role of brokerage companies relying on big data and real-time auctions. Examine campaigns like #StopHateForProfit which pressure digital communications companies to end the incentives for hate actors to get advertising next to their content by “gaming”. This incentive works by automated direct placement of adverts based on assumed opportunity of the targeted audience engaging online, and it occurs without due care by the companies to stop this unless there is public pressure for them to act.

## Assessment & Recommendations

- Write an essay on the pros and cons of advertising through social media.

# UNIT 5: TRANSNATIONAL ADVERTISING AND ‘SUPERBRANDS’

DURATION: 2 HOURS

## Key Topics

- The use of new technologies in transnational advertising strategy
- The appeal of ‘superbrands’
- Strategies used in creating superbrands
- Major themes and messages that are conveyed through global ad campaigns
- Superbrands and the issue of copyrights

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Analyse and evaluate branding strategies and their effectiveness
- Assess the impact of branding on local and global communities and its impact on globalization
- Analyse the messages and values conveyed through specific branding strategies
- Assess the role of new technologies in branding locally and globally
- Some unethical issues related to copyrights of ‘superbrands’

## Transnational Advertising

Businesses are becoming increasingly global, reaching out to every corner of the globe to make their presence known with a ‘transnational advertising strategy’. They also aim to sell a global brand through marketing that appeals to local tastes. As businesses continue to reach many parts of the world in the midst of globalization, ‘superbrands’ are inevitable and it is important to understand and analyse the values, underlying messages, and their impact on different cultures.

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

Conduct online research to determine the marketing strategies used by transnational corporations. Consider visiting [www.adage.com](http://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.
- 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 in different markets in different parts of the world and explain how the technology is being used and to what effect.
- 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 digital technologies make this possible, and what the possible downsides could be.
- 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.
- Conduct research on a super brand or global brand of your choice: the menu of popular food chains is partly decided by the country they operate in, the country’s culture, people’s tastes and preferences. Cover at least 5 countries and check: a) the overall feel and look of certain food chains’ outlets and b) their menu, and c) identify the similarities and differences of the food and drinks sold and assess the likely reasons behind your findings on a and b.
- When the products of some super brands become popular, other merchants may produce products with a very similar logo and design to mislead consumers into believing that they are buying the authentic products from superbrands. Identify cases like this and discuss the copyright and other ethical issues involved.

## Assessment & Recommendations

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

### Topics for Further Consideration

- Endorsement of super stars such as sports and entertainment figures in transnational advertising and superbrands
- Impact of transnational advertising and superbrands on local cultural and social practices such as gender equality, religious tolerance, health practices, etc.

### Resources and References

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

Adbusters – [www.adbusters.org](http://www.adbusters.org) – Offers a critique of advertising and popular culture; famous for its ‘spoo’ ads

Ads of the World – <http://adsoftheworld.com/> – An advertising archive and forum discussing advertising work worldwide

Advertising Age – [www.adage.com](http://www.adage.com) – An industry publication, with advertising costs, reports on strategies, etc.

Bernstein, D., & Bruce, K. (2020). *The Law of Advertising, Marketing and Promotions*. USA: Law Journal Press.

Christopher A. Summers, Robert W. Smith, Rebecca Walker Reczek (2016). An Audience of One: Behaviourally Targeted Ads as Implied Social Labels. *Journal of Consumer Research*, Volume 43, Issue 1, June. Pages 156–178, <https://doi.org/10.1093/jcr/ucw012>

Fowler, E., Franz, M., & Ridout, T. (2016). *Political Advertising in the United States*. Boulder: Westview Press.

Fueroghne, D. (2017). *Law & Advertising: A Guide to Current Legal Issues*. Maryland: Rowman & Littlefield Publishers.

Hughes, A. (2018). *Market Driven Political Advertising*

Kleebpung, Nonthasruang (2010) Advertising and media literacy: young people and their understanding of the world of advertising in Australia and Thailand. PhD thesis, Victoria University.

Media and Information Literacy (video resource) <https://www.youtube.com/watch?v=lxSYtwaXo2M>

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

*Social, Digital and Mobile Marketing*. London: Palgrave McMillan.

The Merchants of Cool – Frontline – [www.pbs.org](http://www.pbs.org) – A document available online that explores how advertisers target youth

The Persuaders – Frontline – [www.pbs.org](http://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

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>

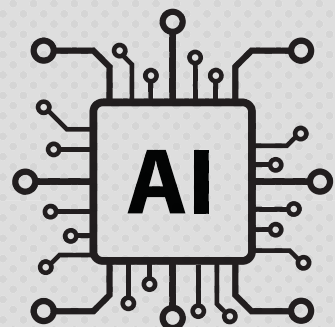
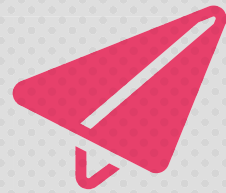
<http://saloproductions.com/public-service-announcements/psa-samples.php>

<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>

# MODULE 11:

ARTIFICIAL  
INTELLIGENCE, SOCIAL  
MEDIA AND MIL  
COMPETENCIES



**“You can’t think about thinking without thinking about thinking about something.”**

– Seymour Papert,  
Mindstorms: Children, Computers, And Powerful Ideas, 2005

## **BACKGROUND AND RATIONALE**

Human beings depend on information for decision-making. What if we had perfect information, meaning that we have all the right information that we need to make decisions at the right time? All the information that we need for complex decision-making is not always available at the time needed; nor can the brain process at once all the information required in complex decision-making. Some actors think that computer technology like Artificial Intelligence (AI) can give us perfect information. So far, however, this is not humanly or technologically feasible.

AI nevertheless drives many of our most popular uses of technology by collecting, storing, processing and analysing data, and making decisions or helping people to make decisions. AI is not one unique tool but a collective system of software, hardware, algorithms, networks, etc. Algorithms are among the main drivers of AI systems. In the simplest sense of the term, an algorithm can be considered as a set of rules or list of instructions to complete a task or solve a problem. In that sense a recipe could be viewed as an algorithm. In the context of digital technologies, algorithms tells computers what steps to follow to carry out predetermined tasks or how to process data, and to make decisions based on given data. Algorithms are written by computer programmers. When many algorithms are combined into one system, they can perform relatively complex tasks or problem-solving.

AI can be applied in many fields. – from health diagnosis through to communications systems. Virtual assistants exist online and are embedded in technological tools to give selected answers to many of our questions including how to find a location or how to say something in a number of languages.

Robots are becoming ubiquitous. In disaster situations, AI applications can help humanitarian agencies get emergency supplies to the people who need it most urgently. Scientists use the speed at which AI converts data to information to address complex problems and make discoveries such as genome sequencing in much less time than before. As AI is integrated into an increasing number of technology solutions, it is seen as a general-purpose technology, a powerful tool with major impact on all aspects of our lives. The big question is who controls its development and deployment, and for what purposes. So far, it is the most powerful countries and industries, who, logically, aim to protect and promote their own interests and perspectives, which are not necessarily those of others. AI is also never neutral – it is engineered for particular purposes by humans with particular demographics and employment relationships, and the algorithms and data sets are always skewed in one way or another. Most virtual assistants are given a particular gender, and the programmed answers they provide reflect certain world views and biases. The language translation possibilities reflect dominant, not endangered, languages, while robots are geared for private rather than public use.

AI systems will typically demonstrate at least some of the following behaviours associated with human intelligence: planning, learning, reasoning, problem solving, knowledge representation, perception, motion, and manipulation and, to a lesser extent, social intelligence and creativity.<sup>86</sup> AI systems are driven by algorithms or sets of instructions that can be designed by humans or machines. There are many different types of AI, and no single definition. This module describes different dimensions of AI including machine learning, big data analytics, pattern recognition and cognitive systems and the difference between ‘narrow’ AI and ‘general AI’.

Yet, the fact that computers can be programmed to copy “intelligent behaviour” and make independent decisions is of much concern. It raises questions about control. This in turn raises issues about human agency and the protection of fundamental rights including rights to freedom of expression, association and work. People are concerned about whether they will further lose their freedom to choose the type of content they want to see; whether AI will further deepen filter bubbles and information silos; ultimately reducing diversity and plurality of voices and content.

86. Nick Heath | Managing AI and ML in the Enterprise

The UNESCO resource, *I'd Blush If I could: Closing the Gender Divides in Digital Skills through Education*<sup>87</sup> draws attention to some of these issues. This resource provides policy guidelines to tackle the persistence and severity of the gender gap in digital skills, and also looks at the “ICT gender equality paradox”, which is UNESCO’s finding that countries with high levels of gender equality have the lowest rates of women doing advanced studies in computer science or similar topics. The publication also highlights for example, how the choice of product developers to use voices of young women in AI voice assistants perpetuates harmful gender biases, and offers recommendations to counter and reverse the widening of gender divides through and in AI. While some such voice assistants are becoming less stereotypically gendered, they still only serve a limited number of spoken languages.

The case of ‘Cambridge Analytica’ illustrates how AI-driven content moderation and curation can impact democratic systems. The “Cambridge Analytica” scandal was a case in which big data was used to influence voters without their knowledge. In some contexts, AI is seen as a tool for mass surveillance. Social media and other digital communications companies make extensive use of AI. Social media provides a use case study of how advanced machine learning impacts on user-generated content creation as well as marketing and purchasing decisions with both negative and positive implications. In education, the use of data analytics to profile learners is also perceived as having both positive and negative implications.

In parallel, the general lack of transparency in the design of algorithms and the data they access continues to cause concern.

The Ethical by Design ‘movement’ seeks to improve the design of AI in such a way as to combat algorithmic bias. In the past, this has resulted in profiling and stereotyping of people, for example on the basis of factors such as race/ethnicity, gender or language. “My Data belongs to me” is another coalition that seeks to help consumers and rights-holders take back control and ownership of personal data.

The opportunities that AI provides coupled with complex ethical and social concerns, highlight the need to balance innovation in AI with a human-centric approach anchored in clear ethical standards and societal goals. Further, they raise the question as to what type of knowledge, skills and attitude people need to purposefully and critically engage with AI systems. These competencies include both technical digital skills like programming/coding as well as soft competencies directly related to MIL such as critical thinking and civic engagement.

This module helps the reader to acquire a basic understanding about the technical operations and applications of AI systems as well as the economic and social context. It suggests how MIL competencies can enable more optimal use of AI in societies.

87. *I'd Blush If I could: Closing the Gender Divides in Digital Skills through Education*. <https://en.unesco.org/ld-blush-if-i-could>.



# UNITS

## **UNIT 1:**

UNDERSTANDING THE BASICS OF  
AI AND AI USE IN SOCIAL MEDIA

---

## **UNIT 2:**

MIL COMPETENCIES IN THE AGE OF  
AI AND SOCIAL MEDIA

---

## **UNIT 3:**

INDIVIDUAL AND SOCIAL RIGHTS,  
CHOICES AND TECHNOLOGY

---

## **UNIT 4:**

USE OF AI AND SOCIAL MEDIA IN  
DEVELOPMENT

# UNIT 1: UNDERSTANDING THE BASICS OF AI AND AI USE IN SOCIAL MEDIA

TIME 3 HOURS

## Key Topics:

- Basics of algorithms
- Different kinds of AI - automation, GPAI (General Purpose AI), machine learning, neural networks
- Big Data, Pattern recognition
- Social Media and Data-driven business models

## Learning Objective

1. Understanding how algorithms are created and how they work
2. Identify different types of AI and how they work
3. List and Map digital solutions used in daily life in relation to types of AI
4. Discuss opportunities for use of AI in education
5. Identify different types of social media and explain their business models
6. Explore the social impact of AI, e.g. photo-tagging, speech recognition, behaviour modification and profiling

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

1. Educators or learners should check out the Algorithm Literacy Project, which is a joint initiative by Kids Code Jeunesse and the Canadian Commission for UNESCO. Reflect on this simple definition of algorithms “Algorithms are step-by-step plans or instructions to perform a task or solve a problem — you can think of them like recipes that coders use to take information and produce things that help us achieve certain results”. Then, watch the video on this link to learn more, <https://algorithmliteracy.org/>. Afterward, follow the guide offered by the project to Reflect, Read More, Take Action, and Get involved in the world of algorithms.
2. Most of what you do online or when using digital technologies is being recorded in some way or some form of data is being collected. See Module 8 on privacy, data protection and you. In fact, some algorithms or computer programmes are written to collect data about you. The data collected are used in these or other algorithms or computer programmes to create a profile of you for different purposes, including what type of content or advertising to present to you. Experts suggest that there are many kinds of algorithms but offer six foundational types:

- a. Recursive algorithms
- b. Divide and conquer algorithms
- c. Dynamic programming algorithms
- d. Greedy algorithms
- e. Brute force algorithms
- f. Backtracking algorithms

Guide learners to research the description or characteristics of these algorithms. Guide a series of presentations and discussions on these characteristics. What are some popular digital tools that use these algorithms? What are some of the benefits? What could be some unintended impacts? Who is in control and with what implications?

3. Educators or learners should now have a basic idea of what algorithms are and how they work. They should be guided to go deeper into why is it necessary to have algorithm transparency and for algorithms to be monitored. Read and make extracts from the United Nations Special Rapporteur report on the relationships between AI or algorithms and the promotion and protection of the right to freedom of opinion and expression, <https://www.undocs.org/A/73/348>. Ask questions like: In what ways do algorithms influence what information is prioritize, deprioritize, include or exclude? Can they limit people's freedoms? How can the public ensure that AI or algorithms are designed based on human rights principles? What are some key mechanisms that should be put in place by state actors, private sector, and civil society actors?
4. Guide learners to suggest the type of algorithms that they would or would not develop if they were to learn computer programming. Have them answer the question who would benefit from the use of these algorithms and why? Now guide them to research whether these algorithms already exist and where. What actions should they take, if any?
5. Group work or individual work. The group should list out different applications that they identify as using AI. They can be encouraged to distinguish between simple automation and AI.
6. Group discussion: discussion on speech and facial recognition, photo-tagging, automated cars, chat bots, robots and other common uses of AI in current life to determine how they work. This exercise can include a discussion on use of AI in education. Use coloured cards for each kind of AI and the full list can be clustered on posters.
7. Pairing learners who explain to each other which AI application they find most useful and why. This exercise should include a discussion on the use of AI in education. Subsequently each member of the group should present their one-minute pitch to the whole group. Recognition should be given for the best pitch. Factors such as dependence on corporate providers with different agendas should be discussed, as well as issues of individualized vs social learning.
8. Using social media as a use case, learners should write an essay or list out five points on how social media uses AI, which kinds of AI are used in social media, and clearly explaining why AI is used in social media.

9. How does a social media site get more data? Why is this important? Learners could be suggested to imagine the establishment of a social media business. In teams, they could then develop an imaginary business strategy that will allow them to get more data for their 'new' social media business.
10. Group discussion on the impact of various AI solutions on their lives. Key questions: is it necessary, useful or to be avoided? Educators can come up with their own version of the key questions.

## UNIT 2: MIL COMPETENCIES IN THE AGE OF AI AND SOCIAL MEDIA

DURATION: 3 HOURS

### Key Topics

- Why are MIL competencies relevant to AI and social media?
- What are proposed competencies needed for AI and social media?
- Are MIL competencies the same as the competencies needed for AI and social media?
- Applying MIL competencies to AI and social media environment.

### Learning Objectives

**At the end of this module, educators and learners should be able to:**

- Describe how by being media and information literate, learners can better understand the social context of AI and how to critically engage with AI systems.
- Identify and describe competencies needed for AI and social media and how these relate to MIL.
- Understand how to apply MIL competencies in AI and social media environments and identify tools and resources that can help in this context.

### Level of Competencies Targeted in this Unit

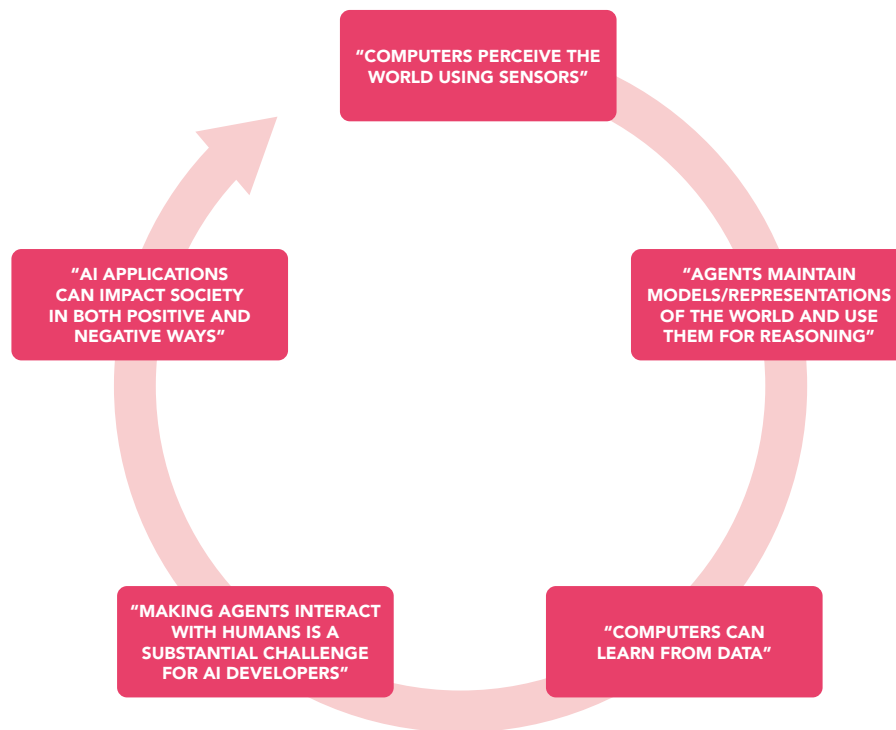
- Basic

### Concerns and Linkages

When the concepts of media literacy and information literacy were coined in the 1930s and 1960s respectively, the social media and AI systems that to a wide extent dominate our means of communication today did not yet exist. In fact, computers, as we know them today, did not exist. The concerns then were about information verification and political propaganda messages transmitted through traditional media, such as radio and television. It was, however, equally necessary to understand issues of media representation (see Module 6), how to engage with advertising and news, and how media messages were constructed to represent reality (See Module 10). With the advent of the Internet,

social media and AI systems, these fundamental concerns remain. However, they have been magnified and made more complicated because of how new technologies used in particular business models have transformed how people connect, interact socially, and learn and understand the world around them. Social media, for example, encode social interactions as text (written messages, images, audio, video, art, emojis, likes, shares etc.). Again, such symbols are not entirely new but social media also offer these alongside the classic form of face-to-face communication that generally requires people connected in different physical locations, but now possible in common virtual locations. These involve strangers as well as mutually known participants, saying and sharing things that are often changing – influenced by culture and experiences.<sup>88</sup> Adding AI as another layer to social media and technological devices and platforms further expands the concerns mentioned above and raise new concerns. This is so because AI systems make it easier to gather vast amounts of data, which they process and learn from, and which in turn enable or determines decision-making that can have positive or negative outcomes for ordinary citizens.

FIGURE 11.1 BASIC CHARACTERISTICS OF AI SYSTEMS



**Source:** Content<sup>89</sup> adapted from Long, B. and Magerko, D. (2020)

88. Livingstone, S. (2014) Developing social media literacy: How children learn to interpret risky opportunities on social network sites. *Communications. The European Journal of Communication Research*, 39(3): 283–303.

89. CHI '20, April 25–30, 2020, Honolulu, HI, USA © 2020 Copyright is held by the owner/author(s). Publication rights licensed to ACM. ACM 978-1-4503-6708-0/20/04...\$15.00 <https://doi.org/10.1145/3313831.3376727>

Table 11.1 below describes some of the concerns about social media and AI systems and how MIL helps people to better mitigate these concerns. The next section will address some of the many benefits of AI.

TABLE 11.1 USING MIL TO ADDRESS CONCERNS RAISED BY USE OF AI AND SOCIAL MEDIA

SELECTED CONCERNS OF AI AND SOCIAL MEDIA	HOW MIL HELPS	LINKAGES
1. How your data is being collected and used	A central, broad competence of MIL is about how to effectively access and use information. This covers issues such as the ethical use of information, copyright and intellectual property rights and individual rights around the use of information.	Privacy rights: the right to associate and connect; the right to access to information and freedom of expression, and other human rights in general are relevant points of discussion around the use of information.
2. Issues of consent and privacy violations	As in #1 above (see also Module 8 on how MIL serves as a defence to protect one's privacy, respect the privacy of others, and advocate for states to ensure data protection).	As in #1 above
3. Anonymity	Persons who are media and information literate understand the importance of anonymity and cases where anonymity should be protected or not as well as why.	Anonymity is related to privacy and thus arguments above are also relevant here. A deeper consideration for any educator/learner is an understanding that anonymity is crucial for people to freely express themselves to protect whistleblowers and journalists. This bolsters transparency and accountability of public officials and big businesses.
4. Biases in computer programmes or algorithms because of either coder bias or data bias	Another key competence of MIL is to be able to analyse biases in information and messages. Questions such as who created the information, for what purpose, what is omitted, who gains the most by proliferating that information, who might lose or be affected, are relevant to this context. See Module 1 and 6 for more on this.	MIL competencies applied to addressing the issue of biases apply to digital information, computer coding and algorithms as much as they apply to the traditional news and online and offline information environments.
5. Diverse and pluralistic environment in general	Another competence of MIL is understanding representation. See Module 6 for more about this and media ownership and plurality – see Module 2 and 13. MIL helps to understand, analyse and monitor whether or not the voices of different ethnic, cultural or social groups are being heard. Are we receiving information from many sources or just a few?	The concern here is that AI and algorithms can and do affect what we see, hear and read in the same way that an editor of a media organization or news outlet or government entity can control information flows. If AI is trained on a narrow base reflecting the experiences of just one demographic, equally narrow applications will follow suit.

6. Social and economic inequalities	As in #5 above. Another relevant point is – are certain groups of persons, including in specific socio-economic situations, in society benefitting more from the current information and communication ecology and why? MIL can help to address gender and racial discrimination by helping people to identify biases in information and digital technology and empowering in particular marginalized groups and others to offer counter narratives and more balanced and verified information.	Access to information affects social and economic equality (See Module 1). For example, women’s lack of access to information, digital technology and media hinders their access and opportunity to express themselves and participate fully and meaningfully in social and economic development.
7. Safety and security	Persons who are media and information literate are better able to identify misinformation, inappropriate content, and information and content that incite harm or infringe on the rights of others, as well as inappropriate advertising especially as it relates to targeting children. See Module 9 for more about harm to human rights that can come to persons through online interaction.	In the digital age, safety and security goes beyond only physical contact. They are also concerned with harmful information online, and virtual interaction. See Module 9 for more information.
8. ‘Deepfakes’ and disinformation in general	Same as #s 4 and 7 above. Tackling misinformation and disinformation is a multi-faceted challenge. It requires interventions to address the source, but also the demand and monetization of misinformation and disinformation. A part of the sustainability puzzle is for persons to self-protect to the extent possible by acquiring MIL competencies. (See for example Module 9).	Even the most media and information literate person will have a challenge detecting ‘deepfakes’. In most cases, the competencies required to identify such false information requires skills in forensic science. The media and information literate learner understands how and why the abuse of AI through tools such as bots exacerbates the creation and spread of disinformation, including ‘deepfakes’. Many argue that Internet communications companies have a fiduciary duty of consumer protection to flag these fabrications to users. When machines can be programmed independently to create, organize, store, distribute and learn from the information stored to create new knowledge and facilitate targeted distribution; abuse of these capabilities in the context of misinformation is difficult to control.

9. Respect for human rights principles	See #1 above and Module 1. While AI is being used to advance all forms of development in a positive way, its abuse can affect all forms of human rights. Take, for example, the potential of AI to advance quality education and access to information. Its abuse can then affect what people learn and also how they learn which could go as far as manipulation. The media and information literate person understands and becomes engaged in advocates for ethical management of the possible social implications of AI.	Other human rights that the educator should consider in this context is the right to education, the right to peace and security, the right to cultural and religious expressions etc.
10. Access to remedies for adverse human rights impacts on individuals	See #1 and #10 above. People need to know where and how to get redress if they feel AI violates their rights. This is tied to governance and regulations of the use of AI systems, which is related to media and Internet governance and regulation in general (See Module 13 and within this module below). MIL gives people basic understanding of regulatory, co-regulatory and self-regulatory mechanisms for the communications ecology. Media and information literate persons understand the difference between types of regulation and the need for alignment with human rights in general.	See #1 and 10 above.
11. Ownership, control, and dominance of AI by few companies	See #11 above. MIL addresses ownership and control of digital technology as a crucial theme that affects peoples' freedom of expression, access to information, plurality of voices and content, etc. See in particular Module 1, Module 2, Module 6 and 13.	The concepts in the reference Modules here can be applied to AI systems, use, ownership and control.
12. Need for transparent, ethical, and multi-stakeholder governance of AI systems and social media	MIL is about ethical and critical evaluation and use of information, media, and digital technologies including AI. A competence of MIL is to understand the roles and functions of all institutions providing content and the conditions under which they can effectively execute these functions for normative purposes such as the Agenda 2030 and the Sustainable Development Goals. See in particular Modules 1, 2, 7, 13, as well as points # 1-12 above.	Points # 1-12 above and relevant to #13 here.
13. Need for transparent, ethical, and multi-stakeholder governance of AI systems and social media	MIL is about ethical and critical evaluation and use of information, media, and digital technologies. A competence of MIL is to understand the roles and functions of media, technological intermediaries and Internet communications companies and the condition under which they can effectively execute these functions. See Module 1 and Module 2, 7, 13 and various others Points # 1-12 above and relevant to #13 here.	Points # 1-12 above and relevant to #13 here.



## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Organize discussion, debates, other group activities, games, and use of social media in connection with the 13 points in Table 11.1. Be sure to draw on relevant activities in the various modules referenced in the table and translate these activities to focus on AI.
- Bots are computer programmes driven by AI systems. Internet users interact with bots online through written or spoken languages. Watch this YouTube video about bots with your learners, <https://www.youtube.com/watch?v=fEbzk4vTHsQ>. Ask the learner to indicate which of the popular bots, mentioned in the video, that they use frequently. Ask them to share their experiences and concerns.
- Focus on the positive uses of bots then discuss potential negative uses.
- While AI can be used to tackle misinformation and disinformation, it can also be used to spread misinformation and disinformation. A study by the European Parliament, entitled “Automated Tackling to Disinformation” (add year) (See more on Misinformation and Disinformation in Module 4) points to fake accounts and bots being widely used in social media manipulation strategies, to carry out attacks on opposition parties, post distracting messages, or engage in trolling and harassment. Educators should guide learners to research other similar related studies in their region or country. Do these studies exist? What are some of the findings? Are policy related actions being taken to address these findings? What concrete national and community level actions are being implemented in connection with some of the findings?
- Plan a visit, where possible, to the relevant authority (such as government ministry/ministries responsible for these issues).
- Alternatively plan a series of visits to the learning environment from experts in this area to give talks to educators and learners.
- Educators should highlight the importance to engage in advocacy for women’s involvement in AI in particular, and in science and technology and general. Read more about organizations such as *Women in AI (WAI)*, <https://www.womeninai.co/>. WAI is an NGO “do-tank” with a mandate to increase women’s representation and participation in AI. Search for others.
- Read and discuss the Forbes blog of Kim Nelsson, *Why AI needs more women*, <https://www.forbes.com/sites/kimnilsson/2019/03/08/why-ai-needs-more-women/>. Nelsson is an entrepreneur and CEO of Europe’s largest data science hub, Pivigo. Search for other related blogs or article from local experts or respect authority in your country and regions. Deconstruct the pieces selected. Are they opinionated or factual? Are they fair or one-sidedly optimistic or pessimistic about AI? Are the arguments supported by evidence? What do you agree with or not? Why? How can you engage for action and change? Are they local entities that you can contact to motivate actions?

- There are cases of persons who have been attacked and killed because of misinformation and disinformation shared about them on social media.
- Participants read and discuss a local or international story about AI systems and how they relate to misinformation and disinformation, as selected by trainer. Ask learners to share what went through their minds as they read. How do they feel? Do they believe the story? Why do they believe the story or not; what makes it credible? What happens when AI systems are used to create and distribute misinformation and disinformation? What can be done to stop the spread of misinformation and disinformation through AI and algorithms? For the last question, learners should reflect on personal/individual actions they can take, as well as possible actions of other stakeholder groups (governments, digital communications companies, etc.). For each proposed action, discuss the potential implications from different stakeholder perspectives.
- Research two cases where false and misleading content was created by AI systems or bots that led to psychological or physical harm to persons. Discuss them with learners along similar lines.
- Researcher have carried out experiments on the effect of misinformation on people. In one study a research team<sup>90</sup> “showed participants slides of a car accident, and then later had the participants read inaccurate or misleading information about the accident. The experiment showed that participants easily assimilated this flawed information, making mistakes when later asked what had happened in the accident<sup>91</sup>”. Discuss with learners what factors lead to the assimilation of false information. These include memory, past experience, emotions (fear, anxiety, apprehension, doubt), biases, expectations etc. Ask learners to reflect and share their experiences.
- Divide learners into groups. Ask them to create a piece of disinformation in whatever form they chose (news, story, fabricated eyewitness story, image, video). Then ask each group to present the information to the others. Discuss whether the information is credible or not. What makes it believable or not? What are the potential effects to disseminate such false information? What algorithms would catch this case, and what would amplify it?
- Study the 13 selected concerns with AI in Table 11.1 above. Plan activities around these issues based on their relevance to your country and interest to the learner group that you are working with.
- Organize learners in groups and have them do desk research to gather more information and examples where the following tips to identify ‘deepfakes’ are applicable. See more about the MIT Media Lab project and the tips they offer below, <https://www.media.mit.edu/projects/detect-fakes/overview/>. See more on Misinformation and Disinformation in Module 4.

90. Loftus, E. F., Miller, D. G., & Burns, H. J. (1978). Semantic integration of verbal information into a visual memory. *Journal of Experimental Psychology: Human Learning and Memory*, 4(1), 19–31. <https://doi.org/10.1037/0278-7393.4.1.19>

91. Reboot Foundation, Elevating Critical Thinking, <https://reboot-foundation.org/misinformation-effect/>.

- Pay attention to facial transformations or deformation. Also, does facial hair look real or appears in places where they should not and absent from others? Do facial moles and marks look real? Do the size and colour match the rest of the person's face?
- Check if skin is too smooth or too wrinkled on cheeks and forehead. Does ageing in hair match that of skin and eyes?
- Are there shadows appearing on the face, eyes and eyebrows where such shadows would not be expected? Are there glares on the glasses that a person wears and are these glares changing as the person moves? Are persons blinking too much or too little? "DeepFakes often fail to fully represent the natural physics of a scene... natural physics of lighting<sup>92</sup>."

As mentioned above, to detect deepfakes sometimes require expertise and particular competencies similar to those used in forensic science. Therefore, educators and learners should engage in discussion and practice to become proficient over time. It is equally important to be aware of the option to advocate that companies deploy resources to identify such content and subject it to moderation like applying labels, and explaining the conditions for such labels and possibilities to appeal against the application.

- In Table 11.1 a series of AI and social media related competencies are captured from various sources. Plan various activities around each of these competencies. In each case specify how MIL competencies are related or can be applied. Have learners offer arguments in relation to other issues, as in the third column of Table 11.1 above. Share your completed table or parts thereof on social media and tag @MILCLICKS or send an email with your resources to MIL CLICKS milclicks@unesco.org.

92. MIT Media Lab project and the tips they offer below, <https://www.media.mit.edu/projects/detect-fakes/overview/>

TABLE 11.2 MEDIA AND INFORMATION LITERACY COMPETENCIES FOR AI ENGAGEMENT

EXAMPLES COMPETENCIES NEEDED FOR AI & SOCIAL MEDIA <sup>93</sup>	RELATION TO EXISTING MIL COMPETENCIES	LINKING COMMENTS
Competency 1 (Recognizing AI) Distinguish between technological artifacts that use and do not use AI, and recognize the difficulty in so doing.		
Competency 2 (Understanding Intelligence) Critically analyse and discuss features that make an entity “intelligent”, including discussing differences between human, animal, and machine intelligence.		
Competency 3 (Interdisciplinarity) Recognize that there are many ways to think about and develop “intelligent” machines. Identify a variety of technologies that use AI, including technology spanning cognitive systems, robotics, and machine-learning.		
Competency 4 (General <sup>94</sup> vs. Narrow <sup>95</sup> ) Distinguish between general and narrow AI.		
Competency 5 (AI’s Strengths & Weaknesses) Identify problem types that AI excels at and problems that are more challenging for AI. Use this information to determine when it is appropriate for institutions to use AI and when to leverage human skills.		
Competency 6 (Imagine Future AI) Imagine possible future applications of AI in terms of who shapes the development and deployment of AI systems and consider the effects of such applications on the world. Educators and learners are aware of the basics of data’s role in relation to AI, including its social and contextual implications as well as its characteristics <sup>96</sup> Educators and learners are able to understand the basics of probabilistic reasoning; Access - Educators and learners can understand basic problem solving through computational thinking; can apply the basic principles of coding using visual programming languages. Educators and learners can assess digital risks, critically evaluate content and content sources; should be able to understand the need to engage on the issue of the AI “black box” (pursuing the principle of explicability of decisions) Educators and learners are aware that technology under the control of powerful actors is modifying society and values; ethical and human rights implications on societies, groups, and persons of automated decisions (AI supported decisions).		

93. Adopted from the Draft Outcomes of the UNESCO Workshop on Teaching and Learning Competencies for AI from an Information Access Perspective (UNESCO Headquarters Paris, 7 November 2019)

94. Artificial general intelligence (AGI) is the hypothetical[1] ability of an intelligent agent to understand or learn any intellectual task that a human being can. It is a primary goal of some artificial intelligence research and a common topic in science fiction and futures studies. [https://en.wikipedia.org/wiki/Artificial\\_general\\_intelligence](https://en.wikipedia.org/wiki/Artificial_general_intelligence)

95. Artificial Narrow Intelligence (ANI) also known as “Weak” AI is the AI that exists in our world today. Narrow AI is AI that is programmed to perform a single task — whether it’s checking the weather, being able to play chess, or analysing raw data to write journalistic reports. <https://medium.com/mapping-out-2050/distinguishing-between-narrow-ai-general-ai-and-super-ai-a4bc44172e22>

96 This would be at the Knowledge Acquisition Level of the ICT CFT Version 3 (<https://unesdoc.unesco.org/ark:/48223/pf0000265721>)

# UNIT 3: INDIVIDUAL AND SOCIAL RIGHTS, CHOICES AND TECHNOLOGY

DURATION 4 HOURS

## Key Topics

- Understanding the concepts of rights: social rights and individual rights
- The role of technology in prioritizing social and individual rights, and choices
- Technology as potential platforms for intercultural dialogue for social rights, social justice, and social movements, as well as for potential surveillance, control and manipulation
- Media and information Literacy competencies and digital skills for individual and social rights, and choices
- Technology determinism and agenda setting theories as determinant of social rights and individual choices

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Understand the role of technology in prioritizing social and individual rights, and choices
- Understand the importance of technology and its owners for negotiating rights and choices
- Describe the media and information literacy competencies needed in making choices
- Understand how technology in the context of its controllers can sensitize or polarize citizens based on religious sentiments, financial gain, cultural affiliations, gender inequalities and political affiliations
- Understand the role of technology and its controllers in democracy especially as it relates to political institutions, political choices, electoral processes, voting, accountability in governance and transparency in society

## AI and Content Sharing

The concept of technological determinism implies that digital means of communication have an influence on who and what content appear prominently on platforms. But this concept reifies technology as it was a thing in and of itself, and ignores that all technology has social roots, and further implies a blind spot that particular business purposes, inter alia, shape the development and deployment of technologies. Control of architecture design and engineering decisions informs the technology design, such as what can be shared within or outside of a walled garden platform, and what data gathering, storage and use cases are operational.

To understand who and what content are shared on platforms, therefore, requires understanding why platforms develop particular curational objectives and content moderation strategies and practices. It is these which underpin the computer algorithms powered by Artificial intelligence (AI), which in turn wield power in the way that content is ranked and subjected to other treatment (e.g. uploading blocked, deletion, labelling, referred to human moderators, sent to fact-checkers, etc). The consequences can affect what people see as items on the agenda, influence their individual choices and consequently their rights, and shape public opinion. Computer algorithms over time have been known to change citizens' online experiences and the factors that inform their decisions, and thereby can change public opinion and perceptions over a period. The impact may also be on individual identities – their sense and value of who they are, and indeed of what they are or should be becoming. This is especially relevant to young people in the process of consolidating themselves.

The phenomenon known as “filter bubble” has given some insight into online experiences. It highlights how, consequent to algorithmic design, algorithms can work to filter out content that does not reinforce existing preferences, tastes and information habits. The result is a closed universe where individual biases are unchallenged because the system has shut out other narratives. Some research, such as by the Reuters Institute for the Study of Journalism<sup>97</sup>, suggests that many people are actually exposed to a greater diversity of content than the “filter bubble” model suggests. At the same time, another concept – of “echo chamber” – suggests that even with diverse content, people can still occupy a narrow interpretative community. In this concept, individuals may indeed be exposed to information that in and of itself contradicts their beliefs and assumptions, but which information is discounted in terms of its significance. This is because it is placed within the context of cumulative repeated social “echoes” which precede it and which provide a sense of security that familiar framings and meanings remain intact.

Algorithmic filter bubbles can reinforce “echo chambers”, although the latter can exist on their own. In extreme cases, wholly separate and parallel universes of meaning may result, wherein different (and relatively closed) communities operate with different facts and falsehoods on politics, health, climate change, etc, and with different narratives about reality more broadly.

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- Watch the popular TED Talk video, *Beware online “filter bubbles”* | Eli Pariser, <https://www.youtube.com/watch?v=B8ofWFx525s>. The video was prepared close to 10 years ago. Guide the discussion: How relevant is this video today? Ask educators to make a list of the issues raised. Small groups can do research to see more recent discourse on these issues. Does this phenomenon affect how social

97. <https://reutersinstitute.politics.ox.ac.uk/>

rights are prioritized, individual choices are made and public opinions are formed? Can AI-driven algorithms alter narratives and thus set the social, development and political agenda?

- Compare and discuss Eli Pariser’s comparison between editorial processes for validation in traditional media (‘broadcast society’) and the algorithmic controlled flow of information of digital communications. Do you agree with his stance? Why or why not? What new arguments and evidence can the educators or learners add? Do the research to underpin your arguments and ideas.
- The paradox of digital communications is that what appears harmful to one person can turn out to be an advantage to others – or vice versa. The algorithms that influence content ranking and targeting can cause objective harm to human rights. At the same time, they could – through design, or unintended effect – also bring to light voices that are usually silenced or repressed. For instance, issues such as gender inequalities, the underrepresentation of women, gender-based violence, human trafficking and racial discrimination that since long are underreported and invisible, have now become more prominent in global discourse. Through technology mediated engagement with other cultures and new information, some persons have changed their stance about certain traditionally anchored practices that bring harm to the persons involved, such as female genital mutilation (FGM). Do you think engagement with technology services in this regard has given impetus to social rights and shift in social opinion and beliefs? What other factors are at work other than technologies themselves? How can you put your MIL competencies to work in this discussion?
- Put educators or learners in groups to research existing cases studies about positive and negative use of technology to advance or hinder the right to association, the right to freedom of religion, the right of opinion, and the right to freedom of expression. Organize a series of presentations and discussions. Focus the research analysis and discussion on individual choices in questioning historical fundamental assumptions, rejection of questionable belief systems, affirmation of natural identity, negotiated cultural values and realignment of value systems, which has become increasingly feasible as a result of technology.
- MIL advocates have argued for media and information literacy education that emphasizes intercultural dialogue as necessary skills in balancing the two sides of a coin of AI driven algorithmic platforms. Explore the following questions in the context of individual and social rights in the light of citizens’ choice and enabling technology:
  - What is your understanding of one’s rights? Carry out interviews, discuss, and collate divergent views of people’s understanding of different rights (individual and social) and how these rights influence their perception of public opinion. Capture, curate and share the best short video clips on the topic.
  - What are the different social rights people are confronted with in the 21<sup>st</sup> century? What are the content providers that make them aware of such social rights? Consider the contrasting social rights in today’s digital environment.

- In light of how institutions can act to shape society, do you think the result has enabled social rights and individual choices? Make a deliberate effort to interview different people to know their perception about technology-enabled social rights and the implications on individual choices.
- Consider the media and information literacy competency skills needed for a peaceful coexistence and tolerance necessary to balance private views and individual choices with contemporary social rights. You may employ focus group discussions with different groups of people in order to come up with innovative MIL practices.
- Discuss the need for measures that will enable digital communications companies to provide equitable access to online information and narratives, with a view to enhancing citizens' online experience and address the challenges associated with AI driven algorithmic platforms such as “filter bubble” and amplification of potentially harmful content.
- Consider how some Internet companies are undermining individual rights and choices based on the engineering design and architecture of their services. Discuss and proffer practicable solutions on how you think these problem can be solved.
- Discuss how MIL education can influence the quality of information that citizens access on online search engines and the impact of MIL on citizens' rights and choices.

### Suggested Assessment & Recommendations

- Develop a skills matrix and competency evaluation guide to determine the MIL skills needed in balancing individual rights and choices in the digital environment
- Draft a legislative bill that your political representatives could consider on human rights in digital contexts
- Design and launch a small survey on people's understanding of the concept of different types of rights in a democratic setting and the influence of current Internet communications companies on these rights
- Carry out a focus group discussion and interview on citizens' rights in today's digital environment

### Topics for Further Considerations

- Principles of individual choices
- Individual choices vs collective choices
- Ethical use of technology
- Future of digital elections



# UNIT 4: USE OF AI AND SOCIAL MEDIA IN DEVELOPMENT

DURATION: 3 HOURS

## Key Topics

- Use of AI for Development
- Use of social media for Development
- Key actors using AI
- Key AI governance/regulations issues

## Learning Objectives

**At the end of this module, educators and learners should be able to:**

- Identify and list some of the general uses of AI and social media for development
- Identify some of the key actors using AI
- Understand and describe the basic of AI governance (ranging from norms through to ethics and then to regulations)

## Level of Competencies Targeted in This Unit

- Basic to Intermediate

## Sector Applications of AI

Many academic, private sector, and international development organizations have documented AI for social good. Some positive uses are widescale, others are in small-scale trials, and others are in experimental stages. Below is a summary of development uses of AI drawn from various sources. Each example is followed by suggested questions for discussion of activities that educators or learners could engage in.

## Pedagogical Approaches and Activities

As discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested activities below and others that you may formulate.

- **AI in the public sector:** AI is increasingly being used by governments. AI could improve the proficiency and calibre of varying public sector processes. For example, AI could help citizens to be more involved with governments regarding public sector reforms, creating policies, helping to conceive relevant service processes and enhancing public sector productivity.
- Educators should guide learners in groups to carry research on uses of AI for civic participation and interaction with the public authorities. Are these applications of AI relevant to you? Are they disclosed by the authorities, and is there a policy to

govern them? Do they bring about a change that did not exist before? Are there transparent human audits/review of these systems in public reports? Could these AI systems discriminate against certain groups of people or situations? Are there mechanisms in place for remedy to respond to the complaints of all users and appeals levied at artificial intelligence-driven systems in a timely manner? Are there different perspectives or implications of these systems and mechanisms for women and men respectively, and if so, why? Why is it important to consider gender perspectives? Document findings and discuss. Share outcomes with others online and offline. Search UNESCO MILCLICKS social media initiative for micro-learning resources on MIL and AI, <https://en.unesco.org/MILCLICKS>. Also, watch some of these videos from UNESCO on stories and ideas around AI to aid in discussion. <https://en.unesco.org/artificial-intelligence/stories-ideas>. Search for videos from other organizations online.

- **AI applications in various domains using augmented and virtual reality:** AI technology is being used in the development of augmented reality and virtual reality hardware and software. The advantages range from providing entertainment to helping persons with disabilities. In one application, virtual reality has been used for public engagement in media development and journalists' safety. By wearing a virtual reality headset, an ordinary citizen can experience what it is like for journalists in a war zone thus developing greater appreciation of the risks journalists face to bring us the news. Another example of use is that of many companies providing a mobile application that allows customers to see how a piece of furniture, machinery, etc. would look and fit in a given space with accuracy.
- Guide learners to search and try out AI virtual reality tools. If you cannot physically access these tools by inviting a relevant development or private sector organization to come to the learning space for demonstrations, then explore access online. Ask learners to share their experiences of using virtual reality devices and applications. Discuss use of AI-driven virtual reality in education. Are these effective in helping people to learn? Are there concerns about ethics and levels of psychological influence? Investigate and discuss. Watch some of these videos from UNESCO on stories and ideas around AI to further discussion, <https://en.unesco.org/artificial-intelligence/stories-ideas>.
- **AI in science and health:** Advances in technology, including the use of new scientific instrumentation, generates varied data for which the use of AI is critical if there is to be adequate analysis. For example, AI has been used to deal with complex calculations in genetics, refined imaging quality and to improve the ability to reproduce scientific research. AI is also being used in a wide range of functions including generating hypotheses, gathering data, analysing large datasets, and carrying out experimental design. AI in healthcare offers many advantages, for instance, helping with health research, comprehending and controlling population, helping in early predictions of health conditions, enhancing patient care, personalized healthcare and enhancing the quality and cost of healthcare. At the same time, there are concerns that AI will be harnessed for more commercialized health care benefiting an elite rather than the wider public.

- Repeat or adopt activities suggested above. Check out these 32 examples described by *Built in*, <https://builtin.com/artificial-intelligence/artificial-intelligence-healthcare>. What are some of the major ethic challenges of using AI in healthcare?
- **AI in security and criminal justice:** AI has great potential for mitigating digital and physical security challenges, but also brings risks of miscarriages of justice and bulk surveillance.
  - AI is widely applied in digital security applications such as network security, anomaly detection, security operations automation and detecting threats or potential danger (OECD, 2017).
  - To achieve the objectives above, AI algorithms learn over time to analyse the surroundings and normal movements and presence of persons and objects that frequently occupy the space and are thus able to detect threats if abnormal pattern of life is detected.
  - Similar applications to the ones described above are being used by justice systems to tackle crime and predict the outcome of cases, although there are concerns about profiling based upon data bias that stereotypes certain communities.
  - Video surveillance has become a progressively popular method to improve public security. The increasing number of surveillance cameras (245 million globally in 2014) indicates an increase in the amount of data being collected and analysed. It is largely impossible for the human brain to process all this data. AI technologies are used instead to manage the large quantities of data and automate mechanical procedures of detection and oversight. However, there are also strong arguments concerned with facial recognition technologies, and their use has been banned in some cases to avoid what are seen as totalitarian potentials.
  - Such surveillance and predictive policing and sentencing have raised ethical issues about people's privacy and consent for their actions being tracked and recorded without their consent, and about bias and profiling.
  - What are the benefits and drawbacks, and what safeguards should be in place? Investigate if this is happening in your country. Discuss.
- **AI in social media, marketing and advertising:** The use of AI has personalized the online experience. For instance, AI is used to ensure that the content displayed attracts a particular individual's attention. This also enables advertisers to have more targeted campaigns. "They can deliver personalized and dynamic ads to consumers at an unprecedented scale" (Chow, 2017). This means that companies could have an augmentation in sales and the return on investment of marketing campaigns. Consumers, on the other hand, could benefit from a marked reduction in the cost of research. Again, however, questions arise as to reduced human autonomy and agency and increased power of manipulation as a result of micro-targeted advertising.

- Guide learners to discuss their experiences with ads online. Are they aware that AI is being used to place the ad for that particular user? Are they comfortable with this? Why or why not? Can learners exhibit a sense of control on what ads they see? Pay attention to the “why am I seeing this ad” alert that sometimes pops on your screen. See Module 10 for more on advertising.

While there are easily identifiable benefits to AI in this context for commercial actors, its use also causes concerns regarding discrimination and inaccuracy, and there are substantial concerns about automated trading using AI, which reinforces the instability and short-termism of stock markets.

- Study and discuss these two reports:
  1. from the European Commission, Advisory Committee on Equal Opportunities for Women and Men, Opinion on Artificial Intelligence – opportunities and challenges for gender equality [https://ec.europa.eu/info/sites/info/files/aid\\_development\\_cooperation\\_fundamental\\_rights/opinion\\_artificial\\_intelligence\\_gender\\_equality\\_2020\\_en.pdf](https://ec.europa.eu/info/sites/info/files/aid_development_cooperation_fundamental_rights/opinion_artificial_intelligence_gender_equality_2020_en.pdf)
  2. from UNESCO, Artificial Intelligence and Gender Equality: Key findings of UNESCO’s Global Dialogue, [https://en.unesco.org/system/files/artificial\\_intelligence\\_and\\_gender\\_equality.pdf](https://en.unesco.org/system/files/artificial_intelligence_and_gender_equality.pdf)
- What key issues or recommendations are most important to learners? Why? Guide learners to search social media for global discourse on the topic. Encourage learners to get involved in the online discussion but make sure to prepare in advance. Apply MIL competencies, share evidence, and disclose when a point raised is only your opinion. What other actions can learners take as citizens?
- Select issues and recommendations of particular interest to gender equality and AI in communications media, and plan an online campaign or design and prepare related public service announcements in connection with International Women’s Day (March 8; annually) or at any moment.

## Assessment & Recommendations

- Essay competition
- Produce public service announcements in groups.
- Quiz
- Open book test
- Ideas generation competition around AI and MIL

## Topics for Further Consideration

- Auditing AI
- Machine learning
- Deep learning
- Bots
- Facial and emotion recognition and detection

## Resources & References

A.I. Artificial Intelligence (film, 2001) [https://www.imdb.com/title/tt0212720/?ref\\_=nv\\_sr\\_srsrg\\_0](https://www.imdb.com/title/tt0212720/?ref_=nv_sr_srsrg_0)

### AI use in education

<https://www.edweek.org/ew/articles/2020/05/20/artificial-intelligence-in-k-12-the-right-mix.html>

Algorithm Literacy 101: A study by Project Information Literacy? <https://www.minitex.umn.edu/news/2020-07/algorithm-literacy-101-study-project-information-literacy>

AI in Society, OCED, <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>

Artificial Intelligence and Gender Equality: Key findings of UNESCO's Global Dialogue, UNESCO resource, [https://en.unesco.org/system/files/artificial\\_intelligence\\_and\\_gender\\_equality.pdf](https://en.unesco.org/system/files/artificial_intelligence_and_gender_equality.pdf)

Artificial Intelligence and Life In 2030 One Hundred Year Study On Artificial Intelligence | Report Of The 2015 Study Panel | September 2016, Stanford University, <https://ai100.stanford.edu>

Steering AI and Advanced ICTs for Knowledge Societies – A rights, Openness, Access and Multi-stakeholder Perspective, UNESCO resource, <https://www.unesco.de/sites/default/files/2019-11/372132eng.pdf>

United Nations Activities on Artificial Intelligence (AI), [https://www.itu.int/dms\\_pub/itu-s/opb/gen/S-GEN-UNACT-2018-1-PDF-E.pdf](https://www.itu.int/dms_pub/itu-s/opb/gen/S-GEN-UNACT-2018-1-PDF-E.pdf)

Using AI for social good: This guide helps nonprofits and social enterprises learn how to apply artificial intelligence and machine learning to social, humanitarian and environmental challenges. <https://ai.google/education/social-good-guide?category=examples>

### Different kinds of AI

Teacher-created Lesson Plans: Introduction to Algorithms, <https://www.common sense.org/education/lesson-plans/introduction-to-algorithms>

<http://content.educate.ericsson.net.s3.eu-north-1.amazonaws.com/learning-about-ai/what-is-ai.html>

[https://www.youtube.com/watch?v=im0XTC91qMI&feature=emb\\_logo](https://www.youtube.com/watch?v=im0XTC91qMI&feature=emb_logo)

### How machines learn:

<https://www.youtube.com/watch?v=R9OHn5ZF4Uo>

<https://course.elementsofai.com/1/3>

<https://theappsolutions.com/blog/development/pattern-recognition-guide/>

<http://teachingaifork12.org/>

### Social media

<https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/>

<https://www.statista.com/statistics/489230/number-of-social-network-users-in-thailand/>

<https://www.marketingaiinstitute.com/blog/what-is-artificial-intelligence-for-social-media>

### **General Resources**

<https://medium.com/humansforai/the-impact-of-artificial-intelligence-on-social-media-579345b6f751>

<https://sproutsocial.com/insights/social-media-algorithms/>

### **Supplementary - a game and online course**

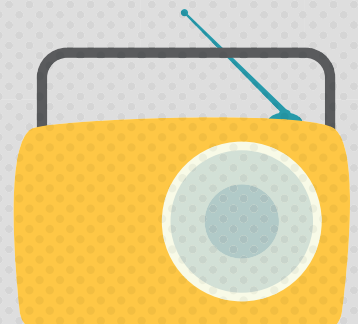
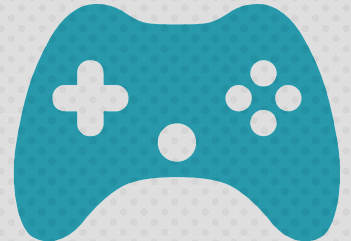
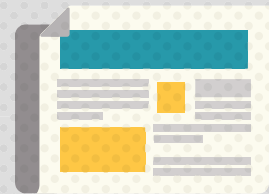
Machine Learning for Kids — <https://machinelearningforkids.co.uk/>

General Resources - The state of AI - November 2020: <https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/global-survey-the-state-of-ai-in-2020?cid=podcast-eml-alt-mip-mck&hdpid=edff6cd6-3b1f-4ffc-b0f7-e73691cf1abe&hctky=9411114&hlkid=87ecdb8c23534606bd5cb92d3ccd9166>

International Programming Classes for Children 4.5 to 17 Years, <https://mah.alg.academy/>

# MODULE 12:

## DIGITAL MEDIA, GAMES AND TRADITIONAL MEDIA



**“In times when we all aspire to empower citizens to respond to social, economic and environmental challenges and actively participate in our societies, media and information literacy becomes literacy for life.”**

**– Her Excellency Ms Tamara Rastovac Siamashvili, Ambassador and Permanent Delegate of the Republic of Serbia to UNESCO**

## **BACKGROUND AND RATIONALE**

This module introduces educators and learners to the role that new institutions 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, sustainable development, 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 and social media, is also allowing content to flow across various platforms, widening access to information and creating a participatory culture where citizens not only consume information in a passive manner, but actively participate in its modification, production and distribution. Terms such as ‘prosumers’ have been coined. New information and communication technologies (ICTs), for example, have opened opportunities for greater audience participation in information and



knowledge sharing, and are encouraging people to actively engage in social and sustainable development. The big debate is whether such positives can be enhanced, and the negatives effectively reduced.

In this regard, Media and Information Literacy (MIL) also considers games in different forms, as well as the potential opportunities and challenges posed by artificial intelligence (AI) and other frontier technologies. UNESCO has advanced international dialogue around the strong link between MIL and games through the first International Conference on Media and Information Literacy and Games in the Digital World and by developing related resources<sup>98</sup>. It is necessary to acknowledge that most ICT game-based learning is not happening in controlled learning spaces. Very often, people engage with games independently online and through digital mobile devices. In such environments, game design and the amount of time spent playing games can promote addiction. There are also concerns about games reinforcing hatred, violence, and aggression, rather than dialogue, peaceful coexistence, and tolerance. Stereotypical representations of women and men of all ages or certain races, culture, or group of people are also reinforced in some games. Women are often portrayed as sexualized, skimpily dressed in some games<sup>99</sup>. Men are shown as strong and violent. Black people and other races are underrepresented in games<sup>100</sup>. Pew Research Center carried out research in 2015, which showed that, in its sample (not globally representative, however), 35% of blacks, 36% of Hispanics, and 24% of whites are of the opinion that minority groups are portrayed poorly in video games<sup>101</sup>. These types of representations can affect girls' and boys' perception of gender roles<sup>102</sup> and their ethnic identity. MIL can help people, in particular youth, to protect their minds and to identify these types of stereotypes as well as gender blindness in games and all forms of digital

98. Media and Information Literacy and Games in the Digital World, <https://en.unesco.org/news/journeying-world-games-media-and-information-literacy>.

99. David Griner (January 10, 2012). "Videogame Ad Sets New Low for Objectifying Women". AdWeek. Retrieved 7 May 20 Everett, Anna; Watkins, Craig (2008), "The Power of Play: The Portrayal and Performance of Race in Video Games"<sup>14</sup>. Wikipedia.

100. Everett, Anna; Watkins, Craig (2008), "The Power of Play: The Portrayal and Performance of Race in Video Games"

101. "Views on gaming differ by race, ethnicity". Pew Research Center. 2015-12-17. Retrieved 2018-03-09.

102. Dietz, Tracy (1998). "An Examination of Violence and Gender Role Portrayals in Video Games: Implications for Gender Socialization and Aggressive Behaviour". *Sex Roles*. 38 (5/6): 425–442. doi:10.1023/A:1018709905920

technologies. A further issue is the extent to which digital games privilege competition above cooperation in teams, and who collects and uses the data of the players and how this is being used. Are the data used to mainly improve the game, or do they primarily function as a separate marketable commodity that is sold to third parties or used to sell micro-targeted advertising opportunities?

The module will commence with a journey from traditional media to new media technologies. Educators and learners are introduced to change and continuity within different types of media over a set period. It will also engage with similarities and differences, allowing learners to gauge core requirements for basic understanding but also to see the innovative potential captured within both old and new media.

Not only is the module looking at spatio-temporal change, but it will also consider different types of uses of media, digital technologies and tools within society. These can include formal communication, personal communication, marketing, learning and civic engagement. Interactive media tools and games provide interesting opportunities to engage in learning and also in public discourse – the possibilities are endless. The educators and learners are guided in this module to navigate the spaces between old media, new media and games as a medium to facilitate learning. People can enhance their learning experiences through games if they possess the skills to reflect critically on their gaming experiences. MIL, together with social and emotional literacy, are all relevant. The UNESCO Mahatma Gandhi Institute on Education for Peace and Sustainable Development provides resources on social and emotional learning<sup>103</sup>.

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, and 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.

103. Resources on social and emotional literacy, <https://mgiep.unesco.org/reports-and-guides>

## UNIT 1: FROM TRADITIONAL

**UNIT 1:**  
FROM TRADITIONAL MEDIA TO  
DIGITAL MEDIA TECHNOLOGIES

---

**UNIT 2:**  
USES OF NEW MEDIA  
TECHNOLOGIES IN SOCIETY – THE  
SOCIAL CHANGE

---

**UNIT 3:**  
USES OF INTERACTIVE MULTIMEDIA  
TOOLS, INCLUDING DIGITAL GAMES  
IN LEARNING SPACES

# MEDIA TO DIGITAL 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, educators and learners should be able to:**

- Explain a brief history of the development of the media and the different issues associated with it
- Describe how new technologies have led to the divergence and convergence of traditional and new media
- Describe the differences between traditional and new media and how the latter has enhanced participatory democracy
- Explore the use of games in formal, non-formal, and informal education

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- **Research:** learners working in groups are given the task of researching the evolution of the media and identify the issues associated with the development of different forms of media.
- **Survey:** learners conduct a survey to two different types of people, the digital migrants (age 30 or above), and digital natives (age 30 or below). In their survey, they should observe and analyse how the two groups of people are using traditional and the new media for and how traditional media (newspapers, radio and television) are converging with new media (e.g. mobile technology, games, online news sites with multimedia access) in their society. The survey should include observing ways in which women and men and youth are represented in games and other form of media that they use. Guide them to make recommendations to relevant stakeholders.

- **Research:** learners 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.
- **Case study:** the case study method involves an in-depth examination of a single instance or event make use of real-life incidents to see how theoretical knowledge might be applied to real cases. This approach is suitable to the teaching of MIL as learners are exposed daily to various forms of messages from media and other content providers. It offers a systematic way to look at the events, collecting data, analysing content, and reporting the results, which in return supports enquiry learning among trainees.
- **Research and group presentation:** learners form groups to conduct research on the historical development of different forms of media and their similarities and differences and give a presentation to the group.
- **Interview:** 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, conduct an interview with editors from newspapers and online journalists and discuss the similarities and differences between the selection and treatment of news item.
- **Report:** 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.
- **Essay:** 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 is impacting the social and academic lives of educators and learners, and what are the challenges and opportunities for improving universal access to digital media.
- **Find a major piece of news and do a case study on how different forms of media report on it, and analyse the case.** For example, when the COVID-19 pandemic hit the world in 2020, different forms of media tended to report it differently in depth, analysis, and even facts. Go through different traditional and new media from different countries and see how they report on the origin, causes, and preventive measures, etc. and see what are the similarities and differences in the reports between the same and different forms of media and explain the reasons for this. Are gender and racial issues being discussed in the reporting of the coronavirus crisis?

# UNIT 2: USES OF NEW MEDIA TECHNOLOGIES IN SOCIETY – THE SOCIAL CHANGE

DURATION: 2 HOURS

## Key Topics

- Communication technology and development as well as their effects on society
- People's access to and uses of new media environments, including new ways of content creation, user interaction and social networking
- Impact of the participatory functions of new technologies on changes in democratic institutions and processes

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Analyse and understand the effects of digital communication on the social and political life of a society
- Describe new media environments and the purpose of people's activities, interactions, online presence and ways of self-presentation on digital platforms
- Evaluate how new technologies contribute to democratic institutions and processes in society (and how not)

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Research and group presentation: learners undertake small-scale research to collect information on the uses of new technologies to evaluate the impact of digital communication technologies on societal development. New technologies in this context refer to the Internet, computer and mobile devices, and statistical data collected on these typically include access (ownership and use of device), uses (frequency, amount of time, purposes for using), and skills (self-assessments). Trainees should learn how and where they can find global, national and local statistics on the uses of technologies and development of these technologies, compare their findings and reflect upon differences (socio-economic, generational, regional, in time). Who owns and controls the services on these devices is important to consider.

- Class discussion: e-governance involves the new and evolving forms of governance in which ICTs play a key role. The educator should lead a general class discussion on how the government has tried – and to which extent it has not done that – to facilitate democratic processes for citizens by using the possibilities of new technologies. E-governance can refer to (1) e-democracy, which means the facilitation of participation through increased access to information and knowledge which forms the basis of decision making; (2) e-services, which is automating tasks such as filing tax forms, checking the status of applications; and (3) e-administration, the improving of government processes and of the internal workings of the public sector with new ICT-executed information processes. Learners are encouraged to envision what types of democratic communication and engagement can be promoted and enabled online, for example, in the areas of democratic political activity (elections, transparency of governmental and local politics, political debate), schooling, healthcare, employment services, built environment, city planning and maintenance, as well as industry and commerce. Then, examples of countries with an advanced e-governance agenda, could be examined. What are the major obstacles for not increasing e-governance in a country and how could these challenges be overcome?
- Group work: new technologies have enabled ordinary citizens to produce and share content created by themselves. Learners should conduct small-scale case studies to discover discussions and processes in their country or neighbourhood where the user-generated content has brought up something that had not been covered by old media or government institutions. Examples with global visibility and impact include the Arab Spring (in the early 2010s) and the *Me too* movement (from 2017 onwards), but learners should be asked to identify local phenomena and perhaps processes that affect their own communities. Further examples of online activism include local citizen activism, animal rights activism and body positivity movement. Based on these case studies, the educator leads a discussion concerning the renewing democratic potential of new technologies. How have different digital platforms contributed to the spreading of different messages, based on user-generated content? How have digital technologies enabled users to raise their voice and become heard? How could social media, such as the different functions of WeChat, Twitter, VK, Facebook, Instagram and TikTok, help promote important democratic issues and advance justice and equality? How do learners assess the power of online activism and how can it be seen in the identified local examples? What about activism that uses these services to demand better respect for human rights from these very entities themselves?
- Examine access: access to ICTs or new technologies is important for the empowerment of men, women, different age groups (junior and senior citizens), persons with disabilities, and other marginalized groups such as ethnic and Indigenous populations as well as those living in remote communities. Use local and international sources to do basic research on people's access to ICTs or new technologies: How do women, persons with disabilities and people living in remote communities have access to the Internet? Do women have equal access as men? To what extent do persons with disabilities or people living in remote

communities have access? At which age does the use of the Internet begin in different countries? What are the implications? What kind of political decisions and social differences underlie the inequalities of access? What should be done if certain groups are marginalized from access to new technologies? Learners may focus on one country or make a comparison between a number of countries, as well as select one specific group of users. If relevant data are not available about your country or region, try to find out why not. Which organizations should be concerned with the absence of such data? What can be done about it?

- Case studies of public institutions' homepages: In which ways do the authorities of cities, municipalities, regions and alike enable citizens' activities and interaction, i.e. conduct e-governance? Select, for example, the homepage of the country's capital city, a big city and a small city, and compare their methods of e-government. Imagine what could be done better or more to provide better online services for the inhabitants and support their engagement in their local environment. Another possibility is to take a public institution, for example a school, hospital or nursing home, for the case and examine how its homepage enables communication to and with external groups of people (stakeholders). Create a table of different functions enabling different activities and assess how well each activity functions in practice. How could the participatory functions of the site be improved?
- Mapping participatory processes: What kind of public participatory processes are there in your country? How can citizens be involved in planning, budgeting, implementing and improving processes of public relevance? Select an area of public life (such as a certain area of politics, e.g. youth politics) and draw a map for the local citizen to show how he or she can get engaged and contribute to this particular field of public life.
- Perceived changes based on digitalization: How have new technologies and corporate services changed the way of schooling during the decades? Compare the previous generations' experiences to yours. For example, how does communication differ from a 60-year-old and a pupil every day at school? How has the interaction changed and what kind of new digital ways of communication and collaboration have been introduced between teacher and pupil, pupils, teacher and pupil's parents, teacher and external collaborators, teacher, pupil and citizens? What are the benefits and disadvantages of these changes for the (1) pupil and his or her learning, (2) for the teacher and his or her possibilities to conduct teaching?
- SWOT-analysis of a selected social media channel: Select a popular and well-known mobile application and conduct, either individually or in pairs or small groups, a so-called SWOT analysis of different dimensions of its uses: map the strengths (S), weaknesses (W), opportunities (O) and threats (T) for a person using this application. You can make use of your own or peers' experiences that you have heard, or conduct some background interviews with high-frequency users of that application. As a result, try to assess how the application affects a user's everyday life. Is the impact positive or negative in general, or how would you weigh the pros and cons?



- Making a difference in social media: Carry out an interview with someone who is producing audiovisual content for social media, for example to YouTube, Vimeo, TikTok or Instagram. Ideally, choose a content creator with an explicit statement. Describe the person's social media strategy and assess how this particular individual can make or has already made a democratic contribution. What is his or her communication about, and how does he or she fulfil his or her particular mission? How has his or her content been received by the followers? Has his or her content been able to change ways people or organizations think or act? How? What kind of short- and long-term effects may there be?

## 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, educators and learners 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 instructing and learning
- Develop social, intellectual and spatio-temporal skills, using interactive multimedia tools, especially games
- Apply interactive multimedia tools, especially digital games, to instructing and learning. Use low/high-tech interactive multimedia tools/games to introduce concepts from academic subjects (e.g. mathematics, science, social studies, etc.)
- Analyse different interactive multimedia tools developed using free and open-source or proprietary software, and evaluate their implications for and impact on instructing and learning

- Evaluate the impact and opportunities provided by open educational resources in instructing and learning processes

## Pedagogical Approaches and Activities

---

“Today it is absolutely necessary that we create digital learning solutions... For this, it is very important that all the learners be proficient in social and emotional skills in addition to 21<sup>st</sup> Century Skills.”

– His Excellency Mr Shri Ramesh Pokhriyal, Honorable Union Minister of Human Resource Development of India

---

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Interactive multimedia tools: think about the subject area you instruct. 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 educators and learners. You should be able to identify many of these tools. To ensure a diverse selection of games, search for games that were developed by women, where women were involved in the development team, or games developed by a minority or otherwise marginalized category of people. Prioritize these tools in terms of usefulness for your specific needs. What other 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 instructing/ learning process? Why did you choose these tools? How do you think multimedia technologies will allow learners and educators to interact with information in new ways, change content and create their own knowledge?
- Online games<sup>104</sup>: play any free online humanitarian simulation game. How can a computer game help you to creatively think about global issues? What are the learning outcomes from these games? Are women and men equally featured in these games? What are the implications of this? How can you advocate for change? If there is limited or no access to the Internet at the educational institution, educators and learners should be encouraged to access the material from other public Internet sources. Where Internet access is severely limited, the educator can try to acquire games in an online/electronic format or use games that have been pre-packaged on computers. Learners should be encouraged to:

104. [https://en.wikipedia.org/wiki/Food\\_Force\\_2](https://en.wikipedia.org/wiki/Food_Force_2) - <https://papersplea.se> - <http://paxwarrior.com/home>

- 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 educators and learner' 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 and identify requirements/criteria for educational resources to be used as OERs
  - Analyse how OERs are created, used, distributed and adapted to specific instructing and learning environments and needs
  - Analyse 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: learners should identify, analyse 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. Learners should present their findings through presentations or use charts to showcase their findings.
  - Class discussion: produce a lesson plan and set of instructing activities, including simple interactive multimedia tools or digital games in the teaching and learning process. Learners 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 instructing and learning<sup>105</sup>.
  - Go deeper: explore the UNESCO ICT Competency Framework for Teachers OER platform <https://www.oercommons.org/hubs/unesco>. Guide educators to navigate the platform and to be more aware of how they can become proficient at integrating ICTs in the learning space. Guide group discussion. Are the educators exposed to these types of training? Are educators exposed to MIL training? Have them investigate what steps are being taken in their country our community to improve educators' ICTs competencies as well as the integration of MIL training.

105. See Chapter 3 of [http://ames.eun.org/2009/09/teachers\\_handbook\\_on\\_how\\_to\\_us.html](http://ames.eun.org/2009/09/teachers_handbook_on_how_to_us.html) for more details.

Make sure to highlight the difference and complementarity of MIL competencies and technical ICTs competencies. Guide them to constantly think about MIL as critical thinking and how MIL competencies should be applied and can enhance the use of ICTs in the learning space.

## Assessment & Recommendations

- Education plan lessons related to the topics above and administer these lessons under supervision. Document and give feedback
- Essay
- Other suggested activities and pedagogical approaches could be tailored for assessment purposes

## Resources and References

Chun, Wendy Hui Kyong. (2015). *New Media, Old Media: A History and Theory Reader, 2nd edition* (co-edited with Anna Watkins Fisher and Thomas Keenan, Routledge)

Digital Media: New Learners of the 21st Century (film, 2011) [https://www.imdb.com/title/tt2056555/?ref\\_=nv\\_sr\\_srsq\\_0](https://www.imdb.com/title/tt2056555/?ref_=nv_sr_srsq_0)

Games for Learning, various resources from UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development, <https://mgiep.unesco.org/games-for-learning> and <https://mgiep.unesco.org/games-for-learning-old-page>

Hjorth, L. (2011). *Games and Gaming: An Introduction to New Media*. Oxford: Berg.

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](http://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](http://www.pewInternet.org/Presentations/2009/15-Eating-Thinking-and-Staying-Active-with-New-Media.aspx)

Strasburger, V.V. & Donnerstein, E. (2013) The New Media of Violent Video Games: Yet Same Old Media Problems? *Clinical paediatrics*, 2013 53:8, 721-725. Available: <https://doi.org/10.1177/0009922813500340>

UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (n.d.), The Draft Industry Guidelines for Digital Learning. Available: <https://mgiep.unesco.org/reports-and-guides>

UNESCO's Mahatma Gandhi Institute of Education for Peace, (n.d.), A Global Review of Digital Education Media and Resources. Available: <https://mgiep.unesco.org/reports-and-guides>

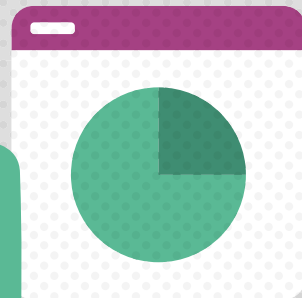
Youth Protection Toolkit, [www.yprt.eu](http://www.yprt.eu)

REC



# MODULE 13:

**MEDIA, TECHNOLOGY  
AND THE SUSTAINABLE  
DEVELOPMENT GOALS:  
THE MIL CONTEXT**



**“Media and information literate citizens are able to search, access, and critically assess information. As such, they are empowered to harness the potential of information for intercultural dialogue and sustainable development, and to respond to the most urgent challenges of our times.”**

– UNESCO’s Deputy Director-General, Mr Xing Qu, 2019

## **BACKGROUND AND RATIONALE**

The Sustainable Development Goals (SDGs) are a “blueprint to achieve a more sustainable future for all”<sup>106</sup> and address opportunities and challenges faced globally. The international standards promoted by UNESCO for media and information literacy curricula development and implementations revolve around the SDGs and enabling global citizen education<sup>107</sup>. This module complements other modules in making the case for media and information literacy as a tool for open and sustainable development. Media and information literacy (MIL) is relevant to all 17 SDGs. MIL reflects the following SDGs in particular: Quality Education (SDG 4); Gender Equality (SDG 5); Decent World and Job Opportunities (SDG 8); Reduced Inequalities (10); Sustainable Cities

106. United Nations. (2020). About the Sustainable Development Goals. Available: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

107. Singh, J., Grizzle, A., Joan S., and Culver, S. (Eds.) (2015). Media and Information Literacy for the Sustainable Development Goals. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden. Published in cooperation with UNESCO.

and Communities (SDG 11); Promoting Peace, Justice and Strong Institutions (SDG 16); and Revitalizing Partnerships (SDG 17).

Three illustrations are suggested here. If we consider SDG 4 about quality education for all, MIL contributes by affording youth and adults with critical information, media and digital competencies that enable quality education, global citizenship and peacebuilding. A second example is SDG 5 which prioritizes gender equality and women's empowerment; MIL helps women and men of all ages to enhance their abilities to detect and counter gender stereotypes, hate and racial discrimination in all types of media and digital platforms and to offer counter narrative through user-generated content. Finally, MIL supports SDG 16, which includes the target to ensure public access to information and fundamental freedoms by raising citizens' critical awareness of access to information; their communications power and digital autonomy in this regard, their fundamental freedoms, and critical engagement with information that makes cities inclusive, safe, resilient, and sustainable.

MIL promotes awareness and understanding through critical thinking and learning to decode development messages and information availed by diverse content providers. MIL also enables greater understanding of the social context of the role of access to information and the use of technology in achieving the SDGs. An informed citizenry is necessary for increased participation in the Sustainable Development Goals, and MIL is a life skill which helps to navigate through the information, media, and digital landscape. UNESCO's Member States and bilateral and multilateral institutions are increasingly integrating MIL into their policy priorities and programmes because of its relevance to the Sustainable Development Goals.

A media and information literate citizenry is essential to achieve the SDGs. Another important pillar is the structure and organization of the digital communications companies and media themselves. The structure and organization of media and digital communication companies are related to their levels of freedom, independence, and pluralism (see more on these concepts in Modules 1, 2 and definitions in the Glossary of Terms). The question of ownership and control of digital communication and media is crucial as it

affects content and processes. Even as journalists and other information professionals promote sustainable development and democracy in the exercise of free speech and a free press, this freedom and independence are, according to some critics, in some ways impacted by the financial or political concerns of owners, employers or advertisers – subtle in some cases and more blatant in others. Such control, including its pattern and structure, is shaped mainly by pervasive social, economic, environmental, political (and geopolitical) realities and the potential for ownership concentration. Therefore, both the editorial independence and pluralism of media, digital platforms, and information repositories at local and global levels are important. Due to the increasing global connectivity, information flows are now potentially South to North, North to South, and South to South. Some influential regional media and digital communications companies are increasingly changing the configuration of the international media and technological systems.

In a majority of countries around the world, some mass media organizations and digital communications companies 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 involves local residents in content development and give a voice to marginalized sectors of society. This form of plurality in media types and content holds much potential for sustainable development. Alternative media helps to promote marginalized voices, such as people of colour and women and men of all ages. Community media, (considered to be alternative media) can be set up in schools, communities, workplaces, etc. and can be an alternative to larger media outlets. These ‘small’ media channels promote the right to information and offer a platform to communities so their voices may be broadcast and heard.

This module partly based on the UNESCO Media and Information Literacy and Intercultural Dialogue University Network (MILID Network) Yearbook 2015, Media and Information Literacy for the Sustainable Development Goals<sup>108</sup>.

108. [https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid\\_yearbook\\_20151.pdf](https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid_yearbook_20151.pdf)



# UNITS

## **UNIT 1:**

THE ROLE OF MIL IN THE  
SUSTAINABLE DEVELOPMENT GOALS

---

## **UNIT 2:**

SOCIAL, CULTURAL, AND POLITICAL  
DIMENSIONS OF THE MEDIA

---

## **UNIT 3:**

MEDIA OWNERSHIP AND  
THE COMMODITIZATION OF  
INFORMATION

---

## **UNIT 4:**

PROMOTION OF ALTERNATIVE  
MEDIA THROUGH DIGITAL  
TECHNOLOGY

---

## **UNIT 5:**

USES OF NEW MEDIA  
TECHNOLOGIES IN SOCIETY –  
THE SOCIAL CHANGE

# UNIT 1: THE ROLE OF MIL IN THE SUSTAINABLE DEVELOPMENT GOALS

DURATION: 2 HOURS

## Key Topics

- MIL instructing and learning for sustainable development
- Education for sustainable development
- Explore, engage, and empower model of MIL in education curricula
- Data and libraries for development
- Global partnership for MIL for all: UNESCO MIL Alliance
- MIL Cities
- MIL, linguistic diversity, and intercultural dialogue
- MIL for gender equality and persons with disabilities
- MIL to advance knowledge societies: Environment, Climate Change, Health, and Agriculture

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Understand the link between MIL and the SDGs; describe the application of MIL to various development issues
- Understand and describe the importance of data and libraries
- Motivate and engage in UNESCO MIL Alliance and advocate for creative learning in city spaces and life through MIL Cities

## Triple Es of MIL

**Alagaran II (2015) proposes Explore, Engage, Empower Model of MIL<sup>109</sup> (The Triple Es of MIL) when teaching and learning about MIL:**

1. To explore is to identify, access, and retrieve information, media, and digital content skilfully
2. To engage is to analyse and evaluate media, information, and digital communications critically

109. Alagaran II, R. J. Q., (2015). Explore, Engage, Empower Model: Integrating Media and Information Literacy (MIL) for Sustainable Development in Communication Education Curriculum. In Singh, J., Grizzle, A., Joan S., and Culver, S. (Eds.) (2015). Media and Information Literacy for the Sustainable Development Goals. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden. Published in cooperation with UNESCO.

3. To empower is to create or produce, share or communicate, and use information and media content ethically, safely, and responsibly for decision-making and taking action for development

The Triple Es of MIL aligns to UNESCO's Education for Sustainable Development (ESD) framework. ESD is a form of lifelong learning that empowers learners to take informed action in connection to the environment and respect the diversity of cultures, for social transformation. UNESCO has as learning outcome of ESD: *Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.* Read more about ESD in the #ESDfor2030 Toolbox,

<https://en.unesco.org/themes/education-sustainable-development/toolbox>

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

- Educators should guide learners to apply the **Triple Es of MIL** to the #ESDfor2030 Toolbox. What are the five priority areas of action of ESD? What are the present six areas of implementation? Where can learners identify and access information about whether any of these priority areas are being implemented in their community or country? Guide learners in groups to focus on one or two areas and critically evaluate the information that they found using their MIL competencies. What action can learners take?
- Priority action area 4 of the ESD framework is *Empowering and mobilizing youth*. If learners are youth or educators that work with youth, guide them to explore and analyse the completeness of content in the *UNESCO Project Planner – Top Tips for Youth Action to help you move from an idea to an actionable project plan*,
- <https://en.unesco.org/youth/toptips>. What would they change in this project planner? Are girls and their perspective and involvement explicitly stated in the planner? How would learners formulate new ideas that they could include in their adapted project planner to ensure explicit reference to girls and boys or young women and men? How would educators or learners integrate MIL in the project planner?. Guide groups of learners to develop small, medium, and largescale actionable project plans in connection to selected areas of ESD. Ensure that MIL related activities are included in each plan. Consult with relevant authority and seek to mobilize financial resources where needed and necessary for largescale projects. Can the educator or learner see the Triple Es of MIL at work in this process?
- Put learners into groups and guide the selected local or international media, news networks or online digital communications. Identify news reports or documentaries, animated content for children and youth or any other form of official reporting or

media content on issues connected to ESD. Analyse the content for authenticity. Ask the MIL-related questions: Who created it? For what purpose? What are the messages? What supporting evidence is given? What is included? What might have been left out? Who will benefit? Who might be affected by this information? Encourage learners to share verified content with their networks online and offline.

- Explore the various mobile applications and mobile learning programmes around the world. One example is the UNESCO YouthMobile initiative, <https://en.unesco.org/youthmobile>. Guide learners to generate ideas and outline plans to develop mobile application that can be used on mobile devices to promote ESD and MIL. First do a research to see what already exists.
  - Data is at the base of monitoring the SDGs. Organize a reading session in the library or learning setting. Read and discuss the two chapters below in the UNESCO resource **Media and Information Literacy for the Sustainable Development Goals**, [https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid\\_yearbook\\_20151.pdf](https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid_yearbook_20151.pdf)
1. *Data Literacy: An Emerging Responsibility for Libraries*, Tibor Koltay, page 131
  2. *Measuring Media and Information Literacy: Implications for the Sustainable Development Goals*, Alton Grizzle, page 107

Deconstruct the content. Ask critical questions. Review the references in these chapters and search for other evidence to support the arguments given. Are learners in agreement with the propositions? Why or why not? What actions can learners take? See related activities about SDGs indicators in Module 7.

The International Federation of Library Associations and Institutions works to promote and advocate for library and information services and people who use these services. Read more about IFLA here, <https://www.ifla.org/about>. IFLA was consulted by Member States of the United Nations, among many other stakeholders, before they agreed and adopted the SDGs in 2015.

- Read the IFLA framework, Libraries, Development and the United Nations 2030 Agenda, <https://www.ifla.org/libraries-development>. How can libraries further development? Guide learners to investigate if their local, community or school libraries are taking action based on this framework. What actions can learners take? How can they participate or help to promote the International Advocacy Programme of IFLA? How does this IFLA framework for the SDGs relate to the IFLA Media and Information Literacy Recommendations, <https://www.ifla.org/publications/ifla-media-and-information-literacy-recommendations>
- Organize a reading session in the library or learning setting. Read and discuss the section *MIL for gender equality and persons with disabilities*, pages 257-287 in the UNESCO resource **Media and Information Literacy for the Sustainable Development Goals**, [https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid\\_yearbook\\_20151.pdf](https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid_yearbook_20151.pdf). Guide learners to critically analyse the arguments

and evidence provided on these topics. What actions can learners take? Guide learners to investigate various programmes and projects for women and girls, boys as well as persons with disabilities that relates to the SDGs. Relate these discussions to the United Nations **International Day of Persons with Disabilities, 3 December**<sup>110</sup> and **International Women’s Day, 8 March**, <https://www.un.org/en/observances/womens-day/background>;

- Repeat the activity above for the section in the resource, *MIL to advance knowledge societies: Environment, Climate Change, Health, and Agriculture*, pages 299-327; SDG 17 aims to revitalize global partnerships for sustainable development. The targets comprising of finance, technology, capacity building, trade, system issues, which includes multi-stakeholder partnerships, data, monitoring, and accountability. MIL can help in this respect as established above and in other modules of this MIL Curriculum. UNESCO and partners has set up the UNESCO MIL Alliance (formerly the Global Alliance for Partnerships on MIL), <https://en.unesco.org/themes/media-and-information-literacy/gapmil>. Also, in this connection, SDG 11 seeks to make cities and human settlements inclusive, safe, resilient, and sustainable. Similarly, UNESCO and partners have launched the Global MIL Cities Framework. Download the framework here, <https://en.unesco.org/milcities>. The “MIL Cities” initiative places its focus on citizens. The main objective of the “MIL Cities” initiative is to set cities on a path to empower more citizens innovatively and creatively with MIL learning in city spaces and city life, while connecting with other cities across the world. The term Cities here is used as a generic to refer to various community spaces.
- Guide learners to explore the targets for SDG 11 and SDG 17. Can they detect relations to MIL and how can MIL help? Explore the UNESCO MIL Alliance and MIL Cities Framework. Download and study relevant documents.
- Consider these organizations that are not usually in the forefront of promoting MIL: include municipalities and networks of mayors, election commissions and related networks, transportation systems, film councils, media regulators, entertainment and health and other social sectors, art schools and other culture groups, city museums, creative city networks, environmental conservation and waste management actors, professional associations, research institutions, NGOs, local communities and other social centres, among others. Guide learners to discuss and make suggestions as to how these city actors could promote MIL. They should use their ideas to prepare posters or infographics that can be promoted online and offline. Can learners advocate for their cities or related actors mentioned above to take part in the MIL Cities initiative? How can learners get involved in the UNESCO MIL Alliance to promote partnerships around MIL and the SDGs? Can they set up, join or promote local or national MIL networks in their countries and MIL and SDGs Clubs in learning spaces and communities? Encourage learners to join the UNESCO MIL Alliance as institutions or individuals.

110. <https://www.un.org/en/observances/day-of-persons-with-disabilities#:~:text=UNESCO%20will%20mark%20the%20International,and%20with%20persons%20with%20disabilities%22>.

## Assessment & Recommendations

- Research projects based on activities above
- Written ideas based on contextual analysis exercises

### Topics for Further Consideration

- Advocating for National MIL Policies in connection with the SDGs
- National MIL Assessment
- MIL for religious leaders' involvements in the SDGs and dialogue in the digital age
- ICTs and the SDGs

# UNIT 2: SOCIAL, CULTURAL AND POLITICAL DIMENSIONS OF THE MEDIA AND DIGITAL COMMUNICATION COMPANIES

DURATION: 2 HOURS

## Key Topics

- Media and digital communication companies and the social structure in the country
- Media and digital communication companies and culture in the country
- Media and digital communication companies and the political situation

## Learning Objectives

- To understand the relationship between media organizations and digital communication companies and the social structure
- To be able to understand the relationship between media organizations and digital communication companies and the situation of culture in society
- To understand how the political atmosphere and society may affect the functions of media organizations and digital communication companies and how they may affect it

## Pedagogical Approaches and Activities

Media and digital communication companies do not work in a social vacuum; they do work in a society which has many different societal organizations. There is no doubt that there are strong relationships between the content-providing organizations and other organizations in society, i.e. political, social, cultural and economic organizations. The content providers are affected by these organizations. At the same time, they are affecting all these different organizations. The degree of mutual influences varies from

one country to the other. For instance, the political regime in a given society affects the situation of media organizations in this society. Freedom of media will also be affected by the political regime in society.

Also, media organization and digital communication companies will be affected by the economic system in the country. For instance, in private sector dominated societies, media organizations will rely mainly on advertising and other funding sources as the main funding sources whereas in the case of more regulated systems, media organizations may be supported by the authorities themselves, and in some cases media will be used as the voice of the government. The same thing applies to the situation of culture in the country. Media organizations and digital communication companies are affected by the culture and traditions in society.

This unit will mainly rely on the interactivity of the learners. They must give examples from their own societies according to the following issues (See Modules 1, 2, 12, and others for more details and related suggest activities):

- The situation of media and digital communication companies in their societies, are they more or less free from any regulations? Are citizens free to say whatever they want to say, regardless of the traditions and culture in their own societies? Are journalists free to work according to professional standards of verification in reporting and public interest criteria in publishing?
- There are codes of ethics that the media and digital companies profess. Do they live up to these?
- How may the economic situation affect the practices of media professionals? How are media organizations and digital communication companies funded? What are their main sources of funding, advertising and/or other sources?
- It is also important to shed some light on the ownership of media organizations and digital communication companies, who owns them and with what significance?
- See Unit 3 below for more about media ownership.

## UNIT 3: MEDIA OWNERSHIP AND THE COMMODITIZATION OF INFORMATION

DURATION: 2 HOURS

### Key Topics

- The global economy, e-commerce
- Digital communication companies 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 and digital projects
- Technology convergence (mass media, digital communication companies telecommunications and computers) and the emergence of media and digital communication companies conglomerates
- Transnationalization (global media and digital communication corporations)
- International and national protocols on media ownership and antitrust laws
- Media and digital communication companies ownership, content development and programming
- Foreign content vs. local content
- Information as a social (public) product vs. as a paid-for commodity
- Ratings and circulation figures as gauges for media products and services
- Consumerist culture (audience needs vs. wants and desires)
- Strategies and approaches in commoditizing information
- Intellectual property rights and public-domain information (See Module 3)
- Copyright and other proprietary information rights (See Module 3)
- Public domain information
- Free and open-source software (and Creative Commons)

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

- Describe the different patterns of media ownership and control
- 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
- Define commoditization of information
- Recognize the different strategies and approaches in commoditizing information
- 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

## Background and Issues

A light-touch regulation has encouraged the growth of global media and digital communication companies, referred to as transnational media or digital conglomerates. Their power and influence extend over geographic, economic, and political barriers.



Global media and digital communication 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 and digital communication 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 global digital companies have the financial resources to pay for content moderation and network security, notwithstanding the challenges of massive scale (which in turn are a function of the very size and profitable expansion of the companies themselves).

The impact of media and digital communication 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 but also enable cross-border international operations. The paramount issue is: How can the media and digital communication help promote a wider range of options, choices and freedom? The prevailing commercial media and digital systems 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.

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.). The same principles apply to digital communications companies which can hold news media hostage and work against small competitors.

For discussion: the widest possible dissemination of information from diverse and pluralistic sources is essential to democracy and development choices. 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

- Use 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.) Learners can identify factors that determine the degree of influence or control.
- Research how digital companies' gatekeeping role has impacted on news prominence and economic viability.

### 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 two different media outlets, possibly from different world regions, on a particular topic and particular day and compare and contrast the angles and treatment of news stories.
- Examine measures such as the 2021 Australian initiative to compel the digital companies to pay media companies for content.
- 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 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.
- Compare this to how the news feed works on a social media platform like Facebook and Sina Weibo.

### Issue-Enquiry Approach/Research

- Educators interview at least ten primary-school children and ask them why they prefer a particular brand for a particular product. The learners 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)

- Educators 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. Examine the debate about “the link tax” in the European Union, as a means to compensate publishers for their content that is referenced as part of the business model by search engines and social media companies.

## Reflection

- Educators obtain the latest copy of audited newspaper circulation figures or ratings of national television stations. The learners then reflect on the editorial content programming style of the leading circulated newspaper or top-rated television station and write an essay on what they have learned from the exercise.
- Examine advertising claims by digital companies about the quantity and quality of audiences they can reach.

## 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.
- Study who owns and controls companies like Facebook and Taringa! vs. Wikipedia.

## Assessment & Recommendations

- Research paper on media ownership and control, and Internet company ownership and control
- Participation in case studies analysis

### Written ideas based on contextual analysis exercises

- Analyse exercises and research
- Case studies/research paper
- Participation in class discussions and other group learning activities
- The information/knowledge society
- The digital/knowledge divide
- Issues on universal access to information: IPR and public domain information

### 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 4: PROMOTION OF ALTERNATIVE MEDIA THROUGH DIGITAL TECHNOLOGY

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.

## Learning Objectives

**After completing this unit, educators will be able to:**

- Define alternative media – their rationale, features and applications
- Analyse 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

## Pedagogical Approaches and Activities

### CASE STUDIES

Educators 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 learners may use the following of characteristics as a checklist of indicators of best practices:
  - Creative
  - Indigenous
  - Effective
  - Efficient
  - Participatory

### STUDY-VISIT OF ALTERNATIVE MEDIA ORGANIZATION/COMMUNITY IMMERSION

Learners 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) of stories
- Generates audience feedback
- Generates income
- Measures success in terms of rating and circulation

### MEDIA PRODUCTION

Educators 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

# UNIT 5: USES OF NEW MEDIA TECHNOLOGIES IN SOCIETY – THE SOCIAL CHANGE

DURATION: 2 HOURS

## Key Topics

- Communication technology and development as well as their effects on society
- People's access to and uses of new media environments, including new ways of content creation, user interaction and social networking
- Promotion of alternative media through digital technology
- Impact of the participatory functions of new technologies on changes in democratic institutions and processes

## Learning Objectives

**After completing this unit, educators should be able to:**

- Analyse and understand the effects of digital communication on the social and political life of a society
- Describe new media environments and the purpose of people's activities, interactions, online presence and ways of self-presentation on digital platforms
- Evaluate how new technologies contribute to democratic institutions and processes in society (and how not)

## Pedagogical Approaches and Activities

In summary: as discussed earlier in this Curriculum (Part 1), various pedagogical approaches are possible. Please review the list in Part 1 and decide which approach to apply to the suggested Activities below and others that you may formulate.

Research and group presentation: learners undertake small-scale research to collect information on the uses of new technologies to evaluate the impact of digital communication technologies on societal development. New technologies in this context refer the Internet, computer and mobile devices, and statistical data collected on these typically include access (ownership and use of device), uses (frequency, amount of time, purposes for using), and skills (self-assessments). Trainees should learn how and where they can find global, national and local statistics on the uses of technologies and development of these technologies, compare their findings and reflect upon differences (socio-economic, generational, regional, in time).

## Assessment & Recommendations

- Hands-on group project development and evaluation
- Monitored online engagement
- Field trips and journaling
- Case study analysis

## Topics for Further Consideration

- Digital innovation
- Preservation of documentary heritage for development
- ICTs in education

## Resources and Reference for this Module

Birdsall, 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](http://www.isoc.org/inet96/proceedings/e3/e3_2.htm)

Educational content up close: Examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education <https://unesdoc.unesco.org/ark:/48223/pf0000372327>

Education for Sustainable Development Goals: Learning Objectives (UNESCO, 2017), <https://unesdoc.unesco.org/ark:/48223/pf0000247444>

Education for Sustainable Development 2030 Roadmap: <https://unesdoc.unesco.org/ark:/48223/pf0000374802>

ESD for 2030 video -- [https://youtu.be/0XTIP\\_PsEos](https://youtu.be/0XTIP_PsEos)

Fidler, R. 1997. Media Morphosis: Understanding New Media. California. Pine Forge Press.

Green, L. 2002. Communication, Technology, and Society. London, Sage Publications;

Habermas, J. 1989. The Structural Transformation of the Public Sphere, trans. Thomas MacCarthy. Cambridge, Polity Press.

Habermas, J. 1994. Citizenship and National Identity. Steenbergen, B.V. (Ed.). The Condition of Citizenship. London, Sage Publications.

Littlejohn, S. W. and Foss, K.A., 2008. Theories of Human Communication (9th ed). Belmont, California; Thomson Wadsworth.

Marris, P. and Thornham S. (Eds.). 2002. Media Studies: A Reader (2nd ed.). New York, New York University Press.

MIL Index Study: An assessment of MIL in six African Countries, <https://www.dw.com/en/dw-akademie/mil-index/s-54253270>

Pavlik, J. V. 1998. New Media Technology: Cultural and Commercial Perspectives (2nd ed.). Boston, MA; Allyn and Bacon. Servaes, J. 2003. Approaches to Development. Studies on Communication for Development. Paris, Communication and Information Sector – UNESCO.

Stevenson, N. 1995. Understanding Media Cultures: Social Theory and Mass Communication. London, Sage Publications.

Sussman, G. and Lent, J. (Eds.). 1991. Transnational Communications Wiring the Third World. Newbury Park, California; Sage Publications.

Sustainable Development Goals -Resources for educators

<https://en.unesco.org/themes/education/sdgs/material>

The Boy Who Harnessed the Wind (film, 2019) <https://www.imdb.com/title/tt7533152/>

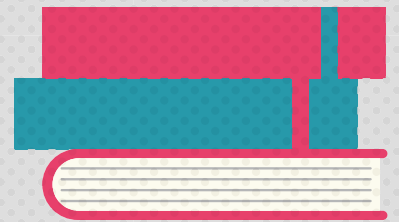
Women of Fukushima (film, 2012) <https://simaclassroom.com/films/women-of-fukushima/>





# MODULE 14:

COMMUNICATION  
AND INFORMATION,  
MIL AND LEARNING –  
A CAPSTONE MODULE



# BACKGROUND AND RATIONALE

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

Instructing and learning are enriched and at the same time can present more challenges when resources from content providers such as mass media (radio, television and newspapers) and digital communications companies are integrated into the learning space. The acquisition of MIL competencies by educators and learners opens up opportunities to enrich the educational environment and promote a more dynamic teaching and learning process.

Educators have been at the forefront of many changes connecting, sustaining, and renewing the knowledge of successive generations. In today's world, knowledge is distributed across people, machines, and digital networks. It is people's access to and effective interaction with this distributed knowledge that can strengthen their learning experiences inside and outside the classroom.

The COVID-19 pandemic has led to a significant increase in online engagement for most people who have access. For instance, many learners have had to depend on online learning or remote learning aided by technology to ensure the continuity of formal education. People will need MIL competencies to maximize the benefits of their online presence beyond the coronavirus crisis. Development and use of online platforms and remote learning content require significant MIL competencies for educators and learners to be discerning about online risks and distractions, while ensuring their right to education. What are some of the research and policy implications for MIL expansion into institutions and MIL for all citizens?

The interaction of educators and learners with content providers such as libraries, archives, museums, media, and digital communications companies can help to create learning environments that highlight education for sustainable development, are pluralistic and democratic, and that also foster open knowledge creation. Awareness of these dynamic forces as acted out in learning spaces brings into focus the cognitive and metacognitive processes identified in learning theories and basic communication and information theories. The term cognitive is derived from the word cognition, which is the process of understanding and acquiring information and knowledge through thought, experiences and other senses.

This module serves as a capstone by drawing on content covered in the earlier modules. It explores links between communication, information 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

**UNIT 1:**  
COMMUNICATION AND  
INFORMATION, EDUCATING AND  
LEARNING

---

**UNIT 2:**  
LEARNING THEORIES AND MIL

---

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

# UNIT 1: COMMUNICATION AND INFORMATION, TEACHING AND LEARNING

DURATION – 2 HOURS

## Key Topics

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

## Learning Objectives

**After completing this unit, educators and learners should be able to:**

- Demonstrate a basic understanding of communication and information
- Identify and analyse basic theories of communication and information and their relation to teaching and learning processes with consideration to the application of MIL skills

## Activities

If we are using content providers such as libraries, archives, museums, media, and digital communications companies in learning spaces, we need to consider our ways of educating: how are we using them? How do they impact the ways in which information is communicated to learners, how learners communicate among themselves, and how learners communicate with educators? What data are the providers collecting about this process, and with what implications?

Communication and information models can provide a framework for conceptualizing the place of MIL within the educating and learning experience. These models provide the opportunity to closely examine the roles of educators, learners, and information providers in learning spaces.

A simplistic model was proposed using an engineering paradigm after the Second World War (Shannon and Weaver, 1948; Schramm, 1954; Berlo, 1960). This model assumes the process is linear and begins with a sender of a message, whereas many would highlight the structuring agency of channels and their driving force, as well as shaping by genres and formats of messages. While the model also misses major issues of community, culture, power and engagement with meaning, it does identify elements that can give limited insights.

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

**Other models are proposed below. However using this elementary schema, the following activities can be considered:**

- Educators and learners can identify the ways in which this model could be applied to learning experiences in their teaching or learning spaces. What roles are assumed as educators in this model? What roles are available to learners? How is the learning experience shaped by these roles? How is the feedback process managed in the educating-learning processes? How can a knowledge of MIL help to improve this process?
- Consider the opportunities learners have to critically examine the platforms through which they receive content and communicate for learning. Related to this are notions of educating about and through libraries, archives, museums, media and digital communications companies. Through which of these providers are learners receiving content and communicating in learning spaces? What is the impact of these providers on the educating and learning experience? Which are permitted for use in your formal teaching and learning spaces? Which are not? Why? Explain the rationale and selection process for including these in the curriculum. How can MIL help?
- Educating about MIL requires awareness and analysis of all forms of content providers and the role they play in lifelong learning and the conveying and shaping of information, messages, and communication (e.g. libraries, archives, media and digital technology themselves become the subject of study in the classroom). Educating that makes use of content providers requires an awareness and analysis on the part of educators and learners of their own role and the role of these providers and their particular agendas and interests. This impacts on what is being taught, and through which providers or tools? Is there a particular topic or subject that is being taught through the use of libraries, digital communications companies or the media? How can educators apply MIL skills to what they are teaching?
- Identify general examples of educating about MIL and through digital technology, media, libraries, archives and other information providers. Describe specific activities/examples in your learning spaces where both of these approaches are used. What do these approaches offer to learners in terms of their learning experiences?
- Educators and learners should organize work in small groups to investigate the following communication and information models pertaining to communication:

### **Sample Communication Theories**

- Laswell's Model of Communication
- Adaptive Concept of Thought
- Agenda Setting Theory

- AIDA (Attention Factor, Interest Element, Desire Element, and Action Element) Model
- Attribution Theory
- Cognitive Dissonance Theory
- Social Marketing Theory

### Sample Information Theories

- Contextual Design
- Information Theory
- Information culture
- Social information Processing

### Sample Theories Digital Technology Research and Engagement<sup>111</sup>

- Technology Acceptance Model
- Control Theory
- Social Contract Theory
- Channel Theory
- Information Integration Theory
- Bayesian Decision Theory
- Creativity Theory
- Mindfulness Theory

Each group should prepare basic original posters that they will use to communicate the theories to others in classroom discussion. Educators and learners should answer the following questions (other questions could be added). What are the main components of the theory? What are its focus and strengths? How does it differ or relate to at least one other theory? What are its weaknesses? Can educators or learners give at least one real-life example where they have seen this theory help the educating or learning process? What might be missing for the theory or model? How do you think MIL can help?

- Educators should search and guide case studies of the application of different theories beyond those listed above. Discuss in group and guide discussion.

## Assessment & Recommendations

- Hands-on group project development and evaluation
- Select and apply a communication or information model to a specific scenario

### Topics for Further Consideration

- ICTs in education
- Women and girls in Science, Technology, Engineering and Mathematics (STEM)
- Digital innovation

111. Lim, Sanghee & Saldanha, Terence & Malladi, Suresh & Melville, Nigel. (2013). Theories Used in Information Systems Research: Insights from Complex Network Analysis. *Journal of Information Technology Theory and Application*. 14. 5-46.

# UNIT 2: LEARNING THEORIES AND MIL

## Key Topics

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

## Learning Objectives

**After completing this unit, educators and learners will be able to:**

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

## Pedagogical Strategies

There are many learning theories. Many of them closely relate to many of the concepts of MIL in all 14 modules of this MIL curriculum. In the end, knowledge of these will enhance how people learn about MIL and apply MIL to social life in general. Here are some examples of learning theories:<sup>112</sup>

- Piaget's Theory of Cognitive Development
- Vygotsky's Theory of Learning
- Social Learning Theory
- Cognitive learning theory
- Bruner's Spiral Curriculum
- Behaviourism learning theory
- Constructivism learning theory
- Humanism learning theory
- Connectivism learning theory
- Consider learning the theories above. Educators or learners are put into groups. Each group should prepare basic 5-minute self-created video (maybe with a mobile phone or computer software). Present the videos and proceed to guided discussion. Educators and learners should answer the following questions (other questions could be added). What are the main components of the theory? What are its focus and strengths? How does it differ or relate to at least one other theory? What are its weaknesses? Can educators or learners give at least one real-life example where they have seen this theory add value to their educating or learning process? What might be missing for the theory or model? How do you think MIL can help? Are there other theories of interest?

112. See: Teacherofsci, 15 Learning Theories in Education (A Complete Summary). <https://teacherofsci.com/learning-theories-in-education/>



- “While social platforms, such as Twitter, may be seen as relatively new actors, social learning is not. Social learning theories date back many decades, long before the Internet was conceived. New technologies, new flow of information, and the proliferation of media can sometimes be viewed through a negative lens. MIL enables people to benefit from the opportunities while self-protecting from the risks. MIL supports people in their quest for better social learning and lifelong learning. It seems intuitive that social learning can be renewed and conducted through social media. If noted educational innovators such as Burrhus Frederic Skinner, Clark Lewis Hull, Neil Miller, and John Dollard were alive today, they might have promoted the merits of research through social media. Certainly, Albert Bandura would agree that educators and other social actors have unique opportunities to enrich people’s learning and engagement through social media.” Discuss this statement taken from the Teaching and Learning with Twitter: Media and Information Literacy, Digital Classroom resource developed in cooperation with UNESCO. Formulate and answer various questions to assess the usefulness of this tool. Do you as educators or learners use Twitter for teaching and learning within and outside formal learning spaces?
- Study and test the various activities for educating and learning suggested in the Teaching and Learning with Twitter: Media and Information Literacy. This includes a guide for educators and learners to document their experiences and share them through different hashtags and on different social media platforms online. Could you do the same for other educators’ and learners’ guidelines and tools provided by other social media platforms or digital communication companies? Are MIL related competencies mainstreamed in these resources? What improvements could be added?
- Connect media and information literacy to Bloom’s Domains of Learning:
  - 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 learners can develop and demonstrate the related skills, within your learning space. 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 educators need to make in order for learners to successfully demonstrate these skills.

- Considering the communication and information theories/models outlined in the previous unit, explain and justify the roles that the media, libraries, archives and other content providers will play in your lesson/unit outline. What role(s) will you assume as an educator? What role(s) will be available to learners? How will these roles enhance the learning process?
- In order for trainees 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.
- Examine the list of skills for MIL that appears above. For each MIL skill, list and describe a metacognitive strategy that learners 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 learners require to complete each activity. What role can metacognition play in the transfer of learning from this activity to learners’ involvement with the information providers such as libraries, archives, museums, media, digital communications companies and tools outside of formal learning spaces?
- Refer to Module 1, Unit 5 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 learners. How does this approach integrate communication and information theories and learning theories and MIL into the learning experience? How does this strategy link to your specific curriculum expectations? How will educators and learners 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, archives, 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 a MIL curriculum provides opportunities for differentiated instruction and learning (i.e. kinaesthetic learning, visual learning, auditory learning, deep reading, social learning, etc.)

## Assessment & Recommendations

- Hands-on group project development and evaluation
- Individual assignments where social media is the sole basis of responding. Selected MIL competencies are to be demonstrated in completing the assignment

### Topics for Further Consideration

- Media and information literacy for persons with disabilities
- Designing media and information literacy for various social groups such as migrants, refugees, girls and boys, etc.
- ICTs in education
- Gender sensitive learning approaches
- Digital innovation

## UNIT 3: MANAGING CHANGE TO FOSTER AN ENABLING ENVIRONMENT FOR MIL IN LEARNING SPACES

### 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 into formal, informal, and non-formal learning spaces
- Challenges to be faced in integrating MIL into learning spaces and devising strategies to overcome these challenges

### Learning Objectives

**After completing this unit, educators and learners 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

Guide educators to reflect on and write a short public journal about their own self-assessment of the following seven types of awareness.<sup>113</sup> They should do this without further research. Now guide them to do further research, reflect again, and rewrite the journal; encourage learners to start a blog and publish their experiences and reflects or share on social media.

- Self-awareness
- Information needs awareness

113. Inspired by lecture of Dr. Drissia Chouit on the Power of Language <https://www.youtube.com/watch?v=5yGWASki1OU>

- Communication awareness
- Language awareness
- MIL awareness
- Learning awareness
- Change management awareness

Using search engines and other resources, conduct a search of programmes, projects or initiatives in media and information literacy that currently exist in various learning spaces including online, communities, schools, and 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 educators and learners 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 educators and learners?

#### **Guide educators and learners to research and get involved in:**

UNESCO MIL Alliance, <https://en.unesco.org/themes/media-and-information-literacy/gapmil>

National MIL associations or networks, and

#### **UNESCO MIL CLICKS? <https://en.unesco.org/MILCLICKS>;**

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 learning and educational community, what are the

ways in which MIL could be integrated into existing programmes for educators and learners, or developed as a stand-alone programme? What are the advantages and disadvantages of each? Cite specific modules as examples.

Making change requires identifying the stakeholders and analysing the obstacles to and benefits of change. It requires selection of priorities and the building of alliances. Ask participants to develop a theory of change that can inform a strategy and plan for specific action.

Develop a plan for promoting MIL to policy-makers, programme directors, UN and other international development organizations, and educators in your institution or community. 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?

## Assessment & Recommendations

- Idea generation, development, and implementation of group projects

## Topics for Further Consideration

- Participation in articulation and implementation of national or institutional MIL policies and strategies
- Change management
- MIL for the Sustainable Development Goals

## Resources and References for this Module

Big6. 2010. Teaching Information Literacy Through Literature, Big6 eNewsletter 11.1, 4. [www.big6.com](http://www.big6.com)

Geek the Library, International Federation of Library Association and Institution, <https://www.facebook.com/geekthelibrary>

Media as partners in education for sustainable development: A training and resource kit (<https://unesdoc.unesco.org/ark:/48223/pf0000158787>)

Teaching and Learning with Twitter: Media and Information Literacy, Digital Classroom, [https://en.unesco.org/sites/default/files/gmw2019\\_twitter\\_mil\\_guide.pdf](https://en.unesco.org/sites/default/files/gmw2019_twitter_mil_guide.pdf)

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

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





# Glossary of Terms

# GLOSSARY OF TERMS<sup>114</sup>

**Access to information:** Information access is about the right, the possibility and the ability to identify, obtain and make use of information effectively. This signals the legal or other entitlement to information and the extent to which it is or should be “open”, as well as conditions such as the existence and cost of Internet connections to make the right a reality. The issue of ability concerns the competencies to use the opportunities and in meaningful ways. Access without a guarantee through a Right to Information law (also known as Freedom of Information laws) is limited. But without conducive conditions and capacities, this right remains hollow.

**Accuracy:** Accuracy denotes the extent to which a text’s representation is consistent with available evidence.

**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.

**Advertising regulation:** Regulation (self-regulation or statutory regulation) applying to advertising and providing definitions of how terms like decency, honesty and truthfulness should apply to what is permissible.

**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, or to change their attitudes and behaviours. See “Targeted advertising” below.

**Affiliate marketing:** The process by which an affiliate earns a commission for marketing another person’s or company’s products.

**Algorithm:** A finite sequence of well-defined, computer-implementable instructions, programs or codes typically to solve a class of problems or to perform a computation

**Alternative media:** Alternative media are media sources that differ from established or dominant types of media (such as mainstream media or mass media) in terms of their content, production, or distribution. Sometimes the term *independent media* is used as a synonym, referencing independence from large media corporations, but this term is also used to indicate media enjoying freedom of the press and independence from government control. Alternative media does not refer to a specific format and may be inclusive of print, audio, film/video, online/digital and street art, among others.

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

**Archivist:** An information professional who assesses, collects, organizes, preserves, maintains control over, and provides access to records and archives determined to have long-term value.

114. This glossary draws from several sources including Wikipedia. It should not be read as an authoritative UN set of definitions of the terms provided.



**Artificial Intelligence (AI):** The study, application, and production of machines and software that have some of the qualities that the human mind has, such as the ability to navigate language, recognize pictures, solve problems and learn. UNESCO Member States will consider adopting a Recommendation on the Ethics of Artificial Intelligence in November 2021.

**There are 3 types of intelligence:**

Artificial general intelligence (AGI), which would be on par with human capabilities; or

Artificial narrow intelligence (ANI), which has a narrow range of abilities;

Artificial narrow intelligence (ANI): Also referred to as weak AI or narrow AI, is the only type of artificial intelligence successfully realized to date. Narrow AI is goal-oriented, designed to perform singular tasks - i.e. facial recognition, speech recognition/voice assistants, driving a car, or searching the Internet - and is very intelligent at completing the specific task it is programmed to do.

Artificial superintelligence (ASI), which is more capable than a human.

**Audience:** A group assembled, addressed and constructed as potential consumers of particular content texts. Given the reality of active engagement with content especially afforded by various digital communications companies nowadays, there is sometimes reference to “the group formerly known as the audience” and to “prosumers” rather than (passive) “consumers”.

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

**Bandwagon advertising:** A form of persuasion that seeks to convince people to buy a product or service, or adopt a behaviour or attitude, to avoid being left out.

**Blockbuster:** A very successful product, film, etc. that makes a lot of money.

**Blockchain:** A system used to make a digital record of all transaction in multiple locations with built in verification across locations. It often used to refer to applications in cryptocurrency (such as bitcoin) which can be bought or sold, and which may be in constant growth as more blocks are added to the records.

**Blocking:** Refers to a technical or editorial way of obstructing access to digital content by preventing access to the address of a piece of content or source of content. Whereas previously options were to block or to allow, there are many additional treatments ranging from slowing down certain content or services, labelling content in certain ways, counterbalancing it with other content, etc.

**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’.

**Boolean operators:** Boolean Operators are simple words (AND, OR, NOT or AND NOT) used as conjunctions to combine or exclude keywords in a search, resulting in more focused and productive results.

**Box office:** A measure of how popular and financially successful a film or actor is. Box office is also the financial success or failure of a movie or play measured by ticket sales

**Brand & Product Integration:** The process of incorporating brands or products into pre-existing entertainment properties. Rather than simply (innocently) being in the background, the brand or product is added to the storyline or experience.

**Brand & Product Placements:** Brand placement—often referred to as “product placement”—is a growing practice in an increasing number of media vehicles. Through placement, a brand is included as part of a mass media programme or digital platform content in return for some consideration from the advertiser. Brand endorsement may be similarly a surreptitious form of communication, such as where online “influencers” do not disclose hidden sponsorships when they wear or otherwise recommend particular products.

**Citizen journalism:** The act of a citizen, who is not a professional journalist, playing an active role in the process of collecting, reporting, analysing and disseminating news and information.

**Citizen-driven information:** Citizen-driven is one step up from citizen-centric or citizen-focused information created sometimes by external stakeholders where citizens themselves play a direct role at one or several points along the information lifecycle or information value chain.

**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 participation, public and volunteer work, and other such efforts to improve life for all citizens. Note that legal citizenship of a given country often excludes the many people living in that country, for reasons of age or nationality. The term “citizenship” in MIL is used more broadly than that of “legal citizenship”.

**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 conduct vs code of ethics:** A code of ethics is broad, giving employees or members a general idea of what types of behaviour and decisions are acceptable and encouraged at a business or organization. A code of conduct is more focused. It defines how employees or members should act in specific situations. See “journalistic codes” below.

**Cognitive system:** A category of technologies that use cognitive computing, natural language processing, and machine learning to enable people and machines to interact more naturally to extend and magnify human expertise and cognition.

**Communication:** A process whereby content is packaged, channelled and imparted by a sender to a receiver via some medium. Not all forms of communication require a sender, a message and an intended recipient in a linear and intentional way. A 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. Nor is a receiver the end of a stimulus-response process; the act of receiving content involves an engagement which can "decode" the messages to have very different meanings to the context in which these were originally created.

**Community media:** A radio service offering a third model of radio broadcasting in addition to commercial and public broadcasting. It is a service that should be governed and produced by the community it purports to serve. This may be either a geographic community or a community of identity or interest (e.g. indigenous languages).

**Content:** Refers to meaningful messages, ranging across many types of qualities and technological formats. Content includes information, alongside (and over overshadowed by) other kinds of meanings which prioritise entertainment (e.g. films), educational (e.g. documentaries) or persuasion (e.g. advertising) dimensions. Content also includes disinformation, misinformation and hate speech which exploit genres found in information and entertainment content for example, and masquerade as if they have no other agendas.

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

**Convergence:** Refers to the ability to transform different kinds of content, 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. The term also can refer to a merger of institutions and practices, for instance to a newspaper house producing video served up by a digital communications company platform.

**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 analyse content in order to understand and assess logical connections as well as values and assumptions, rather than simply taking propositions at face value. It implies scepticism in the form of being questioning, which is different to cynicism (which knows the answers in advance, in other words it makes a priori judgements).

**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.

**Cyberbullying:** Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

**Data:** These are the raw material of information, which is the way that sense is made of discrete fragments assumed to have potential significance. Data can give rise to facts, and facts in turn can serve as new data for further sense-making operations. When data such as facts or numbers are transformed to become meaningful references, this can enrich decision-making. Huge amounts of data are laid down through digital trails or gathered through other means, and then stored and used by computing power in ways that individuals could not process. There are major debates of who gathers, owns and uses big data, how representative these data are, and what impacts arise for individual autonomy and human rights such as privacy.

**Database:** A database is a data structure that stores organized information. Most databases contain multiple digital tables, which may each include several different fields. For example, a company database may include tables for products, employees, and financial records.

**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.

**Digital citizenship:** Digital citizenship refers to ICT engagement that advances features of citizenship such as participation, entitlement to rights, global solidarity and community concern. Digital citizenship is closely related to media and information literacy and digital skills to address issues such as cyberbullying prevention, online safety, digital accountability, and digital health and wellness. It is about humans proactively seeking to shape and use technology services, rather than vice versa, in order that public interest purposes may be served.

**Digital footprint:** Digital footprint refers to one’s unique set of traceable digital activities, actions, contributions and communications manifested on the Internet or on digital devices.

**Digital literacy:** This concept is often taken to cover many things. For this Curriculum, the interpretation is a narrow one, existing alongside other literacies. It is not therefore literacy about digital communications companies, not the content availed by these, as these are elements already covered by political economy literacy and genre literacy. Likewise, digital literacy is not conflated with privacy literacy and neither with data literacy. Rather, for this Curriculum, digital literacy is specifically the ability to understand and use digital technology, communication tools or networks to locate, evaluate, use, create and share content. This includes the ability to transform data and images through digital manipulation. It does not necessarily extend to coding literacy, although it can.

**Digital skills:** This designates part of digital literacy, covering technical abilities to use digital tools, even without understanding the underlying code or the character of digital technology. Reading and writing computer code are often part of digital skills, but these do not exhaust the range of skills.

**Directional and aspirational codes:** Directional codes are aimed at preventing conduct defined by certain actors as being unethical, and consequently these codes tend to be predominantly rules-based. They provide specific conduct directives, or specify in detail the behaviours that are acceptable and unacceptable. Aspirational codes are intended to promote voluntary ethical behaviour according to the defined standards.

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

**Disinformation:** Content that is false and/or misleading. However, a more specific use of the term is to limit it to false content created by producers who know about the falsity and have the intention to cause harm. This sense of “disinformation” is contrasted to misinformation as being false content without these two elements of awareness and intention. In either case, however, the potential impact can be the same. Because it is hard to know about awareness and intention, an approach has arisen to identify false content through the techniques used to distribute this. In particular, what are called “inauthentic” and “co-ordinated” behaviours, for instance by fake accounts and evident campaigns, are clues that false content may be in play. Disinformation in general is disempowering, by working diametrically against access to verifiable and reliable information that makes the right to freedom of expression meaningful. Disinformation typically either seeks to seduce its targets by offering easy explanations like conspiracy theories, or to intimidate and discredit the truth-tellers it inherently needs to displace if it is to get itself believed.

**Diversity:** Genuine respect for and appreciation of difference – complementary to the idea of pluralism. Democratic societies or systems protect and value diversity as part of human rights and respect for human dignity. See Media Pluralism below for elaboration.

**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 (or digital communications company owner), which refers to the person or group of stakeholders who own the media company,

although there are many cases where the roles are problematically combined in a single person.

**Editorial independence:** The professional freedom entrusted to editors to make editorial decisions according to the institution's editorial policy and wider professional standards, without interference from the owner of the media outlet or any other state or non-state actors. It is essential to avoid the phenomenon of "media capture" (see below).

**Education for sustainable development:** Education for sustainable development empowers learners to take informed decisions and accountable actions for environmental integrity, economic viability and a just society, for present and future generations. It is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment.

**Emotional appeal:** Persuasion based on emotional reaction rather than facts and reasoning.

**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.

**Fabricated content:** content that is false, designed to deceive and which can cause harm to human rights such as dignity, political participation, identity, etc.

**Fact-check:** To confirm the truth of a claim (an assertion made in speech or writing, or a purportedly true image), often as part of the research or editorial process.

**Facts:** These are established meanings that are believed to correlate to the real world. The usual test for a statement of fact is verifiability, that is whether it can be demonstrated to correspond to perceptions. Not all content is factual (for instance, opinions cannot be proved or disproved). In many cases, such as with the coronavirus, where science is in process, there are unknowns, where it is not possible to give definitive status about fact versus falsity, and even established facts can take on new meaning when other facts come to light or brought into a wider narrative.

**False connection:** Content whose headlines, visuals or captions do not support the content itself. Also, false links between facts that enable the construction of conspiracy theories.

**False context:** Genuine content shared with false contextual information. Also known as "mal-information"

**Femininity:** A set of attributes, behaviours and roles generally associated with women and girls.

**Folk appeal:** The use of ordinary people to promote a product or service. The goal is to show that the product or service is of appeal and value to everyone.

**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 (see below) is a corollary to this right and essential to the building and supporting of communities and civil society. The norm with freedom of expression as with most other human rights is that freedom is the default condition, and that any interference with this should be exceptional. In terms of international standards, states can only restrict freedom of expression for a limited set of reasons (e.g. protection of the dignity of the person; public health and public order), and these restrictions have to be in law as well as proportionate to the objective sought.

**Freedom of information:** The right of citizens to access information held by public bodies, or privately-held information either produced under public mandate (e.g. research at tax-payer funded institutes) or of major public interest (e.g. of an oil spill).

**Freedom of the press (press freedom):** This is the freedom of individuals or institutions (not only media institutions) to use their freedom of expression to make content available to a public by using a channel that enables mass distribution. This implies a norm of being free from direct censorship or control by government. It does not preclude the application of competition law to prevent monopolies in media or digital communications companies, nor does it exclude state allocation of broadcast frequencies or enforcement of copyright, child protection or other restrictions where these are justified under international standards.

**Gatekeeper:** A generic term applied to anyone (individual, institution or algorithm) that has the role of filtering or otherwise treating content for publication or broadcasting. In media institutions, 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 publish. In digital communications companies, gatekeeping is done through algorithmic measures which for example recommend or elevate some content at the expense of others, and sometimes by internal or outsourced human moderators who seek to interpret company guidelines on content.

**Gender blindness:** Gender blindness is a term used to describe an implicit assumption that gender is irrelevant, i.e. treating all genders the same regardless of their biological or historical differences. Although this may on the surface seem to be a contribution to gender equality, this blanket treatment can end up ignoring and perpetuating actual inequalities.

**Gendered privacy:** Is an emerging term used by some academics when researching how privacy might carry or mean different functioning norms for women and men.

**Gender-sensitive:** Gender sensitivity is the process by which people are made aware of how gender plays a role in life through their treatment of others. Gender relations are present in all institutions and gender sensitivity especially manifests in recognizing privilege and discrimination around gender. Although not all women experience violence and discrimination in the same way, women tend to be at a disadvantage in all societies due to traditional gender roles and gender stereotypes. Gender sensitivity trainings are used to educate people, usually employees, to become more aware of and sensitive to gender in their lives or workplaces, projects, programmes and activities in general.

**Gender-responsive:** Activities that are gender sensitive and that articulate policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men.

**Gender-transformative:** Policies and initiatives that challenge the root causes of existing and biased/discriminatory policies, practices, programmes and affect change towards equality.

**Genre:** A category of artistic, musical or literary composition characterized by a particular style, form or content.

**Global citizenship education:** Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. Part of target 4.7 of the Education 2030 Agenda, Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives.

**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. This is highly relevant to content providers such as media and digital communications companies. E-government should not be conflated with issues of governance – it is about the use of ICTs by government to perform its functions.

**Hate speech:** Any communication that incites hostility, discrimination or violence against a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.).

**Human agency or autonomy:** Human agency refers to the ability to shape one's life. Autonomy is an individual's capacity for self-determination or self-governance. It requires full awareness of external attempts to manipulate or "nudge" one's attitudes and behaviours. Self-determination is threatened when there is an asymmetry of information between the person concerned and other actors (and algorithms). The latter can know, recall and put to use far greater insight into the individual concerned, so as to impact on that person's psychology, aspirations, hopes, fears and social linkages. This is an especially relevant concern in regard to children and young people still in the process of forming their identities and more open to manipulation. It is also a risk to adults who may be vulnerable due to factors such as depression, loneliness or bereavement, and who can be preyed upon by data-holders who can take advantage at these times.



**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. All ICTs are electronic, but not all are digital (although this is changing). Also, not all digital technology deals with information and communication in the MIL sense, but for example analyses data in commercial operations, advanced motor vehicles, climate monitoring, etc.

**Image:** An iconic mental representation or picture.

**Impostor Content:** Content whose genuine sources are impersonated.

**Incognito or private mode:** When operating in such a mode, the browser creates a temporary session that is isolated from the browser's main session and user data. Browsing history is not saved, and local data associated with the session, such as cookies, are cleared when the session is closed. Note, however, that this does not mean the actions are encrypted or protected in other ways from tracking cookies or other software commonly in use.

**Information ethics:** The branch of ethics that focuses on the relationship between the creation, organization, dissemination and use of information, and the ethical standards and moral codes influencing human conduct in society.

**Information for public good:** The concept that, within the wider content mix, information is particularly valuable to the public. Further that merits public support, and where needs be public resourcing. Libraries, museums, archives, certain news media (e.g. community media) and specific online institutions (e.g. community resource centres), are all candidates for consideration based on their performance and need. Journalism, when performed according to its ethics and professional standards, is a key generator of information.

**Information lifecycle:** Information lifecycle is the stage through which each information (written or computerized) record goes through from its creation to storing and distribution, up till its archiving or destruction/loss. These stages may include change of format or recording media for enabling easier access or more secure storage. The information lifecycle can include a change in the value of information over time, with the content becoming converted into knowledge and even wisdom. People should be aware on the value and implications of their engagement at various stage of the information lifecycle.

**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.

**Information privacy/data protection:** Information privacy, or personal data privacy (part of data protection), is the relationship between the collection and dissemination of data, technology, and the public expectation of privacy. Data protection may also cover business' and governments' expectation about protecting classified data or trade secrets, but such cases are not matters of the right to privacy. However, business and governments do have a duty to protect this right in regard to the personal data they hold about citizens.

**Information provider:** An individual or organization that provides collected information. Different content providers may specialize more in information than in other types of content, but most provide a mix of content. News media specialize in information, but many media companies provide both news and entertainment, sometimes blurring the boundaries. Libraries offer both encyclopaedias and journals (information), as well as novels (fiction). Digital communications companies are known, controversially, for hosting a vast mix of content that includes misinformation and disinformation and hate speech alongside information, creative art and entertainment videos, memes, advertising and much else.

**Information society:** Information Society is a term for a society in which the creation, distribution, and manipulation of content has become a dominant economic and cultural activity. An Information Society may be contrasted with societies in which the economic underpinning is primarily industrial or agrarian. The machine tools of the Information Society are computers and telecommunications,

**Intellectual property:** Intellectual property (IP) is a category of property that includes intangible creations of the human intellect. There are many types of intellectual property, and some countries recognize more than others. The most well-known types are copyrights, patents, trademarks and trade secrets.

**Internet governance:** The development and application by governments, the private sector, and civil society, in their respective roles, of shared principles, norms, rules, decision making procedures, and programmes that shape the evolution and use of the Internet. UNESCO emphasizes the value of multistakeholder governance – the compromise among the different sectors so as prevent digital direction being captured by just one (e.g. companies or governments). This applies to the formulation of laws, the development and implementation of policies (at governmental, company and institutional levels), and in monitoring and review.

**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.

**Intolerance:** Unwillingness to consider and respect views, beliefs, or behaviour that differ from one's own.

**In-Video Shoutouts/ads:** Sponsoring brand's name and/or product is explicitly mentioned at some point in the video.

**Jigsaw learning:** Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals).

**Journalism:** The collecting, producing, editing and presenting of verified information and informed opinion. Some actors focus on collection (reporting), others on editing (editors). Journalism can be done by individuals who are not career journalists, as long as professional ethics and standards are observed. No one should be attacked for exercising freedom of expression, and especially not those doing so through journalism which is a public service. The UN Plan of Action on the Safety of Journalists and the Issue of Impunity, led by UNESCO, seeks to protect journalists.

**Journalistic codes:** For example, journalistic codes of ethics/ codes of practice/ other codes (e.g. on diversity): 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, verification, impartiality, fairness and public accountability, as these apply to the acquisition of newsworthy information and its subsequent dissemination to the public.

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

**Knowledge society:** "Knowledge societies" is a concept contributed by UNESCO to describe a higher level of Information societies". It is different to the concept of "Knowledge economies". In the UNESCO sense, Knowledge societies are about capabilities to identify, produce, process, transform, disseminate and use information to build and apply knowledge for human development. Knowledge societies intrinsically rest upon on four pillars: freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; and quality education for all.

**Knowledge:** Information converted into something that can be applied ("know-how") or used for understanding. Knowledge can be learned. Knowledge is the foundation of wisdom, which is the judgement about what knowledges apply in particular instances.

**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. The concept 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 to find, evaluate and use content resources.

**Life-long learning:** 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, interacting with content providers, 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.).

**Machine learning:** The use and development of computer systems that are able to learn and adapt without following explicit instructions, by using algorithms and statistical models to analyse and draw inferences from patterns in data.

**Mainstream media:** Media disseminated via the largest distribution channels, which are therefore representative of what a majority of media consumers are likely to encounter. The term also denotes media that generally reflect the prevailing currents of thought, influence or activity. As content continues to proliferate via digital communications companies, so there is a fragmentation which reduces the role and reach of mainstream media institutions.

**Manipulated content:** Genuine content or imagery that is manipulated to deceive.

**Marketing:** The process by which companies create interest in goods, services and ideas. Marketing generates the strategy that underlies sales techniques, business communication and business developments. “Strategic communications” and “information operations” are at root forms of marketing, often involving both visible and hidden components.

**Masculinity:** A set of attributes, behaviours, and roles generally associated with men and boys.

**Mass media:** Media institutions and providers seeking to constitute large audiences, even while potentially providing micro-targeted advertising and individualized content feeds.

**Media capture:** a form of media control that is achieved through systematic steps taken by governments and powerful interest groups. This capture is through control and abuse of: regulatory mechanisms governing the media; state-owned or state-controlled media operations; public funds used to finance journalism; and crony ownership of privately-held news outlets.

**Media diversity:** this is not the same as media pluralism (see below), although it is sometimes called “internal pluralism”. It refers to the range of voices, opinions and analyses either within a media institution or within the media sector. The extent of diversity is often linked to the narrowness or breadth of ownership, staffing and target audience of media institutions. An inclusive media system provides a diverse range of content, in diverse forms and languages, thereby enabling public choice and awareness of demographic inclusiveness.

**Media ethics:** Media ethics is the division of applied ethics dealing with the specific ethical principles and standards of media institutions, including broadcast media, film studios, theatres, art studios and exhibition spaces, and print media, across both online and offline dimensions of such institutions. Media ethics promotes and defends values such as a respect for a diversity of cultural expressions, equality and non-discrimination, integrity and choice. Journalism ethics are more specific and most relevant to news media institutions (although also relevant to citizen journalists operating outside of institutions).

**Media freedom:** See “freedom of the press” above

**Media independence:** Media independence is the absence of external control and influence on an institution or individual working in the media. It is a measure of capacity to make decisions according to editorial policy and professional standards, and distinguishes independent media from government- or owner- controlled media. Its opposite is “media capture” (see above).

**Media languages:** 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 institutions, their ownership, normative and actual functions, employ and the effects of their content. Also, the ability to read, analyse, evaluate and produce communication in a variety of media forms (e.g. audio-visual, written, graphic, interactive games, etc.).

**Media ownership:** The commercial and legal control of interpersonal and mass communication technologies by individuals, corporations, and/or governments. Today, ownership and accountability of digital communications companies has also become a major issue of concern, given the role these play in content provision (including content from media institutions).

**Media pluralism:** Media pluralism refers to the coexistence of different and diverse types of media. It is the opposite of centralized, consolidated or monopolized media services. The concept also has resonance for various digital services, such as Internet connectivity services, where a plurality is seen as a social good in terms of reducing costs of access. It also draws attention to issues around centralized facilities such as oligopolistic “app stores”, especially where these may privilege non-rival apps and disadvantage competitors, or where these enable (or disable) privacy provisions. In the media space, pluralism also covers the distinctive roles of three sectors of media institutions: private media, community media and public media – each sector varying from the other in terms of primary rationale, funding systems, governance and content. Media pluralism does not guarantee media diversity.

**Media violence:** Media violence is a highly contested concept, related to various assumptions concerning taste and potential impact. It broadly references content depicting the threat to use force, the act of using force, or the consequences of the use of force against animate beings (including cartoon characters or other species as well as humans). Many decades of scientific data suggest that exposure to violent media increases aggression while some studies suggest otherwise and even the contrary. In terms of international standards, content that incites actual violence and racial hatred is legitimately restricted. However, the UN's Rabat Plan of Action on the prohibition of incitement, cautions that any restrictions should be limited to only those cases of significantly dangerous expression, based upon evaluation of several key points (such as status of the speaker, likelihood and immanence of attack, etc.). Digital communications companies, through their real-time data, are able to assess which expressions (even subtle ones, often called “dog whistles”) are becoming real incitement. In theory, they could act pre-emptively, and before it becomes too late to prevent actual violence.

**Media:** This is used in at least two ways – to refer to social institutions and to technical vehicles for communication. As social institutions, for example, “the media” often refer to news producing institutions that should abide with norms and standards for credible information, based upon an editorial process determined by journalistic values and with editorial accountability attributed to an organization or a legal person. When referring to technology, the term media designates physical means used to communicate such as paper, broadcast, film and digital transmission.

**Medium:** This term may be synonymous with “media” in the technological sense (see above). It can also, however, designate a channel based upon particular technology or technologies. For example, television is a channel that may be disseminated through broadcast (digital or satellite), or through Wi-Fi or 3G telecoms, or through fixed-line Internet).

**MIL:** MIL stands for media and information literacy, and refers to the essential competencies (knowledge, skills and attitudes) that allow citizens to engage with content providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens.

**Misinformation:** Covers false and misleading content. It is sometimes used in this Curriculum to cover both deceitful or unintentional creation and dissemination of such content. In a narrow sense, content that is false but not created with the intention of causing harm, although its effect may be as harmful (as in the case of anti-vaccine falsehoods). Frequently, misinformation derives from initial disinformation. The same content (e.g. an election is “stolen”) can be initiated with deceitful intent, but then be disseminated onwards by people who honestly believe it is a true assessment. In other words, an identical falsehood can be both disinformation and misinformation.

**Misleading content:** Content that seeks to trick someone into believing something that is not true.

**Museum curator:** A content specialist charged with a museum’s collections and involved with the interpretation of heritage material including historical artifacts. The term “curation” has expanded to digital communications companies, and refers to how such institutions set out their “store” in terms of what content is promoted by relevant algorithms, etc. The term “moderation” is used to refer to interventions related to how users interact with the curation.

**Narrative:** The telling of a story or plot through a sequence of events. Most factual information is structured within a wider narrative that gives salience to certain facts, and provides interpretative guidance to a person engaging with the text at hand. Narratives may therefore vary, and yet nevertheless all still be factual. However, some narratives weave falsehoods or misleading content into their structure, as a technique of misinformation and disinformation.

**Narrow AI:** Narrow AI is a term used to describe artificial intelligence systems that are specified to handle a singular or limited task.

**New media:** Content organized and distributed on digital platforms.

**News media:** The section of the mass media that focuses on presenting current news to the public. It includes historic print media (e.g. newspapers and magazines), broadcast media (radio and television), exclusively online news media, as well as other entities like NGOs or individual which may produce news (e.g. via World Wide Web pages and blogs).

**News values:** Sometimes called news criteria, they determine how much prominence a news story is typically given by a media outlet, and the attention it is given by the audience. Some of the most influential news values include frequency, unexpectedness, personalization, meaningfulness or being conflict-generated. However, these news values also devalue important dimensions of informational content, such as processes (like global warming) rather than events (such as storms), ordinary people rather than elites, issue-based elections rather than “horse-race” contests, etc.

**Open educational resource:** Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

**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.

**Pedagogical approach:** The broad principles and methods of education used in teaching practices. See Module 1 of this MIL Curriculum for example of pedagogical approaches related to MIL.

**Perfect information:** A hypothesis of having all the right information that a person needs to make decisions at the right time.

**Pluralism:** see “media pluralism” above.

**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.

**Portal:** A portal is an idea of a website or service that offers a broad range of services, such as e-mail, games, quotes, search, news, and stocks. A portal, web portal, or vortex site offers such a broad range of commonly accessed services that visitors are more likely to visit more often. The opposite of a portal is a “walled garden” which seeks to keep users within a limited environment such as a specific social network app which uses psychological techniques to achieve ‘stickiness” including by retaining attention through algorithmic engagement and recommendation. The opportunities for choice across the Internet mean that both portal and walled garden services consistently find ways to monitor users’ behaviours across the wider Internet, such as through tracking cookies and matching your unique Internet Protocol address with data gathered from across different Internet venues. Of growing importance today are portals called “app stores” which are also attracting controversy for what apps they include, exclude and their business models which some see as extortionist.

**Privacy settings:** The part of a social networking website, Internet browser, piece of software, digital devices; etc. that allows you to partly control who amongst third-parties can directly see or access information about you, bearing in mind that the service/s used also typically collects data on you – or allows it to be collected by the apps you use or content you access. An example is the connectivity provider you use. On top of this are the applications that you use, with a range of options.

**Product or service reviews:** The opinions or feedbacks of customers for a particular product or service (e.g. restaurant). These are often criticized for concealing hidden motives or payments for reviews that are positive or negative.

**Prosumer:** An individual who both consumes and produces content.

**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 general 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. Examples of common interest include exposing corruption, protecting children and fighting climate change.



**Public service ad:** A type of advertisement that addresses some aspect of the public interest, rather than a product or brand.

**Public service announcement:** A message in the public interest produced and disseminated without charge, with the objective of raising awareness of, and changing public attitudes and behaviour towards, a social issue.

**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 society as a whole.

**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. One of the most influential modern theorists of the public sphere is Jurgen Habermas.

**Racism:** The belief that the genetic or cultural factors, which are socially-constructed as signifiers that constitute race, are a primary determinant of human traits and capacities and that racial differences produce an inherent inferiority and superiority of a group thus classified.

**Regulation:** Refers to attempts to control or affect the behaviour of institutions and actors by developing and enforcing rules and codes. These regulations can be made by states, ideally following democratically decided policy and legal frameworks. An example is regulations about fair competition vs monopoly, or about spectrum allocation, privacy, copyright and hate speech, etc. Regulation that is done directly by the institutions concerned is known as self-regulation or peer-regulation, and should entail arrangements that include civil society in order to allow for independent assessment and appeal such as Press Councils that include public representatives. An analogous institution in the space of digital communications companies is Facebook's Oversight Board. The term "co-regulation" usually refers to systems that jointly involve state and private sector participation (for example, on cybersecurity issues, counter-terrorism and child-protection).

**Repository:** a receptacle or place where things are deposited, stored, or offered for distribution or access; an abundant source or supply; storehouse: a repository of information. It can be physical or electronic (in the latter case, usually digital).

**Representation:** Processes by which a constructed 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 content.

**Revisionism and negationism:** Historical negationism, also called denialism, is falsification or distortion of the historical record. Historical revisionism is a broader term that may extend to newly evidenced, fairly reasoned academic reinterpretations of history. Some argue that historical revisionism has been instrumentalized to legitimize wrongful and political or ideological motivated "reinterpretations" of history. Historical revisionism could then be intentional distortion of academically established historical facts for political and ideological reasons.

**Right to information:** see “access to information” above

**Right to privacy:** Freedom from unauthorized intrusion; a person’s right to keep their personal matters and relationships secret. This fundamental right, with much at stake in the contemporary world, is defined in Article 17 of the International Covenant on Civil and Political Rights as follows: “No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his (sic) honour and reputation”.

**Self-censorship:** Self-censorship is the act of deciding to suppress one’s own discourse. This is done out of fear of, or deference to, the sensibilities or preferences (actual or perceived) of others and without overt instruction from any specific party or institution of authority. When suppression is done under order of an external party, this is censorship.

**Self-regulation:** See “regulation” above.

**Sexism:** Prejudice or discrimination based on sex, especially discrimination against women – behaviour, conditions or attitudes that foster stereotypes of social roles based on sex.

**Social and emotional literacy:** Social-emotional learning is the process of developing and using social and emotional skills. It is the skillset to cope with feelings, set goals, make decisions, and get along with — and feel empathy for — others. (The acronym SEL is also referred to as socio-emotional learning or social-emotional literacy.)

**Social marketing:** Marketing that has the primary goal of achieving “social good”. For instance, in the context of public health, social marketing would seek to promote general health, raise awareness and induce changes in behaviour.

**Social networking:** 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, WeChat, and VK are examples of popular social networks. Many users of social networks are under the impression that they are interacting with other users, although the reality is that they are also especially interacting with the curation and moderation systems and interests of the platform company, including the advertising messages and data gathering techniques deployed by the entity. In other words, a “platform” is not a passive structure on which people can perform – it is created and operated to actively fulfil the business model of its owners.

**STEM:** STEM is an abbreviation of an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Through STEM, students develop key skills including problem solving.

**Target audience:** the group of people to whom a text is specifically addressed, and whom the creator or distributor hopes to constitute, based on a set of shared characteristics, such as age, gender, profession, class, etc.

**Targeted advertising:** A form of advertising, including online advertising, that is directed towards an audience with certain traits, based on the product or person the advertiser is promoting. This has led to micro-targeted advertising based on many thousands of data points that have been collected about each individual, with potential to make sense of that person's susceptibility to persuasion even more than the particular individual is able to. Different to all this is contextual advertising, where adverts are delivered in relation to particular content rather than to the individual's specific profile. Targeted advertising at individuals is increasingly automated, and can appear independently of the particular content at hand, which is why many brands are increasingly concerned at being associated with hate speech and misogynistic content as a direct result of algorithmic operations that are content-blind.

**Text:** Within MIL, text refers to the individual results of media production, not merely written, but also audio and video, graphic and games-linked (e.g. a TV episode, a meme, a book, an issue of a magazine or newspaper, an "influencer" video, an advertisement, etc.).

**The BIG 6 model of information processing:** The Big 6 is a process model of how people of all ages solve an information problem. The process is a systematic approach to information problem-solving that relies upon critical thinking skills. 1. Task Definition 2. Information Seeking Strategies 3. Location and Access 4. Use of Information 5. Synthesis 6. Evaluation.

**User-generated content (UGC):** 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, often without particular ethical standards. The curation models of digital communication companies invite, tolerate or amplify certain types of UGC, while their moderation activities seek to enforce their content policies, sometimes enlisting the help of users in general, accredited users and external paid fact-checkers – with varied success.

**Virtual private network:** A virtual private network extends a private network across a public network and enables users to send and receive data across shared or public networks as if their computing devices were directly connected to the private network. VPNs can bypass blocks and filters, but users are not automatically immune from surveillance and corporate tracking even though using a VPN.

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

**Vlog:** A vlog is a set of videos that someone regularly posts on the Internet in which they record their thoughts or experiences or talk about a subject.

**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.

**Wikibook:** Wikibooks (previously called Wikimedia Free Textbook Project and Wikimedia-Textbooks) is a wiki-based Wikimedia project hosted by the Wikimedia Foundation for the creation of free content e-book textbooks and annotated texts that anyone can edit.

**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).

# ACKNOWLEDGEMENTS

## SECOND EDITION

### Reviewers:

**Bernard Combes**, Programme Specialist, Education Sector, Education for Sustainable Development, UNESCO

**Damiano Giampaoli**, Programme Specialist, Gender Equality Division, UNESCO

**Isabel Tamoj**, Associate Project Officer, Education Sector, Section of Global Citizenship and Peace Education, UNESCO

**Joyce Monteiro**, Assistant Programme Specialist, Social and Human Science, Interreligious Dialogue, UNESCO

**Karel Fracapane**, Programme Specialist, Education Sector, Section of Global Citizenship and Peace Education, UNESCO

**Ke Leng**, Programme Coordinator, Culture Sector, Cultural Policies and Development, UNESCO

**Peter Wallets**, Project Officer, Education Sector, Teacher Education Division, UNESCO

### Contributors:

#### International Consultative Meeting on MIL Curriculum for Teachers, 12-13 September 2019

**Albert K. Boekhorst**, Researcher, Universiteit van Amsterdam/ University of Pretoria

**Alexandre Sayad**, Co-Chair, UNESCO Media and Information Literacy Alliance International Steering Committee

**Alice Lee**, Professor, Hong Kong Baptist University

**Alton Grizzle**, Programme Specialist, UNESCO

**Arul Selvan**, Associate Professor, School of Journalism and New Media Studies, IGNOU

**Bogdan Trifunovic**, President, Serbian Library Association

**Carolyn Wilson**, Past Chair of the UNESCO Media and Information Literacy Alliance International Steering Committee, Boards of MediaSmarts (Canada) and MENTOR Association for Media Literacy (Spain), Faculty of Education at Western University

**Dalibor Todorovic**, Computer Science Teacher, Serbia

**Divina Frau-Meigs**, Professor and UNESCO Chair, Université Paris 3 Sorbonne Nouvelle

**Felipe Chibas Ortiz**, Associate Professor, University of Sao Paolo

**Igor Simic**, Film/Gaming Artist, Demagog studio

**Irina Zhilavskaya**, Head of UNESCO Chair of Media and Information Literacy and Media Education of Citizens, Moscow Pedagogical State University

**Jesus Lau**, Director of USBIVER Library, University of Veracruzana, and Co-Chair of the International Steering Committee for the UNESCO MIL Alliance,

**Katarina Aleksic**, Head of Education Technology Center, Institute for Education Quality and Evaluation

**Lisa Serero**, Educational Projects Manager, Cartooning for Peace

**Maha Bashri**, Associate Professor, United Arab Emirates University

**Maja Zaric**, Head of Unit at Media Department, Ministry of Culture and Media of Republic of Serbia

**Marjana Brkic**, Center for Promotion of Science of Serbia

**Mouna Benslimane**, Teacher, School of Information Science

**Olunifesi Suraj**, Senior Lecturer, Department of Mass Communication, University of Lagos

**Rachel Fisher**, Researcher & Coordinator, Information Ethics Network for Africa, Future Africa Institute, University of Pretoria, and Co-Chair, International Centre for Information Ethics (ICIE)

**Ramon Tuazon**, President, Asian Institute of Journalism & Secretary General of the Asian Media Information and Communication Centre, Asian Institute of Journalism / Asian Media Information and Communication Centre

**Roxana Morduchowicz**, Former Director of the Media Literacy Programme, Ministry of Education of Argentina

**Sasa Mirkovic**, Media Expert and Lecturer at Faculty of Media and Communications, Serbia

**Tatyana Murovana**, Programme Specialist, UNESCO Institute for Information Technologies in Education

**Violeta Kecman**, Language Teacher in the Fifth Belgrade High School, Serbia

**Wallace Gichunge**, Director, Kenya Media and Information Literacy Centre

**Xu Jing**, Associate Project Officer, UNESCO

## Regional Consultation in the Arab States, 8 and 10 December 2020

**Abdelhamid Nfissi**, Chair, International Forum on Media and International Literacy

**Abtar Darsbau Singh**, Professor, Hmadan Bin Mohammad Smart University

**Alton Grizzle**, Programme Specialist, UNESCO

**Anna Page**, Senior Producer, UK Open University

**Basu Der Kahe**, Professor, Mibhuvan University

**Bushro binti Ali**, Senior Lecturer, Institute of Teacher Education

**Cathal de Paor**, Director of Continuing Professional Development, Mary Immaculate College, University of Limerick

**Connie Elaine George**, Education Administrator, Ministry of Education, British Virgin Islands

**Danilo Padilla**, Programme Specialist, UNESCO

**Drissia Nfissi**, Professor, Moulay Ismail University of Meknes

**Enas Abulibdeh**, Assistant Professor, Al AinUni

**Gabriel Elrhili**, Programme Specialist, UNESCO

**Gihan Osman**, Assistant Professor of Instructional Design and Technology, American University in Cairo

**Naglaa Emary**, Consultant and Media Expert at the British University in Egypt

**Ramon R. Tuazon**, President, Asian Institute of Journalism & Communication

**Steve Nwokeocha**, Executive Director, Africa Federation of Teaching Regulatory Authorities (AFTRA)

**Suad Al-Furrain**, Associate Professor, Faculty of Education Kuwait University

**Sumayyah Abuhamdieh**, Education Consultant, University of Jordan

## Regional Consultation in Eastern Africa, 5 March 2020

**Abas Mpindi**, CEO, Media Challenge Initiative

**Abdirahman Moallin Addow**, Director, National Telecommunication Institute, Ministry of Post, Telecommunications and Technology

**Bruce Vitalis**, Executive Director, Centre for Media Literacy and Community Development (CEMCO), Uganda

**Gundeea Narrainen**, Senior Lecturer, School of Communications, University of Mauritius

**Elifas Bissanda**, Vice Chancellor and Chair of UNESCO, National Commission Open University in Tanzania

**Emmanuel Munyarukumbuzi**, Assistant lecturer, University of Rwanda

**Farah Judith Isaacs**, Program Officer, Media and Information Literacy Learning Initiative (MiLLi) Namibia

**Henry Kabwe**, Executive Director, Media Network on Child Rights, Zambia

**John Oluoch**, Dean, School of Information and Communications, Rongo University, Kenya

**John Okande**, National Programme Officer, UNESCO

**Kara Chaplain**, Deputy Dean, Department of Journalism and communication, Juba University, South Sudan

**Levi Obonyo**, Dean, School of Journalism, Daystar University

**Menychle Meseret Abebe**, Media Expert, Researcher and Lecturer, Department of Journalism & Communication, University of Gondar, Ethiopia

**Mirjam Gehrke**, Programme Director, Country Coordinator, DW Uganda

**Olunifesi Suraj**, Senior Lecturer, Department of Mass Communication, University of Lagos, Nigeria

**Prossy Kawala**, Executive Director, Centre for Media Literacy and Community Development (CEMCOD), Uganda

**Rachel Fischer**, Researcher & Coordinator, Information Ethics Network for Africa (IEN4A), Future Africa Institute, University of Pretoria, and Co-Chair, International Centre for Information Ethics (ICIE)

**Rebecca Ryakitimbo**, Country Coordinator, Digital Grassroots, Tanzania

**Thomas Sithole**, Co-founder and Executive Director, Zimbabwe Centre for Media and Information Literacy

**Vitalis Bruce Ziraba**, Executive Director, Centre for Media Literacy and Community Development (CEMCOD)

**Wallace Gichunge**, Executive Director, Center for Media and Information Literacy in Kenya

**William Tayebwa**, Head, Journalism and Communication Department, Makerere University, Uganda



## Regional Consultation in Latin America, 29-30 June 2020

**Abel Antonio Grijalva Verdugo**, Faculty Member, Social and Human Sciences Department, Universidad de Occidente

**Abigail Castro de Pérez**, Former Minister of Education of El Salvador

**Adelaida Trujillo**, Filmmaker

**Alexandre Bianchini do Amaral**, Journalist and Filmmaker, University of São Paulo

**Alexandre Fernandes Barbosa**, Head, Regional Center for Studies on the Development of the Information Society (Cetic.br)

**Alexandre Sayad Le Voci**, CEO, ZeitGeist, and Co-Chair of the International Steering Committee for the UNESCO MIL Alliance

**Ana María Rodino**, International Consultant, Human Rights Education

**Anabella Serignese**, Director, Conciencia Association

**Ángel Martín Peccis**, Director, Organization of Iberoamerican States (OEI)

**Camila Muñoz Churruca**, Advisor to the Digital Library for Teachers Project, University of Santiago

**Camila Ponce**, Director, America Solidaria

**Carlos Staff**, Secretary General, CECC-SICA, former Vice Minister of Education of Panama

**Carlos Vargas Tamez**, UNESCO Regional Bureau for Education in Latin America and the Caribbean

**Carolina Casas**, Regional Director, Sesame Street

**Cecilia Martins**, Coordinator of the Inter-American Committee on Education

**Claudia Dulce Romero**, UNESCO Chair of Education and Culture of Peace

**Claudia Tobar**, Director of the Institute of Teaching and Learning, Universidad San Francisco de Quito

**Corrina Grace**, Executive Director, Asociacion SERES

**Daniela Zallocco**, UNESCO ASPnet National Coordinator

**Edgar Maestre Sierra**, Director of Programmes for Latin America, Young Americas Business Trust

**Edison Lanza**, Former Special Rapporteur for Freedom of Expression, Inter-American Commission on Human Rights

**Eduardo González Saá**, Executive Director, Bolivian Center for Educational Research and Action

**Emilio Garcia Mendez**, Expert on Children’s Freedom of Expression Rights

**Ernesto Reyna Alcántara**, Executive Vice-President, National Council on Climate Change

**Esther Hamburger**, Professor, University of São Paulo

**Esther Kuisch-Laroche**, Director, UNESCO Office in San José

**Facundo Galván**, Expert in GCED and Teacher Professional Development, Asociación SERES

**Felipe Chibás Ortiz**, Associate Professor, University of São Paulo

**Felisa Tibbits**, Political Scientist, Professor, former Director of Electoral Education, Ministry of Interior Affairs of Argentina

**Gabriela Martini**, Political Scientist, Professor of various universities in Argentina, former Director of Electoral Education, Ministry of Interior Affairs of Argentina

**Gilson Schwartz**, Associate Professor, University of São Paulo

**Glenda Marisol Xulú Perez**, Teacher, Asociacion SERES

**Guillermo Orozco Gómez**, Professor, University of Guadalajara

**Henry Arias Guido**, Advisor in Education for Sustainable Development, International Affairs and Cooperation Office, Ministry of Public Education of Costa Rica

**Ismar Oliveira Soares**, Senior Professor of Communication, School of Communication and Art, University of São Paulo

**Jamion Knight**, Associate Programme Specialist, UNESCO

**Jésus Lau**, Director of USBIVER Library, University of Veracruzana, and Co-Chair of the International Steering Committee for the UNESCO MIL Alliance

**Jose Fernando Mejía**, GCED Director, Convivencia Productiva

**Kerstin Forsberg**, Director, Platena Oceana Peru

**Laura Engel**, UNESCO Chair in GCED, George Washington University

**Luisa Villegas**, Education Specialist, Pan American Development Foundation Organization of American States Building

**Manuel Salamanca Rangel**, Director, Instituto de Derechos Humanos “Alfredo Vásquez Carrizosa

**Marcela Browne**, Cooperation Coordinator, Fundación SES

**Márcio Guerra Amorim**, Executive Manager of the Studies and Prospective Unit, National Confederation of Industry

**Maria Soledad Bos**, Education Specialist, Inter-American Development Bank

**Mirian Vilela**, Executive Director, Earth Charter International Secretariat

**Mónica Reinoso**, Former Vice-Minister, of Educational Management

**Nascira Ramia**, Education Coordinator, Universidad San Francisco de Quito

**Orlando Sáenz**, Coordinator, ARIUS Alliance

**Roberto Beltrán**, UNESCO Chair of Education and Culture of Peace

**Rosa Campusano**, Executive Director, National Institute of Teachers Training of the Dominican Republic

**Roxana Morduchowicz**, Former Director of the Media Literacy Programme, Ministry of Education of Argentina

**Sara Jaramillo**, Director of the Ecuador National Office, Organization of Ibero-American States

**Silvia Bacher**, President, Las Otras Voces

**Soledad Mena**, Teacher, Universidad Andina Simón Bolívar

**Tais Gadea Lara**, Journalist, Conexión Coral

**Tomas Durán-Becerra**, National Research Director, National Unified Corporation of National Education

**Vicky Colbert**, Director, Escuela Nueva Foundation

### **Regional Consultation in West Africa, 7 July 2020**

**Aboubakar Ali Kore**, General Director, National Curricula Center

**Akore Massa Zoumanigui**, Director General, Higher Institute of Education Sciences of Guinea (ISSEG)

**Alain Sessou**, Director, Maison des Médias

**Amivi Cra Komlan**, Training Director, Ministry of Primary and Secondary Education and Literacy of Togo

**Biyao Kokou Essohanam**, Training Director, Ministry of Primary and Secondary Education (MEPS)

**Camille Bulabula**, Head of the Communication and Information Office, Ministry of Primary, Secondary and Vocational Education

**Cyrille Guel**, Founding Chair and Expert, EducommunikAfrik

**Elvis Michel Kenmoe**, Advisor for Communication and Information, UNESCO

**Emile-Pierre Bazयोmo**, Teacher and Researcher, Observatory of Public Policies in Media and Digital Education in Africa (OPENEMA)

**Emmanuel Edima N'Guessan**, President, National Youth Council

**Etienne Damome**, Lecturer, Bordeaux-Montaigne University

**Evariste Hodonou**, President, CNPA-BENIN

**Francis Babbey**, Observatory of Public Policies on Media and Digital Education in Africa (OPENEMA)

**Georges Madiba**, Teacher and Researcher, Laboratory of Social and Media Communication and Communication Department, Faculty of Letters and Human Sciences, University of Douala

**Géraldine Apo Yanon**, Expert and Researcher

**Germain Gonzalo**, Director, Porto Novo Teacher Training College (languages, modern literature, history-geography and philosophy)

**Ibrahim Harouna**, Director, Maison de la Presse

**Ibrahima Sarr**, Assistant, CESTI/CODESRIA

**Ismaila Camara**, President, Network of ICT journalists (REJOTIC)

**Jean Claude Bationo**, General Director, Higher School of Koudougou (ENS/UK)

**Jean-Claude Coulibay**, President of the Executive Board, National Union of Journalists of Côte d'Ivoire (UNJCI)

**Kate Adoo-Adeku**, Chairperson of the Executive Committee, Coalition Forum on Media and Education for Development in Africa (CAFOR)

**Khadim Diop**, President, National Youth Council

**Leonce Gamai**, General manager, BANOTOU (online media)

**Maidaji Mahamadou**, General Director, Ministry of Secondary Education

**Mamadou Kone**, Director of Initial Formation, Ecole Normale Supérieure Abidjan

**Elvis Michel Kenmoe**, Advisor for Communication and Information, UNESCO

**Noël Gbaguidi**, President, National Council of Education

**Pierre Chanou**, Director, National Institute for Training and Research in Education (INFRE)

**Roger Kabore**, Director General, Primary Teacher Training School (ENEP) de Bobo Dioulasso

**Romaine Raïssa Zidouemba**, Coordinator, Journalists' Initiatives Network

**Salzabo Dimougna**, Communication manager, Tchad National Youth Council

**Sounmaïla Moumouni**, Director, Ecole Normale Supérieure Natitingou

**Valy Sidibé**, General Director, Higher School Abidjan

**Vinod Seegum**, President, Government Teachers' Union (GTU)

**Yaovi Ekoue**, Director, Notsé Teacher Training College

**Zakiath Latondji**, President, Union of Media Professionals of Benin (UPMB)

**Zara Bakingue Gaoh**, Training Director, Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education

## Regional Consultation in the Caribbean, 30 July 2020

**Alexandre Le Voci Sayad**, CEO, ZeitGeist, and Co-Chair of the International Steering Committee for the UNESCO MIL Alliance

**Anthea Henderson**, Lecturer, Caribbean School of Media and Communication (CARIMAC)

**Asif Dover**, Education Officer for Literacy, Ministry of Education of St. Vincent and the Grenadines

**Catherina Schönhammer**, Public Information Officer, UNESCO

**Charlene James**, Programme Assistant, UNESCO

**Cheryl Bernabe Bishop**, Head of Curriculum, Ministry of Education, Human Resource Development and Religious Affairs, Grenada

**Cordel Green**, Executive Director, Broadcasting Commission of Jamaica

**Daisy St. Rose**, Librarian, The University of the West Indies Open Campus

**David Jenkins**, IT Assistant, UNESCO

**Dorcas R. Bowler**, Director of Libraries, National Library and Information Services, Ministry of Education of The Bahamas

**Everton Hannam**, Secretary General, Jamaica National Commission for UNESCO

**Faryal Khan**, Programme Specialist, UNESCO

**Georgiane Adriana - Henriquez**, IT Coach for Public Education, Public Education Schools

**Ingrid Peart-Wilmot**, Chief Mentoring Officer, Jamaica Teaching Council

**Isabel Viera Bermúdez**, Advisor for Communication and Information, UNESCO

**Joan McDermott**, Librarian, Shortwood Teachers' College

**Katherine Grigsby**, Director and Representative, UNESCO Kingston Cluster Office for the Caribbean

**Kathy Mc Diarmed**, Senior Assistant Librarian, Hunter J Francois Library

**Kiran Maharaj**, President, Media Institute of the Caribbean

**Latoya Swaby-Anderson**, National Officer, UNESCO

**Marcellia Henry**, Secretary General, Sint Maarten National Commission for UNESCO

**Marva C. Browne**, Secretary General, Curaçao National Commission for UNESCO

**Nurizcka Everts**, Ministry of Education, Science, Culture and Sport

**Paulette Stewart**, Head, Department of Library and Information Studies, The University of the West Indies Mona

**Valerie Clarke**, Campus Librarian, The University of the West Indies, Cave Hill Campus

## FIRST EDITION

### CONTRIBUTORS:

#### International expert group meeting to advise on the strategy to prepare the curriculum

**Albert K. Boekhorst**, Visiting Professor, Department of Information Science, University of Pretoria, South Africa

**Bandula P. Dayarathne**, Graduate Teacher and Curriculum Developer, National Institute of Education, and Visiting Lecturer of Media Education, University of Colombo, Sri Lanka

**Carmilla Floyd**, writer, journalist and media trainer, Stockholm, Sweden

**Caroline Pontefract**, Chief of Section for Teacher Education, UNESCO Paris

**Carolyn Wilson**, President, Association for Media Literacy (AML), Ontario, Canada and Instructor, Ontario Institute for Studies in Education, University of Toronto, Canada

**K. Cheung**, Teacher Trainer, Faculty of Education, University of Hong Kong, China

**Divina Frau-Meigs**, Vice-President, International Association for Media and Communication Research (IAMCR), University of Paris – Sorbonne, France

**Evelyne Bevort**, Deputy Director, Centre de Liaison de l'Enseignement et des Moyens d'Information (CLEMI), Paris, France

**Fackson Banda**, SAB Limited – UNESCO Chair of Media and Democracy, Rhodes University, Grahamstown, South Africa.

**Jesus Lau**, Director, USBI VER Library, Universidad Veracruzana, Mexico

**Jordi Torrent**, Project Manager, Media Literacy Education, Alliance of Civilizations, United Nations

**José Manuel Perez Tornero**, Vice-President, European Association for Viewers' Interest (EAVI), General Secretary, International Association for Media Education (MENTOR), Universidad Autónoma de Barcelona, Spain

**Kwame Akyempong**, Deputy Director, Centre for International Education, Sussex University, Brighton, United Kingdom

**Manuel Quintero**, Director-General, Instituto Latinoamericano de la Comunicación Educativa, Mexico

**Maria Ester Mancebo**, Professor of Educational Policies, Universidad de la República, Montevideo, Uruguay

**Martin Hadlow**, Director, Centre for Communication and Social Change, School of Journalism & Communication, University of Queensland, Brisbane, Australia

**Noel Chicuecue**, National Professional Officer, UNESCO Mozambique

**Penny Moore**, Educational Research Consultant & Executive Director, International Association of School Librarianship, Wellington, New Zealand

**Ramon R. Tuazon**, Chairperson, Technical Committee for Communication, Commission on Higher Education (CHED), and President, Asian Institute of Journalism and Communication, Philippines

**Rasha Omar**, Director, Science Technology Track, Palestinian Curriculum Development Centre, Ministry of Education and Higher Education, Ramallah, Palestinian Territories

**Renato Operti**, International Bureau of Education, UNESCO Geneva

**Samy Tayie**, President, International Association for Media Education (MENTOR), Cairo, Egypt

**Toussaint Tchitchi**, Université d'Abomey-Calavi, Bénin

## Second international expert group meeting to review the first draft of the curriculum

**Ana Naidoo**, Deputy Dean, Faculty of Education, University of Pretoria, South Africa

**Asim Abdul Sattar**, Dean, Faculty of Education, Maldives College of Higher Education, Maldives

**C. K. Cheung**, Teacher Trainer, Faculty of Education, University of Hong Kong, China

**Carolyn Wilson**, President, Association for Media Literacy (AML), Ontario, Canada and Instructor, Ontario Institute for Studies in Education, University of Toronto, Canada

**Clement Lambert**, Lecturer, Language Arts/Literacy Education, Institute of Education, University of the West Indies, Jamaica

**Jordi Torrent**, Project Manager, Media Literacy Education, Alliance of Civilizations, United Nations

**Jutta Croll**, Managing Director, Stiftung Digitale Chancen, Berlin, Germany

**Kwame Akyempong**, Deputy Director, Centre for International Education, Sussex University, Brighton, United Kingdom

**Mouna Benslimane**, Teacher, School of Information Science, Morocco

**Per Lundgren**, Member, Board of Directors, World Summit on Media for Children and Youth, Karlstad, Sweden

**Ramon R. Tuazon**, Chairperson, Technical Committee for Communication, Commission on Higher Education (CHED), and President, Asian Institute of Journalism and Communication, Philippines

**Renato Operti**, Programme Specialist, International Bureau of Education, UNESCO Geneva

**Roxana Morduchowicz**, Directora del Programa Escuela y Medios del Ministerio de Educación de la Nación, Buenos Aires, Argentina

**Susan Moeller**, Director, International Center for Media and the Public Agenda (ICMPA), Salzburg, Austria

## Series of regional training of trainers workshops and consultations for Southern Africa, Latin America and the Caribbean and Southern Asia

### Southern Africa

**Allen Chaida**, Lecturer, Caprivi College of Education, Namibia

**Ana Naidoo**, Deputy Dean, Faculty of Education, University of Pretoria, South Africa

**Andrew Stevens**, Lecturer, Rhodes University, South Africa

**Elizabeth Brown**, Lecturer, University of Namibia, Namibia

**Gerhard Nglangi**, Lecturer, Rundu College of Education, Namibia

**Gerrit Stols**, University of Pretoria, South Africa

**Ina Fourie**, Associate Professor, Department of Information Science, University of Pretoria, South Africa

**Johan van Wyk**, Librarian, University of Pretoria, South Africa

**John Nyambe**, National Institute of Educational Development, Namibia

**Les Meiring**, Lecturer, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa

**Mabataung Metsing**, National Curriculum Development Centre, South Africa

**Mafata Paul Mafata**, Lesotho College of Education, Lesotho



**Mandie Uys**, Lecturer, North-West University, South Africa  
**Marianne Hicks**, Lecturer, International Studies, Monash University, South Africa  
**Mary Anne Hood**, Lecturer, University of Fort Hare, East London, South Africa  
**Maryna Roodt**, Lecturer, Central University of Technology, Bloemfontein, South Africa  
**Musa Hlophe**, Mathematics Curriculum Designer, Responsible for Information at the NCC National Curriculum Centre, South Africa  
**Pentecost Nkhoma**, Lecturer, Tshwane University of Technology, Pretoria, South Africa  
**Phindile Maureen Nxumalo**, Head of Education Department, William Pitcher College, Swaziland  
**Sikhonzile Ndlovu**, Media training manager, Gender Links, Johannesburg, South Africa  
**Tulonga Henoach**, Lecturer, Ongwediva College of Education, Namibia  
**Van Heerden**, Lecturer, University of Western Cape, South Africa  
**Wandile Sifundza**, Editor of SNAT Newsletter, Swaziland National Teachers' Association

### Latin American and the Caribbean

**Barbara Foster**, Coordinator, University of West Indies, Mona, Jamaica  
**Bob Harris**, Freelance Journalist, PBC TV, Kingston, Jamaica  
**Catherine Gibson**, Business Studies Tutor, Erdiston Teachers' Training College, Barbados  
**Dahlia Palmer**, Lecturer, Shortwood Teachers' College, Kingston, Jamaica  
**Deborah Francis**, Senior Lecturer, St Joseph's Teachers, Kingston, Jamaica  
**Elizabeth Terry**, Chair, ICT4D Jamaica, and Director, Projects and Partnerships, HEART Trust/NTA  
**Erika Vasquez**, Director, Basic Educational Department, National University of Costa Rica  
**Erika Walker**, National Programme Officer for Communication and information, UNESCO Kingston, Jamaica  
**Gillian Bernard**, Consultant, UNESCO Kingston, Jamaica  
**Hirfa Morrison**, College Librarian, Excelsior Community College, Kingston, Jamaica  
**Isidro Fernandez-Aballi**, Adviser Information and communication for the Caribbean, UNESCO Kingston, Jamaica  
**Jacqueline Morris**, Lecturer, University of Trinidad and Tobago  
**Jennifer Palmer Crawford**, HoD, Teacher Education, Clarence Fitzroy Bryant College, Guadeloupe

**Joseph Mckenzie**, Senior Lecturer, Moneague Teachers' College, Jamaica

**Linda Rozenbald**, Teacher Educator, Advanced Teacher Trainer College, Leysweg, Suriname

**Lionel Douglas**, Assistant Professor, University. of Trinidad and Tobago

**Lorraine Jeanette Campbell**, Director of Education, Edna Manley College of the Visual & Performing Arts, Kingston, Jamaica

**Marlon Dixon**, Cameraman, PBC TV, Kingston, Jamaica

**Melody Palmer**, Programme Manager and Network Coordinator, ICT4D Jamaica

**Royston Emmanuel**, Lecturer, Sir Arthur Lewis Community College, Saint Lucia

**Sonia Bennet-Cunningham**, Principal Director, VTDI, HEART Trust/NTA, Kingston, Jamaica

**Sylvia James-Mitchell**, Lecturer, T.A. Marryshow Communication College, Grenada

**Valentine Telemaque**, ICT Tutor, Northeast Comprehensive School, Wesley, Dominica

**Zellyne Jennings-Craig**, Director, School of Education, University of West Indies, Mona, Jamaica

## Southern Asia

**Abdul Rasheed Ali**, Dean, Faculty of Arts, Maldives College of Higher Education, Male, Maldives

**Anjum Zia**, Chairperson, D/O Mass Communication, Lahore College University for women Lahore, Pakistan

**Anthony D'Silva**, Notre Dame Institute of Education, Karachi, Pakistan

**Arul Selvan**, Associate Professor, School of Journalism and New Media Studies, IGNOU, New Delhi, India

**Braza Gopal Bhowmick**, Secretary, National Curriculum and Textbook Board, Dhaka, Bangladesh

**Ima Naryan Shrestha**, Training Officer, National Centre for Educational Development (NCED), Nepal

**Jigme Choden**, Ministry of Information and Communication, Thimphu, Bhutan

**Mahalakshmi Jayaram**, Former Faculty, Asia College of Journalism, Chennai

**Mohammad Akhtar Siddiqui**, Chairperson, National Council for Teacher Education (NCTE), New Delhi, India

**Pradeepa Wijetunge**, Director, National Institute of Library & Information Sciences (NILIS), Colombo, Sri Lanka

**Premila Gamage**, Librarian, Institute of Policy Studies of Sri Lanka (IPS), Colombo, Sri Lanka

**Rayhana Taslim**, Assistant Professor, Teacher's Training College, Dhaka, Bangladesh

**Shameem Reza**, Assistant Professor, Department of Mass Communication and Journalism, University of Dhaka, Bangladesh

**Shreeram Lamichhane**, Teacher Training Institute, Nepal

**Shuhudha Rizwan**, Education Development Officer, Centre for Continuing Education, Ministry of Education, Male, Maldives

**Yeshey Yang**, Policy and Planning Officer, Ministry of Information and Communications, Thimphu, Bhutan





**unesco**

United Nations  
Educational, Scientific  
and Cultural Organization

"... the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives..."

– Extract from UNESCO Constitution

"Media and information literacy is an essential dimension of moral and civic education. It is also a fundamental right of every citizen, in any country of the world, and thus it enables everyone to protect their privacy and find their place in a society whose technological environment is changing faster and faster."

– Audrey Azoulay, Director-General of UNESCO,  
at the International Consultative Meeting on  
Media and Information Literacy Curricula,  
on 13 September 2019, in Belgrade, Serbia



9 789231 004483