

Media and information literacy

A practical guidebook for trainers

Supported by the



Imprint

PUBLISHER
Deutsche Welle
53110 Bonn
Germany

RESPONSIBLE
Carsten von Nahmen

EDITOR
Kyle James

AUTHORS
Sylvia Braesel
Thorsten Karg

LAYOUT
Jorge Loureiro

PUBLISHED
January 2021
Third edition

© DW Akademie



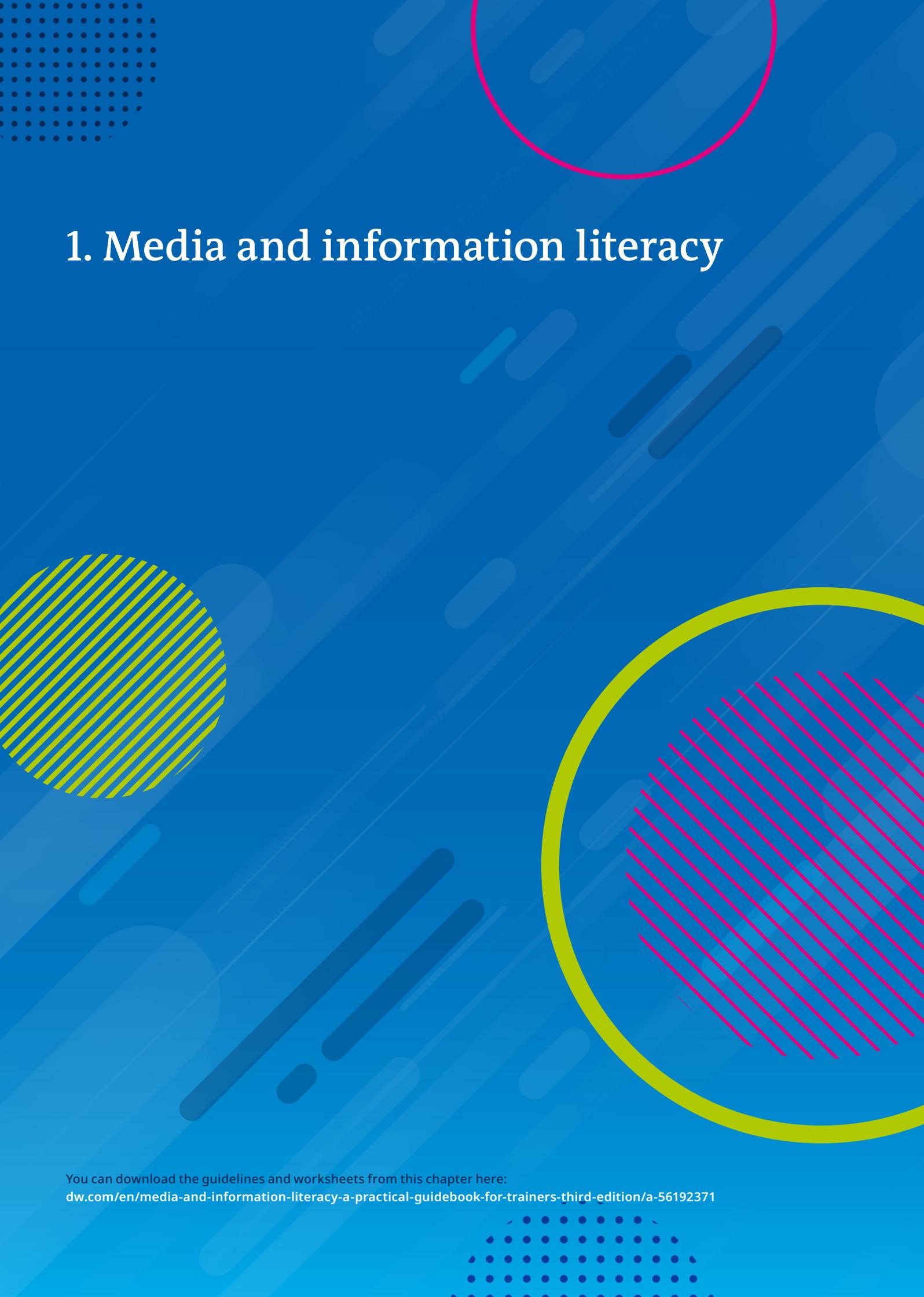
PHOTO CREDITS

110 (left), 113 (Portraits), 119–121, 157, 159, 166–167: ©Sylvia Braesel

110 (center and right), 111, 112, 114, 115, 116, 117, 118, 168–173: ©Thorsten Karg

113: ©Zottelbilder (CC BY-NC-SA 2.0); ©peasap (CC BY 2.0); ©najeebkhan2009 (CC BY-NC-SA 2.0)

115 (Flowers): ©Fir0002/Flagstaffotos (commons.wikimedia.org/wiki/File:Jonquil_flowers_at_f5.jpg);
(commons.wikimedia.org/wiki/File:Jonquil_flowers_at_f32.jpg)

The background is a vibrant blue gradient. It features several decorative elements: a grid of small dark blue dots in the top-left corner; a large pink circle in the top-right; a yellow circle with diagonal lines in the middle-left; a large yellow circle with a pink diagonal-line pattern in the bottom-right; and several dark blue and light blue diagonal bars scattered across the page.

1. Media and information literacy

You can download the guidelines and worksheets from this chapter here:
[dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371](https://www.dw.com/en/media-and-information-literacy-a-practical-guidebook-for-trainers-third-edition/a-56192371)

A decorative grid of small dark blue dots is located at the bottom center of the page.

Terms and phrases used in this guidebook

As you read this guidebook, you will repeatedly encounter some key terms and categories of material:



ESSENTIALS Learning objectives that provide an indication of what trainees should know or be able to do at the end of a training segment, as well as a proposed training schedule.



INTRODUCTION Initial part of the proposed training schedule for each chapter. Designed to familiarize trainees with key terms and issues.



EXERCISE Practical application of knowledge. Exercises help trainees practice skills and process or test what they have just learned.



OUTPUT Creation of a media-related product, such as an interview, photo story, or presentation. An output at the end of a training segment helps trainees summarize the newly learned skills and knowledge and draw conclusions for every-day life.



ENERGIZERS There are group energizers at the beginning of the book that are not directly connected to individual topics. These activities are meant to help trainees relax, laugh, and have fun between more serious training modules.



TOPIC GAMES Energizing games at the beginning of each chapter in the guidebook which are directly connected to the chapter's content and will introduce trainees to the individual topics in a playful way. After playing these games, trainers should make sure trainees see the connection between the game and the media-related topic of that chapter.



WORKSHEETS Handouts, questionnaires, and forms trainers can download and print or photocopy to distribute to trainees. Worksheets help trainees explore topics, practice skills, and build new knowledge.



GUIDELINES Tips and instructions for trainers teaching this topic or conducting the proposed exercises. Trainers can also download and print or photocopy them as handouts for trainees.



CERTIFICATE Incentive for trainees after completing a training segment. An example can be seen in chapter 6 "Internet and social media". Trainers can use this example or create different certificates for their own purposes.

What is media and information literacy?

“Literacy” is the ability to read and write. “Media and information literacy” (MIL) is the ability to fully use many types of media safely, wisely, and responsibly. MIL is a set of competencies that enables a person to access media, analyze media content, create new media messages, reflect on existing media content, and take action with media. People who are media and information literate are better able to understand complex media messages from newspapers, books, radio, television, billboards, websites, social media, and all other forms of media. They can better recognize disinformation, know how to verify information, and can produce media messages themselves.

But how do people become media literate? They learn what media is, what its characteristics are, and the different ways it works. Becoming media literate involves sharpening the skills needed to use and understand media, but it also means developing a sense of how to use media responsibly.

In many countries, MIL is now taught in schools. Educators have discovered that MIL is an effective and engaging way to apply critical-thinking skills to a wide range of topics. In fact, many people consider MIL an essential competency in today’s media-saturated world where technologies are developing rapidly and media systems growing ever more complex.

Media and information literacy can help people

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Identify targeted marketing strategies
- Recognize what the media maker wants us to believe or do
- Name the techniques of persuasion used
- Advocate for changes to the media system
- Recognize bias, disinformation, and lies
- Discover the parts of the story that are not being told
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages

Source: medialiteracyproject.org

Why is media and information literacy important?

MIL allows people to better understand different forms of media and their influence on society and individuals. It raises people’s awareness of their culture, their values, and the significance of information and communication. Media systems, societies, and individual human beings are complex and multifaceted. That’s why media-literate people avoid making quick, simplistic judgments. Another objective of MIL is enabling greater access to media and making it easier for people to create their own content. This can give rise to new visions of media access, structure, and control, and develop societies where people are valued as citizens and not treated as subjects.

Today’s technologies allow people to create and analyze messages in a variety of media formats like text, photos, or videos. But the skills needed to do that have to be learned, practiced, and updated frequently. That means staying media literate involves lifelong learning.

Young people in particular need opportunities to engage with educators so they can make sense of their experiences with mass media as well as with newer technologies, such as social media and messaging platforms.

What steps can trainers take to promote media and information literacy?

There are a number of approaches educators can take to train MIL, focusing on knowledge, attitude, and skills. They are, of course, free to vary the suggested curriculum and develop their own individual training methods. Trainers should remain aware of their objectives and how these objectives can be reached. They should also remember to reflect on their training after each session. In addition, it is important for trainers to remain conscious of their own personal media habits and consider how these could influence their training.

Trainers are encouraged to cover five areas when helping trainees develop their MIL skills: Access, Analyze, Create, Reflect, and take Action (AACRA).

Media and information literacy 1 — access

Access is the first step in media and information literacy. It involves learning how to find and understand media messages and how to use media technology. In this step, people learn about finding and sharing relevant, high quality information.

When children learn to read, for example, they learn how to hold a book right side up. They learn that most books are read from beginning to end, instead of starting in the middle and reading a little here and there. They understand the meaning of words,

which are formed by letters, and learn about the relationship between words and pictures. Decoding and understanding the meaning of printed words is an important access skill.

This example can be transferred to all types of media. Access is always media-specific: it takes different skills to use different media. To find information online, for instance, you have to be skilled in using technology. You have to know what keywords to enter into online search engines to get the results you want. You have to also know how to navigate through those results. Using social networks requires the ability to interact with others on the network even when you are physically alone. You should be able to decide what content should be shared and what should not. The ability to multitask is also important.

It is impossible to be an expert at using every technological tool and dealing with every kind of content. The objective is to have better access to online tools, information, and software in order to make sense of media and use information. This is not a skill that can be learned in one day. But once someone knows how to access today's media, they will have fewer problems accessing future forms of media.

Media and information literacy 2—analyze

Being able to analyze information is the second step in media and information literacy. Someone skilled at analysis is capable of interpreting and evaluating various forms of print and non- print messages, such as photos, texts, news, videos, or video games. trainees have to be guided to develop strategies for interpreting, evaluating, and analyzing print media, like books and newspapers; visual media, like video and photography; audio media, like radio and music; and digital media, like video games, websites, and social media.

People with analytical skills know that they have to consider the author, purpose, and point of view of the medium and the message. This is key to understanding what assumptions messages are built upon and how they are constructed. trainees have to learn how important it is to also consider a message's target audience, its quality, authenticity, and credibility. They also should understand the message's potential effects or consequences.

Learning to ask good questions to promote critical thinking is an aim of media analysis and a skill that can be trained. Another goal is to enable trainees to reflect on the social, political, historical, economic, and cultural context of media messages. For example, it can be useful to ask questions about the institutions involved in media production and the role audiences play in creating meaning from media messages. Asking good, open questions stimulates analysis and evaluation skills. The more trainees know, the better and deeper their questions will be, which in turn will lead to new information and discoveries.

Training analytical skills also requires the ability on the part of the trainer to ask critical questions and to refrain from imposing his or her own views and values. Analysis and evaluation are essential for trainees when it comes to understanding media messages 'from the inside' and stepping 'outside' to take a more critical look at media and messages.

Media and information literacy 3—create

Creation, the third step in media and information literacy, involves trainees learning to create their own media messages. These can be anything from a text, a drawing, or a collage to social media posts, photos, videos, or multimedia products. The type of messages they create depends on their access to certain media technologies and their production skills.

Creating media messages used to involve just pencil and paper. Nowadays, trainees can learn to use digital devices like computers or smartphones to produce texts, sounds, music, videos, radio shows, podcasts, images, blogs, websites, cartoons, and computer games. They can create messages to express their feelings, get a point across, participate in a public discussion, or share their knowledge and experiences. But trainees need skills to be able to express their ideas and creativity, and to digitally share what they have created online. trainees should be able to compose meaningful messages for real audiences. Sharing content they have created themselves also boosts their confidence when it comes to self-expression.

It is important to note that creation and composition are increasingly collaborative processes. Teams can work together to plan, produce, and edit the media they produce. This means people with a range of talents and abilities need to be able to work together.

Media and information literacy 4—reflect

Reflection is the fourth step in media and information literacy and builds on the access, analysis, and creation skills. Improving this particular skill requires critical thinking, knowledge about media, and a consideration of one's everyday media experience. When we reflect, we think about the impact of media messages and media technologies on the individual and on society. On the individual level, we may use media to communicate, to be entertained, or to get information. On the level of society, media messages influence public discussions and perceptions. In addition, shared media experiences help shape the identity of a generation or of a society.

It is also useful to reflect on how media technologies change individuals and the societies in which they live. Consider how our lives and ways of interacting with one another have changed since the introduction of smartphones.

Personal media habits and online activities affect people's identity, self-esteem, and relationships with others. This is why it is essential to draw a connection between trainees' MIL skills and their media and communication behavior, and to build social and emotional skills that help them develop a sense of social responsibility and set of ethical principles. To strengthen media and information literacy, trainees should reflect on how they constantly make choices about how to use media, how to interact socially, and how values are conveyed via media messages. Trainees should also become more aware of how media and media technology affect people's attitudes and behaviors.

Trainees should be encouraged to see things from various perspectives and to try to imagine the thoughts, feelings, and ideas of others.

For example, the speed and fleeting nature of digital media may encourage impulsive behavior. Trainees can examine their own social media and texting experiences and reflect on their habits and those of their peers. They can examine how communication via social media—sharing, commenting, or criticizing social media messages—can affect social status, hierarchies, a sense of respect and even power. Trainees can become more aware of the ethical consequences of their behavior, of how anything they post or publish will have desired or undesired effects.

Additional topics for discussions on media ethics include privacy, copyright, fair use, attribution, and new forms of sharing.

Media and information literacy 5—take action

Taking action is the fifth and final step in MIL education and builds on all the previously trained competencies. The idea behind taking action is that trainees use the media to achieve specific goals. For instance, they could create a social media campaign to raise awareness around environmental protection.

The concept of becoming active is included in MIL education because it is important that trainees take what they have learned inside the classroom out into the world where they can have an impact on society. Ideally, training should connect the classroom to local, national, or global social and political issues trainees care about. As members of society, they can use their newly acquired knowledge and skills to work both individually and with others to make their voices heard on a larger scale. In doing so, they can improve the lives of their families as well as their hometowns, schools, universities, communities, and the world.



ENERGIZERS

Group energizers

These energizers will help trainees relax, laugh, and have some fun between the more serious training modules. Trainers can choose to play any of them whenever trainees get tired or distracted.

ICEBREAKER

“Have you ever?”

This game is a fun group activity that explores and celebrates the diversity of people’s experiences. It works well with large groups. Ask trainees to stand or sit in a circle. Explain that you will ask questions about their experiences and that all questions will start with “have you ever...?”. When a question is asked, those trainees who would answer “yes” run into the middle of the circle, jump in the air, and give a “high 5” to someone else who has also run in. Example questions: “Have you ever sung karaoke?” “Have you ever unfriended somebody on Facebook?” If a question is too personal or the answer might embarrass someone, the trainees can “block” the question by making a “stop” sign with their hands.

ICEBREAKER RESPONSIBILITY

“Line up!”

“Line up” gives trainees a chance to organize without someone else being in charge. The members of the group line up or form a circle according to, for example, height, age, date of birth, alphabetical order of names, number of brothers and sisters, etc.

EMPATHY

“Feelings in a hat”

This game fosters interpersonal empathy. Ask trainees to write down personal feelings (fears, wishes, dreams) anonymously on slips of paper that you then collect and mix in a hat. Each trainee then randomly picks and reads someone else’s feeling to the group and responds to it, talking about whether he or she understands the feeling, and offers a suggestion or adds an idea.

BELONGING

“Clapping in a circle”

This activity encourages trainees to listen, respond, and work together. Ask trainees to form a circle, standing with their feet slightly apart and hands out in front of them. Explain that you are going to clap your hands and the group needs to repeat the exact same number of claps in the same rhythm. Start by clapping once, making sure to open your arms first so trainees see the clap coming. trainees then mirror your clap. Repeat a few times, adding claps to create a series to be repeated. Then name a trainee to act as the leader, who repeats the process, and so on. Clapping in a sequence and following various leaders gives the group a sense of togetherness and belonging.

IDENTIFICATION

“Copy me”

In this game, you use a combination of clapping and other sounds to make a pattern that trainees then mimic. You can start with a simple pattern of two or three sounds or claps and then extend it. Speeding up the pattern makes it more challenging for trainees to keep up and remember all the parts. An example pattern could be: clap, slap, snap, click and yell. trainees can also take turns making the sounds to be repeated.

ENERGIZER

“Red elbow”

Begin by calling out a color and a body part. trainees have to find an object nearby or in the room that is that color, then touch the body part to the object. If you call out “red elbow,” for example, trainees need to find a red object and touch it with their elbows.

To make it more competitive, the last trainee to complete each task has to sit down. The last person standing is the winner.

CONCENTRATION

“1, 2, 3—1, 2, clap!”

This game requires concentration and gives trainees an energy boost. Ask trainees to form a circle then count off by ones—i.e. the first person says “1,” the second person says “2,” etc. Now have trainees count again, this time clapping whenever a multiple of three (3, 6, 9, 12 ...) comes up, i.e. “1, 2, clap, 4, 5, clap” etc. Whenever someone makes a mistake, the group has to start over. The aim is to count as high as possible. You can increase the difficulty by also replacing all numbers with a “3” in them (13, 30, etc.) with claps.

COOL DOWN

“Human knot”

Human knot involves getting physically close to others, stretching, laughing, and problem solving. Have trainees stand in a circle and extend their arms into the middle. Everyone then closes their eyes and grabs two different people’s hands. When everybody is connected to two other people, trainees try to unravel the knot without letting go of each other’s hands.

COOL DOWN

“Trust”

Trainees form circles with about 10 members in each group and hold hands with their neighbors. Every second trainee then carefully leans forward while the others lean backwards to maintain balance. Trainees will quickly sense that they have to trust the rest of the group to keep from falling.

COOL DOWN

“Slow down”

Ask trainees to begin walking around the room, randomly but at a fast pace. Clap your hands and give the verbal signal to “run like a panther.” After a while, clap your hands again, or ask a trainee to clap and call out “stop!” and everybody freezes. Give a new signal to walk again after a few seconds, but more slowly, e.g. “walk like a bear.” By the end, trainees are walking very slowly in response to e.g. “walk like a turtle.” At the end, everybody freezes.

COOL DOWN

“Human machine”

Ask each trainee to think of a simple motion they can make with their body accompanied by a machine sound. Then one person starts their machine, making the motion and sound. One by one, the other group members physically connect to the machine until the entire group is joined together, moving and making noise. After a while, you or one of the trainees pushes an imaginary button and the machine slows down. In a bit, another person pushes the button and the speed slows down even more. At the end, the machine grinds to a halt.

What are media?

What is a medium?

The term medium can be defined in several different ways. According to dictionary.com, a medium is “one of the means or channels of general communication, information, or entertainment in society, such as newspaper, radio, or television”. A medium is used to transport messages between people. These messages aren’t shared directly face-to-face, but indirectly via the medium: a letter, a radio program, an e-mail or a billboard. In these exchanges, the messages are encoded by the person sending them (the media maker or makers) and decoded by those receiving the message (the audience). These messages are referred to as media messages.

What are some examples of media?

The emergence of media began with the development of written languages. For the first time, people were able to write down and copy a message over and over again. They were able to share these messages with others who were far away or even who lived years, decades, or centuries later. Different forms of non-electronic print media are used to this day:

- Bulletins and notices
- Newspapers and magazines
- Letters
- Books
- Comics

In the 20th century, media technology developed rapidly. Broadcast media like radio and TV were perfected and became popular. Movies went from silent and black-and-white to sound and color. Since the start of the 21st century, computers and digitalization have enabled new media technologies and experiences. Examples of electronic and non-print media include:

- Radio
- Television
- Cinema
- Computers (CD-ROM, USB flash drive)
- Video games
- E-mail
- Audio recordings
- Mobile phones
- E-books

How can we categorize media?

There are many ways to categorize media. For instance, we can distinguish between broadcast media designed to reach a large audience (radio, TV) and print media (books, billboards, news-

papers). We can differentiate between one-way communication (e.g. print and broadcast media) and two-way communication (e.g. social media), where there is direct interaction between the sender of the media message and its receiver.

You could also categorize media into four types: print, visual, sound, and digital.

- Print: books, newspapers, magazines
- Visual: movies, television, photographs, drawings
- Sound: radio, recorded music, CDs, MP3 audio files
- Digital: internet, email, video games, social media

All these categories only serve as a rough orientation, since many media forms and technologies are fluid. They can spill over into other categories. For instance, radio is a one-way broadcast medium, but call-in programs add elements of two-way communication to it.

What are traditional and new media?

A popular way of categorizing media is between traditional or analogue media and digital or new media. The watershed moment is computerization and digitalization that took place at the end of the 20th and beginning of the 21st centuries. Media that existed before that time are sometimes referred to as “traditional media”, those that were invented later are called “new media”. Analogue media content is printed on paper, recorded on tape, on film, or on a record. It is disseminated as printed material, via radio waves, or terrestrial TV signals. Traditional media include newspapers, books, letters, radio, and TV. These days, however, a lot of media content is digital. It can be reproduced and shared electronically without loss of quality, often through the internet. Media that only evolved thanks to digitalization include social media, blogs, and e-mail.

What are mass media and mass communication?

Mass media are various media technologies that aim to reach a large audience (such as books, newspapers, radio, television, films, recorded music, websites, and advertisements). Usually, the messages of a mass medium are one-way: broadcasters or publishers create media content like radio or TV programs or books and the audience consumes them without having a chance to interact with the creators. In mass communication, the group of media makers creating the media content is small because these media are expensive to produce. They disseminate their media messages to the public in order to achieve specific goals, which range from making money to achieving fame or gaining influence and power. Mass media makers can make profits through advertising or by selling the music, films, television shows, and video games they have produced.

What is interpersonal communication?

Interpersonal communication is the opposite of mass communication. It's two-way communication: the messages are exchanged between two or more people. The receiver(s) can all respond to the sender(s) and ask questions if the message wasn't clear. Interpersonal communication can also use a medium to deliver messages, such as letters, notes, postcards, text messages, photographs, telephone calls or video conferencing.

Online social media platforms combine elements of both mass communication and interpersonal communication.

What are media messages?

Media messages are messages that are sent and received via a medium. They can include text, images, sound, or video. A media message can contain information, facts, experiences, opinions, feelings, thoughts, and impressions on any topic. Media messages are created by media maker(s). These can be professional journalists producing radio or TV programs, or average people sending letters and text messages or posting on social media.

Media messages often use verbal and nonverbal communication. Verbal communication means communication through spoken or written words and phrases. Verbal messages are made up of both the content and meaning of the words and the manner in which they are used. For example, the media message can differ depending on whether the media maker uses long or short phrases, or if the message uses simple or complicated language with foreign words. Non-verbal communication is the process of communicating by sending and receiving messages without using words. It relies mostly on visual and auditory messages. These can include a person's facial expressions, tone of voice and gestures, images, music, sound, emoticons such as :-), and emojis. Non-verbal cues can help people interpret media messages: if someone smiles while saying something, we understand that they are friendly and might even be joking. If they frown or shout, we understand that the message is serious and could involve conflict. In written media messages like letters, books, and text messages, these non-verbal cues are missing. Emoticons and emojis were invented to add an emotional dimension to text messages.

How does "text" differ from "subtext"?

Media messages often contain both text and subtext. Text refers to the verbal or non-verbal communication evident from the "surface" of the message—the words, images, or sounds that the audience reads, sees, or hears. Subtext, on the other hand, is the unspoken or less obvious meaning below the surface.

It's what is implied without being stated explicitly. Media makers often consciously use the subtext to evoke emotions or feelings. Advertising often makes use of text and subtext. Ads are usually made up of text and pictures. The text is the surface level and can easily be read. The pictures in the ad, however, work on another level. They are the subtext, influencing us on an unconscious or emotional level. In advertisements, these pictures often show beautiful models in desirable situations. Through this combination of text and subtext, advertisements try to convince us of the positive effects of a certain product. The subtext of these advertisements often remains in our subconscious, e.g. "the most important goal in our society is to become as beautiful and successful as a model", or "happiness depends on what we consume."

We encounter subtext in every aspect of daily life and we all perceive it differently. That's because our social, cultural, and personal backgrounds, as well as our knowledge, determines how we interpret it. For example, we may not always say exactly what we mean out of politeness or due to cultural norms. So instead of putting our real intention in the text of a message, we communicate it through subtext. The obvious message—the words, the sounds, etc.—may not communicate the whole story. The real, complete meaning might be floating below the surface in the subtext.

What are the goals of media messages?

Media messages and media products are created for a variety of reasons. They inform, entertain, influence public opinion, and help people and companies make money. This applies to traditional media like TV or radio, movies or newspapers created by professional media makers as well as to social media messages posted by average people. Most media messages pursue several aims at the same time. A main goal of a TV show, for example, may be to generate revenue for the TV station and its owners. But further goals may be to entertain the public, shape public discussion, or influence how society thinks about certain issues.

When ordinary people post messages on social media, their goal is usually to entertain, inform, or present a positive image of themselves. Only a small group of "influencers" manage to make money with social media messages or have an effect on how others think or feel.

How does media ownership influence media content?

Most media like TV, newspapers, websites, radio, or movies are expensive to produce. That's why media makers need to attract a large audience who will pay for these products. Therefore, media owners and media makers adapt the content so it suits

the taste of the masses. Commercial TV channels, for example, often completely depend on the money they earn by selling advertising. The amount a channel can charge for a 20-second spot depends on the number of people watching the channel at a specific time. The larger the audience, the more money the TV channel can charge advertisers. Entertainment usually attracts a wider audience than quality information about serious topics. This is one reason why commercial television channels broadcast more entertainment shows like sitcoms than news, documentaries, and serious magazine programs.

But sometimes media owners are not purely motivated by commercial interests. Many countries have government-owned media where messages present and promote the values and viewpoints of the government in office. One aim is to convince people that the government's leaders and policies are serving the public good, and that they deserve to stay in power. Some governments want to educate society by offering access to high-quality information, e.g. television news, special news channels, or documentaries. Nevertheless, government-owned media are unlikely to present information that reflects the entire spectrum of viewpoints or includes dissenting voices and arguments from the opposition.

Public-service broadcasters represent another form of ownership and editorial control. These media usually generate income through license fees that citizens must pay, advertisements, or donations. Their mission is to serve the public and they aim to stay independent from government influence. Well-known examples of public-service broadcasters include the BBC or Germany's ARD network.

In some countries and regions, citizens create, own, and control independent media like community radio stations. The term independent refers to the media makers' desire to create media free from commercial or government influence. Independent media play an important role in society because they often report on untold stories that get little attention elsewhere. They often reflect a variety of viewpoints and give a voice to all parts of society, especially to people seen as powerless and underrepresented.

All in all, it is crucial to know who owns the media, who the media makers are, and to ask questions about their possible aims. These aims and goals of media messages and media products vary depending on many factors: the media form, its impact on society, the amount of money needed to create the medium, the special interests of the media maker, the people financing the medium, and the target audience.

Can media messages be manipulated?

It is important to recognize that media convey ideological and value-based messages. This occurs both because the person

or company financing a medium is pursuing a specific aim, and because the personal point of view of a media maker consciously and unconsciously influences the media messages.

First, media makers decide which stories are covered and which are not. This means the public may never find out about "the other side" of an issue, or may never find out about the issue at all.

Second, it is technically possible to manipulate media messages like photos and videos. There is a fine line between editing a photo to improve its quality with photo editing software and manipulating it, thereby changing its message, impact, or meaning. Videos can also be manipulated using more advanced tools such as facial recognition, algorithms, and artificial intelligence. These forms of manipulated video messages are known as deepfakes.

Third, media use a language of persuasion. Professional media makers have studied the tools and means of enhancing the impact of their media messages. Scientists have found that media are most powerful when they operate on an emotional level. Using music in film or TV scenes is a common way to heighten people's emotions. Other ways include showing people very close up in a photograph, advertisement, or film, and providing information in the form of a personalized story in a news report, newspaper, or documentary. Some media makers will even manipulate messages to enhance their emotional impact and draw the audience into an article, for example, by using a dramatic headline that is not entirely true. The power of emotionalized or sensationalized media messages can also be seen in the rapid spread of disinformation on social media. Stories that evoke strong emotions like outrage, disgust, or even hatred get more attention and are often widely shared.

What are the five key questions to ask when analyzing media messages?

Media transmit messages that are shaped by the values, ideologies, and intentions of the media makers. The audience needs special analytical skills to identify these underlying value systems, motivations, and ideologies. That's why educators should focus on developing trainees' critical thinking skills. Trainees should be encouraged to routinely ask critical questions about media messages.

The Center for Media Literacy (medialit.org) has developed five key questions as a starting point for the analysis of any media message or piece:

1. Who created this message? (Authorship)
2. What creative techniques are used to attract my attention? (Format)
3. How might different people understand this message differently from me? (Audience)

4. What lifestyle, values, and point of view are represented in, or omitted from, this message? (Content)
5. Why is this message being sent? (Purpose)

Answering these five questions can lead to further questions that may result in “aha” moments and deeper understanding.

For example, a follow-up question about authorship could be “who else was involved in creating this message and what choices did they make?” For deeper analysis of a message’s format, a question like “what do I notice about the way the message is constructed” can be useful. And to better understand how other people might interpret a media message differently, one could ask “how close is the portrayal to my own experience or to the experiences of others?” A question like “what is the overall worldview this message conveys?” helps analyze its content. One could also ask “who profits from this message and who pays for it?” to critically reflect on its purpose.

Practicing the five key questions will deepen understanding of media and media messages, especially about how and why they are created. trainees will learn to make informed choices about accepting or rejecting explicit and implicit media messages.

What are the five core concepts of media?

The five core concepts of media are directly linked to the five key questions discussed earlier:

1. Authorship: All media messages are ‘constructed’.
2. Format: Media messages are constructed using a creative language with its own rules.
3. Audience: Different people experience the same media message differently.
4. Content: Media have embedded values and points of view.
5. Purpose: Most media are organized to gain profit and/or power.

These concepts sound very abstract at first. trainees will probably need time to understand them. That is why starting with the five key questions is a good idea. Each answer to a question or follow-up question will take the trainees closer to understanding one of the key concepts and thinking critically about media.

What functions do media have for society? What is their impact on society?

Media shape society, but society also shapes media. Media’s impact is never one-directional; there is constant interplay. The resulting effects are often subtle, take place on many levels, and can be assessed in a variety of ways.

Media contents and forms are a central part of the public dialogue in any society. People like to talk about the news, movies, TV programs, and social media trends. So one impact media have on society is determining the topics, or setting the agenda, of the public conversation. In addition, media help define a society’s values and boundaries. What is ok, what isn’t? What views can an individual express publicly without risking rejection or isolation? But media contents and the discussion about them can also change views and perceptions. Movies or talk shows, for instance, can introduce a society to new ideas or values that will become accepted over time. And as the media bring about such changes, they simultaneously reflect and report about them. They are an agent of change, but also chronicle the societal changes they helped bring about.

Media help shape a society’s identity. At the same time, people shape the media landscape by expressing their preferences. For instance, they might decide to use or abandon certain apps, watch certain TV shows or click past them, or pick up some newspapers and not others at the newsstand. If the public ignores specific media or media products, those media will not prosper.

Apart from having an impact on society as a whole, media also help shape groups within that society through shared media experiences—a generation, for example. People who were all born around the same time will have similar media memories, even though they may live in different towns or provinces. Members of the same generation will remember watching the same movies or TV shows, listening to the same music, or using the same apps. These shared media memories create a bond within that generation and help define it.

A society’s media system always reflects the power dynamics of that society. In a dictatorship, for example, independent media are hard to find. Authoritarian regimes tend to monitor and police social media and restrict access to information. In a market economy, on the other hand, you will have many forms of commercial media and a largely uncensored media market and internet. Sometimes, repressive governments allow only one or a few media outlets to operate; in market economies, smaller outlets might not be able to compete. The results is a media landscape with only one or a few players. These (near) monopolies reduce the public’s opportunity to participate in decision-making. Every member of the public, however, should be able to participate in debates about the path a society is taking or should take.

What functions do media have for individuals? What impact do they have on individuals?

Media are part of our daily lives and have a powerful impact on us. That is why it is important to ask ourselves how media messages and technologies affect our daily routines, our thoughts

and opinions, and our worldview. The answers to these questions vary, of course, depending on the individual and the media types, technologies, and messages concerned.

People use media for very different reasons: for entertainment, to stay informed, to learn, to communicate with one another, or to escape into a different world. Many different media compete for our attention around the clock. Social media, music, movies, and video games are key leisure activities for people worldwide. They shape people's daily lives and the way they interact with others.

People construct their own meanings from media. Because messages are coded by media makers, they must be decoded by those who receive the messages. But every message can be decoded and evaluated in different ways, depending on the values, age, experience, knowledge, reflection skills, and special interests of the recipient. This wide variety of factors means that different people will interpret the same message differently and it will have a different impact on each of them. Factors influencing this impact are: Do the individuals believe everything they see and hear in the media? Do they share everything without checking and easily jump to conclusions? Or are they aware of the intentions of the media makers, aware that some media messages may not be truthful, factual, or ethical? The more media literate people become and the more they reflect the media's impact and their own media behavior, the less likely they will be to fall victim to media manipulation and technology hype.

How does the brain process different media types?

Scientists have studied media's effects on the brain as well as how the brain processes different types of media and have found these to be very complex. Interestingly, time-based media (e.g. radio and television) are harder to remember than static media (e.g. newspapers). Also, written or spoken language is processed in a different part of the brain than images are. The left side of the brain, which is thought to be the logic-processing side, handles language, whereas the right side of the brain, which is more closely linked to emotions, processes images and music. This can help to partially explain why images and music seem to have a greater impact because they act on an emotional level.



GUIDELINES

Understanding media

Open questions can be helpful to understanding media. For example: What is typical for the medium? What type of medium is it? Who creates the content? Who finances the medium? How does the medium ensure its own income? How much time is needed to create a message in the medium? Who is the target audience? What options do media makers have for sending their messages? What are typical messages? How can messages be manipulated by the media maker?



Newspapers and magazines

Traditionally, newspapers and magazines were printed media, but nowadays many are also published electronically on the internet. Funding for newspapers and magazines often comes from companies, interest groups or private individuals, and sometimes from the state. Media makers include print and photojournalists, editors, editors-in-chief, typesetters, designers, printers and (online) programmers. They use headlines, written text, different font sizes and colors, drawings, caricatures, and photographs to express their messages. Most print media are published regularly and frequently: daily, weekly, or monthly. Their frequent publishing schedules allow them to report on current stories and events and provide background information. Newspapers and magazines generate income through subscriptions, direct sales, and advertisements. Newspaper and magazine owners, who spend money to finance the medium, often want to influence the selection of topics and steer the direction of editorial viewpoints.



Books

Traditionally, books are a printed medium, but nowadays some are also published as e-books, which can be read on a tablet, computer, or e-book reader. Funding for books often comes from publishers and companies. Media makers include authors, editors, typesetters, publishers, and printers or programmers (for e-books). They express their messages through the contents of the book, which can consist of text and illustrations, but also through the book's title and cover, its composition and design, illustrations, and information about the book and author. Books can be categorized according to their content, e.g. fiction, non-fiction, guidebooks, or textbooks. The time needed to create a book ranges from a few months to many years. Income is generated through the book's sales. To increase sales, many publishers spend a lot of money on advertising in newspapers, radio, television, on posters, and on the web.



Radio

Radio is a non-printed, electronic medium. Nowadays, many radio stations also broadcast via the internet. Funding for most radio stations comes from companies or private individuals. Sometimes the state also owns radio stations, and in rare cases, even local communities do. Media makers include radio journalists, producers, on-air hosts or moderators, editors-in-chief, news editors, and musicians. A radio station can go on air with just a few people involved, sometimes as few as a moderator, technician, and a news editor. Many radio programs are pre-produced before broadcast and moderators often receive introductory texts from journalists to read before their news stories or features are played. Media messages are expressed by the selection of program content, voices, spoken language, music, and sounds and contain (current) information and entertainment. The time needed to create a radio broadcast ranges from minutes to weeks or even longer, depending on the radio show and the particular topic. The station's income comes mainly from advertising slots it sells. Some radio stations receive funding from their owners or through listener fees; community radio stations often rely on donations.



Movies

A movie is a non-printed, electronic medium generally first shown in public movie theaters or distributed through video streaming services like Netflix, Amazon Prime Video, or Disney+. Later, they are often released on DVD or Blu-ray disc, or shared through the internet (often illegally). Funding for movies is complex. Before a movie is made, the author and the director look for someone to finance it. The amount of money needed to make a movie varies, but it is often a very expensive undertaking. Funding can come from private individuals (a producer or producers) or large production companies. Often movies are co-financed by television stations or big companies in return for product placements in the movie (e.g. the hero might drive a Mercedes, BMW, or another specific car brand). Hundreds or even thousands of people are involved in the production of a movie. They include directors and co-directors, authors, actors, camera operators, sound designers, costume makers, location scouts, stuntmen, and special effect editors, to name just a few. In movies, the media messages are expressed via the genre, story, dramatization, setting, characters, acting, costumes, visual feel (brightness or darkness, colors), sound elements (voices, music, sound effects) as well as the editing. The time needed to create a movie ranges from around half a year to several years. Movies generate revenue through tickets sales, DVD or Blu-ray disc sales, merchandising, and fees paid by TV channels for broadcasting rights or by viewers for digital streaming rights. To increase ticket sales, movie makers usually spend a lot of money on advertising (cinema

trailers, posters, television or online advertisements) to attract the widest possible audience.



Television

Television is an electronic medium. Many television shows are also put online and can be viewed on the internet. Funding for television channels comes from the government, from viewer fees, or from companies or individuals. In some countries, citizens donate money to fund television broadcasters. Media makers include program directors, on-air hosts or presenters, television journalists, editors-in-chief, news editors, camera operators, sound engineers, video editors, actors, celebrities, politicians and musicians, to name just a few. Media messages are expressed by the selection of program content, the program content itself, the selection of hosts or moderators, written and spoken texts, visuals, and sound effects. The time necessary to create a television program varies from a few hours to a month or more. Most income comes from the sale of advertising slots. In some countries, tax money is used to support television channels that are owned by the government. If a company or private individual spends money to fund a television channel, they often want to influence the channel's selection of topics and steer its editorial viewpoints.



Video games

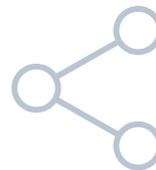
Video games are an electronic medium. They can be played on game consoles, computers, and smartphones. Depending on a game's complexity and scope, the funding for video games comes from the game industry and sometimes from private programmers or start-ups. Media makers include authors, art directors, game designers, programmers, composers, and sound designers, to name just a few. Media messages are expressed by the genre, setting, story, interactive options, the game's objective, and the language used, as well as the audio and visual design of the game. The time needed to create a video game depends on its complexity and the platform it is created for, and ranges from one day to a few years. Most income comes from selling the game to target audiences, advertisements before or during the game, merchandising, and the sale of in-game features.



Internet (computer/smartphone)

The internet is an electronic medium. It can be accessed using special hardware like computers, smartphones, tablet computers, game consoles and e-book readers. The fact that there is no specific funding for the internet sets it apart from other media.

Companies, governments, and private individuals own special websites, blogs, and internet platforms that many people use, such as YouTube, Facebook, and Google. It is hotly debated whether sites like Facebook, Instagram and YouTube are media or just platforms that supply a service for content creators. If they are considered media in their own right, they share the editorial responsibility for the content and comments posted by users. This would increase their responsibility for monitoring discussions and deleting offensive posts, hate speech, disinformation, or fake profiles. Media makers on the internet include average people who provide content, programmers, web designers, and IT specialists, as well as authors, journalists and media makers from traditional media outlets, whose content is reposted on the internet. The interconnection of all media content that can be found on the internet is referred to as media convergence. Media messages are expressed through images, videos, audio, text, and through their design, style, and interactive options, to name just a few. The time necessary to create internet content depends on the content itself and can range from just seconds to months. Most income is generated by on-screen advertisements, and through selling user data. Internet content itself is usually not posted to generate income, but to provide information and spread ideas, as well as for self-expression and socializing with others.



Social media (computer/smartphone)

Social media are platforms on the internet, thus an electronic medium. Social media can be used on computers, tablet computers, and smartphones. Funding for social media comes from companies, individuals, or start-ups. The world's biggest social media platform, Facebook was developed in 2004 by then 20-year-old Mark Zuckerberg and others. It is now operated by Facebook, Inc. Media makers include programmers, web designers, and IT specialists who provide the platform, as well as billions of network users — generally individuals, companies or groups of people — who produce and share content. Media messages are mostly expressed by text and images, as well as shared links, videos and audio. The time it takes to create content for social media is usually short, often ranging from a few seconds to a few hours. Income for programming and managing social media platforms is generated by selling on-screen advertising, and selling user data to companies, institutions or governments willing to pay for the data. Most users do not earn money with their content. Famous bloggers, video bloggers, YouTube stars, and influencers can make money through advertising or when companies pay for product placement. The more followers these individuals have, the more money they can make.



ESSENTIALS

Learning objectives

Knowledge

Everyone has their personal media biography; different media have different characteristics; media have a variety of functions for individuals and society; five key questions can help us analyze media content; media preferences are often country-specific; definitions of media and information literacy.

Skills

Analyzing media; reflecting media preferences; discussing media preferences in society; researching popular media outlets; expressing an opinion, analyzing different viewpoints, pair and group work, active media work, interviewing, presenting.

Schedule

As a trainer, you can choose from a variety of topics, specific approaches, and training methods for educating young people in MIL. Before you choose, reflect on the learning objectives you want to achieve, the time available for training, and trainees' prior knowledge and motivation.

This collection of materials offers a range of exercises and worksheets to complement your training sessions. Feel free to choose the exercises you consider suitable and adapt them to your trainees' needs. The exercises are divided into an introductory exercise, practical exercises, and an output exercise.

INTRODUCTION | 1 HOUR

Media biography

Explore and discuss the influence of media during childhood.

EXERCISE | 2 HOURS

Defining media

Define media and search online for information about media and media in your country or region. Create a poster and present it.

EXERCISE | 2 HOURS

Analyzing media messages

Analyze a media message by asking critical questions about its authorship, format, audience, content, and purpose. Create a short video reflecting on why it is necessary to analyze media messages.

EXERCISE | 2 HOURS

One event—different stories

Examine one event described in different stories and imagine how different local media would report the same story. Prepare and present a role-play.

OUTPUT | 1 HOUR + 1 HOUR

Media and me and you

Prepare and do an interview. Reflect and express personal opinions about media and local media, and discuss different aspects and the overall importance of media and information literacy.



TOPIC GAMES

Media

MEDIA: PERSONAL PREFERENCES

“Categories and you”

This game can be used to find out about trainees’ prior knowledge and preferences. It’s a fun and interactive get-to-know-each-other activity. Start by asking the group to divide into smaller groups based on categories such as favorite medium, favorite TV show, favorite movie genres, love-hate attitudes about media content (information and entertainment), or media figures (pop stars, singers, actors). You can provide the topics yourself or have trainees suggest the categories.

MEDIA: PRIOR EXPERIENCE

“Feelings about media — have you ever?”

This game is an active, fun group activity for exploring and celebrating the rich diversity of people’s media experience. It works well with large groups. Have trainees stand or sit in a circle. Start by explaining that you will ask various questions that may or may not apply to each person. If what you say applies to a person, then that person runs into the middle, jumps in the air, and gives a “high 5” to someone else who has also run in. Example questions: “Have you ever felt proud to watch a movie?” “Have you ever cried because of a sad movie?” “Have you ever felt like you didn’t understand the news?” “Have you ever laughed while listening to a radio show?” If a question is too personal or the answer might embarrass someone, the trainees can “block” the question by making a “stop” sign with their hands.

GROUP AND MEDIA: SHARING

“Flying questions — media”

Each trainee needs a sheet of paper and a pencil or pen. Ask trainees to write a question, a problem, or an idea about media at the top of the page and then fold the paper into an airplane. When you call out “let them fly!” everyone flies their planes. When you say “get informed!” everyone picks up another person’s plane, unfolds it, reads it, and writes down the first thought that comes to mind. Trainees then refold the airplanes, let them fly and then pick up a different one. Repeat the process several times and at the end, each person briefly summarizes what’s written on the last airplane they picked up.

MEDIA MAKERS: FUN

“Media machine”

This game is an adaptation of “Human machine.” Ask the group to select one media type (newspaper, cinema, television) and think about the media makers who produce it (journalists, actors, camera operators, printers, newscasters, etc.) and its audience. Ask each trainee to pick one of these roles and make a simple motion and sound related to it and the media type selected. One person starts and each group member physically connects to the machine until the entire group is moving and making noises.

MEDIA: EMOTIONS

“Feelings in a hat”

This game fosters interpersonal empathy. Ask trainees to write down personal feelings about media (fears, uncertainties, wishes, dreams) anonymously on slips of paper that are then collected and mixed in a hat. Then each trainee randomly selects and reads someone else’s feeling to the group and reacts to it, talking about whether he or she understands it, and then offers a suggestion or adds an idea.



INTRODUCTION

Media biography

Targets	Getting to know trainees' media biographies; reflecting on the impact of media on everyone's life; examining and discussing similarities and differences; drawing conclusions
Duration	1 hour
Preparation	Think of an example from your own media biography and present it to trainees; download and print or copy the worksheet
Materials	"My media biography" worksheet
Methods	Individual work, pair work, open discussion
Technology	—

EXPLORING "MEDIA" AND "BIOGRAPHY" | 15 MIN., ENTIRE GROUP

Welcome trainees and ask them to explain the words "media" and "biography". Invite them to consider what the two words might mean together as "media biography". After explaining the term, introduce your own media biography as an example and talk about its emotional impact.

TASK: MY MEDIA BIOGRAPHY | 20 MIN., INDIVIDUAL WORK, PAIR WORK

Ask trainees to take a mental journey back to their childhoods and reflect on media and specific media content or experiences that were important to them. Explain the worksheet and the tasks:

- Think about your media biography and write down your most memorable media experiences from childhood—both positive and negative. Try to remember how old you were at the time.
- Compare your media biography with that of the person sitting next to you. What are the similarities and what are the differences?

PRESENTATION AND DISCUSSION | 25 MIN., OPEN DISCUSSION

Have trainees explain, visualize, and discuss their media biographies. Open questions can help spark discussion:

- What were the emotional impacts of specific media experiences and why? What has changed as you grew older and why? What is your favorite medium nowadays?
- Why are some of your media biographies similar? Why are some different?
- How did and do media impact us as individuals and why is it important to think about that?
- What functions do media fulfill for the individual?
- What functions do media fulfill for society?



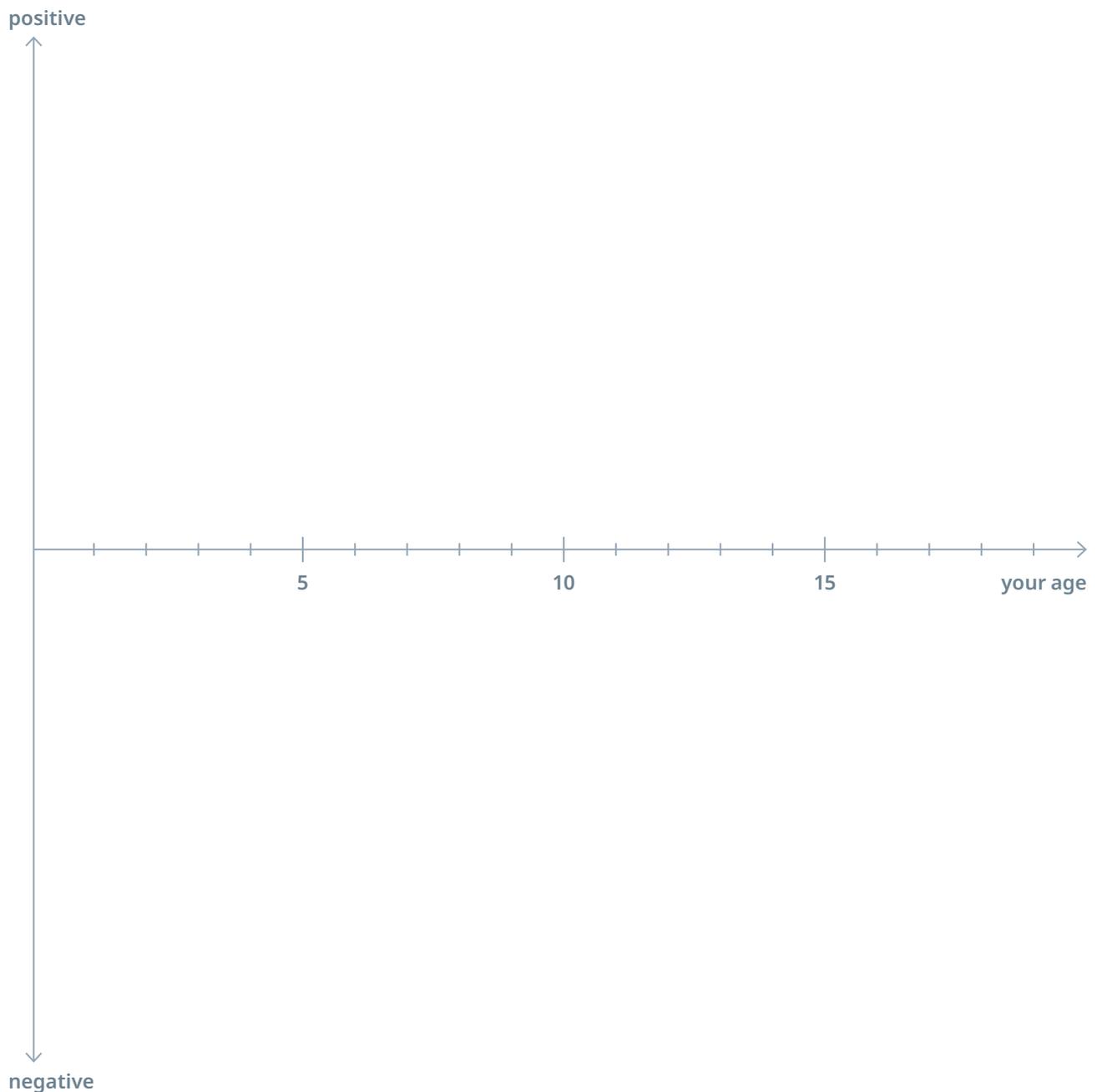
WORKSHEET

My media biography

People around the globe grow up with media. At different ages, we use different kinds of media: books, magazines, comics, music, radio, television, the internet, social media and computer games.

TASK

Look back at your childhood: What media and what specific media content were important to you when you were a child? What left a lasting impression? Try to remember both positive and negative media experiences you had and how old you were at the time.





EXERCISE

Defining media

Targets	Defining media; finding local or country-specific examples; creating a general overview
Duration	2 hours
Preparation	Check if online research is possible; check printer; download and print or copy the worksheet
Materials	Index cards, tape, pens, flip chart paper, scissors, glue, "Online research: media" work-sheet, computers or smartphones for online research, examples of local or regional media
Methods	Pair work, group work, online research, presentations
Technology	Computer, internet, printer, smartphone for research

DEFINING MEDIA | 20 MIN., ENTIRE GROUP, PAIR WORK

Ask trainees to list different types of media (radio, television, internet, newspapers, etc.) and media characteristics (print media, electronic media, mass media, social media, one-way communication, two-way communication, etc.) Write them down on index cards and pin or tape them to a wall. Have trainees pair up, define the term "media", and write their definitions on an index card. Write down a standard definition on another index card in the meantime. Collect and mix all the cards and then have a trainee read them aloud. Have all trainees vote for the definition they consider most accurate or guide them in jointly creating a comprehensive definition together. Here are some standard definitions of the term "media":

- Media are the storage and transmission channels or tools used to store and deliver information to people.
- Media are the means of communication that reach large numbers of people in a short time, such as television, news-papers, magazines, and radio.
- Media are tools used to store and deliver information or data.

TASK: ONLINE RESEARCH AND CREATING POSTERS | 70 MIN., GROUP WORK

Split trainees into small groups. Each group deals with one medium and creates a poster. Explain the worksheet and the tasks:

- Familiarize yourself with your medium and do online research. Use the worksheet as a guide for your research and enter your findings.
- Create a poster that shows a general overview of your medium in your country. Prepare a short presentation of your poster for the other groups.
- *Optional:* Print screenshots of examples of your medium (if possible).

PRESENTATIONS | 30 MIN., ENTIRE GROUP

Each group pins or tapes its poster to a wall and presents it. After each presentation, ask the other groups to provide feedback, ask questions, and add their knowledge. Please remind trainees that feedback always starts with a positive aspect.



WORKSHEET

Online research: Media

Type of medium reviewed: _____

What tools and specific characteristics does this type of medium employ (text, image, sound, interaction...)?

Who are the target groups of this type of medium and what functions does it have in society?

Who produces this type of medium? Who controls the content? How is it financed?

Find a specific example for this medium in your national media market and try to answer the following questions.

Selected example: _____

Who owns this medium? _____

Who makes the media messages? _____

What is the target group? _____

How many people use it? _____

When was it launched? _____

How is it financed? _____

What are typical media messages? _____

Do you like it or not and why? _____



EXERCISE

Analyzing media messages

Targets	Practice analyzing a media message by using the five key questions about authorship, format, audience, content, and purpose. Draw conclusions about why it is important to analyze media messages.
Duration	2 hours
Preparation	Look for media messages that contain ideology or hidden agendas. These can be journalistic messages in a newspaper, advertisements, or suspicious posts from social media; download and print or copy them and the worksheet
Materials	“Analyze! Five key questions to ask” worksheet, post-it notes, flip chart paper, pens
Methods	Brainstorming, input, group work, presentation
Technology	Computer, internet (projector), smartphone

BRAINSTORM: MEDIA MESSAGES | 10 MIN., ENTIRE GROUP

Introduce the term “media message”. Give each trainee a post-it and ask them to write down one media message that they recently received and its source. All trainees stick their post-its onto a flipchart. The lower they place their post-it on the flip chart, the less trustworthy the media message was for them. Outline that media messages are powerful but may contain ideologies, bias, or hidden agendas that influence the public.

FIVE KEY QUESTIONS | 20 MIN., ENTIRE GROUP

Introduce the five key questions about analyzing media messages. Visualize the questions and highlight the keywords authorship, format, audience, content, and purpose. Illustrate how to analyze a media message with the five key questions by going through an example.

TASK: ANALYZING MEDIA MESSAGES | 40 MIN., GROUP WORK

The trainees form big groups of ten. Within their groups, they decide which of the media messages collected earlier they want to analyze. Help them choose a message that is relevant to a broader public. If the trainees cannot access or decide on relevant media messages, introduce examples you have prepared beforehand. Split each big group into two small groups, so that two groups will analyze the same media message. Hand out and explain the worksheets. At the end of the group work, each trainee should present the answer to one of the five key questions. Each group prepares their presentations and visualizations using a flip chart.

PRESENTING/RECORDING WITH A SMART PHONE | 50 MIN., ENTIRE GROUP

Have each group present and compare the results of their analysis. Conclude by discussing why it is necessary to ask critical questions about media messages, especially regarding the impact of media on individuals and society. Recap together why it is important to think about a message’s authorship, format, audience, content, and purpose. Ask five volunteers to each summarize the significance of one of the questions. Record the volunteers’ statements on video in one short take.



WORKSHEET

Analyze! Five key questions to ask

Title of media piece: _____

Source of media piece: _____

What is the media message?

Discuss the questions regarding your selected media piece. Note down key words of your discussions. Visualize the most important results on a flip chart. Decide who will present which question.

1. Authorship

Who created this message? How do we know? What choices were made that could have been made differently?

2. Format

What attracts our attention? What creative techniques were used to attract our attention?

3. Audience

Who is the target audience? How might different people understand the message differently?

4. Content

What lifestyles, values, and points of view are represented in the message? What are omitted? What is the overall worldview?

5. Purpose

Why is this message being sent? Who benefits from it? Who pays for it?

If you have time, discuss within your group why it is important to ask questions about (1) authorship, (2) format, (3) audience, (4) content, and (5) purpose whenever you read, listen to, watch, or share a media piece.



EXERCISE

One event — different stories

Targets	Examining how events are reported differently by various media; role-playing how different media report stories; recognizing language of persuasion
Duration	2 hours
Preparation	Look for a current event that various national media have reported on; prepare an overview of internet resources with alternative versions; download and print or copy the worksheet
Materials	“One event—different stories” worksheet
Methods	Group work, pair work, online research, role-play, presentation
Technology	Computer, internet, smartphone/camera

EXAMINING A CURRENT EVENT | 60 MIN., GROUP WORK, PAIR WORK

Divide trainees into groups and ask each group to examine a current event and how various national media have presented it. You can either assign each group an event or let groups select one themselves. With your assistance, trainees do research online and review different TV channels, radio stations, newspapers, online news outlets, alternative sources of information, different social networks, Google News, YouTube, Facebook, etc. Have trainees select two versions of their event and compare them in a short presentation.

TASK: PREPARING A ROLE-PLAY | 30 MIN., GROUP WORK

Trainees vote on their favorite event from step 1 or choose an entirely new one. All the groups now work on the same event. Each group chooses one type of media or program and prepares a role-play. Explain the task:

Choose an event and a medium and prepare a role-play: How would the medium report this story?

Tip: Have groups consider the following aspects:

- What language would be used?
- What headline and pictures might be used?
- How would the report be structured?
- What would the host’s body language and voice be like?
- What about clothes, setting, and music?

PRESENTING/RECORDING WITH A SMARTPHONE | 30 MIN., ENTIRE GROUP

Have each group present their role-play on the event and record it with a smartphone for comparison. Discuss the presentations and the language of persuasion.



WORKSHEET

One event — different stories

Event reviewed: _____

Medium		
Date		
Content		
Language		
Pictures		
Sound		
Our emotional reaction to it		
Do we believe it?		
The media maker wants us to believe that ...		
What information is missing?		



OUTPUT

Media and me and you

Targets	Expressing a personal opinion about media; getting to know other opinions; learning to ask questions and record an interview; discussing media and media and information literacy
Duration	1 hour, optional: homework (+ 1 hour)
Preparation	Download and print or copy the worksheet
Materials	“Media and me and you” worksheet
Methods	Individual work, interview, discussion
Technology	Smartphone

REFLECTING | 10 MIN., ENTIRE GROUP

Begin by summarizing the conclusions of the exercises the group has already done about media and information. Then provide a short definition and explanation of media and information literacy (MIL) and ask trainees if they think it is important.

TASK: PREPARING AND CONDUCTING AN INTERVIEW | 30 MIN., INDIVIDUAL WORK, PAIR WORK

Explain the basics of interviewing and have trainees prepare questions for a short interview (five to ten minutes) about media, the impact of media, and the importance of MIL. Have trainees interview each other. They can choose whether they want to record sound only (radio interview) or video (YouTube/television interview) with their smartphones. Everyone should be the interviewer and the interviewee at least once.

Tip: Ensure that every trainee is interviewed and has a chance to express his or her personal opinions.

PRESENTATION AND DISCUSSION | 20 MIN., ENTIRE GROUP

Have a few trainees present their interviews. Gather and discuss ideas and arguments from the interviews with the entire group.

Optional:

TASK: PRACTICING AN INTERVIEW AT HOME | HOMEWORK, INDIVIDUAL OR PAIR WORK

Have trainees review their questions, then have them practice some more interviews in their home environments to get to know other points of view.

PRESENTATION AND DISCUSSION | 20 MIN., ENTIRE GROUP

In the next session, trainees bring their recorded interviews to the workshop, compare the various answers, and discuss media and MIL.



WORKSHEET

Media and me and you

All kinds of media influence people and society, at times in an obvious way, at other times more subtly. People are sometimes aware they are being influenced, and sometimes they are not. In today’s world, it is important to know about media, to develop an attitude regarding media that prioritizes informed choices and responsible communication, and to have some essential skills for engaging with media. This knowledge, this attitude and these skills are called media and information literacy (MIL). Just as literacy is the ability to read and write, MIL refers to the ability to access, analyze, evaluate, and create media and media messages of all kinds. But do people reflect on media, media’s impact, and why MIL is important?

My questions:

Lined area for writing questions.

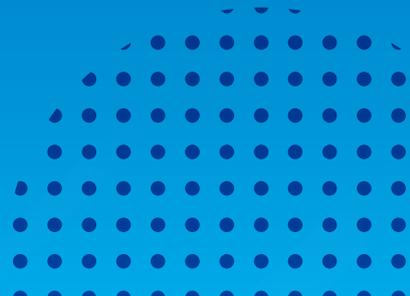
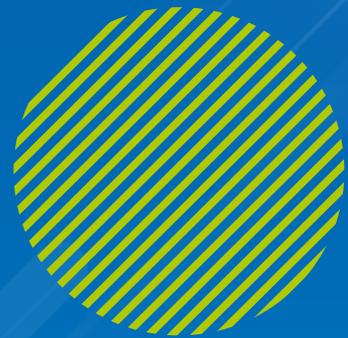
TASK

Pretend you are a journalist who wants to conduct an interview on MIL for a radio station or a YouTube channel. Prepare four to five questions for your interview with another trainee.

Decide whether you want to record an audio or video interview. Practice your interview with your interview partner and then record it on your smartphone.

Optional:
Interview people at home: your family, friends, schoolmates, and neighbors

Glossary



5W-1H

5W-1H stands for six essential journalistic questions: Who? What? Where? When? Why? And How? If journalists have researched and answered these six questions in their news items, stories or reports, they have covered the basic facts. The audience can use the 5W-1H questions to evaluate whether a journalistic product is complete. If it leaves important questions unanswered, it is missing crucial information. (See chapter 2 “Information and topics”)

Advertisement

Advertisements promote products or services to persuade customers to buy them. Advertisements contain information, but they are not balanced or objective. They only highlight the positive sides or the supposed benefits of the product or service for the customer. (See chapters 1 “Media and information literacy” and 6 “Internet and social media”)

Agenda Setting

Agenda setting refers to the way the media affect public opinion and the public’s perception of what is important. For example, if media frequently report on a certain topic or place it prominently, the audience will consider this topic more important than others. (See chapter 2 “Information and topics”)

Algorithm

An algorithm is a fixed series of steps that a computer performs in order to solve a problem. Social media platforms use algorithms to filter and prioritize content for each individual user. They determine what the user gets to see based on various indicators, such as their viewing behavior and content preferences. (See chapter 6.2 “Disinformation and filter bubbles”)

Analog

Analog is the opposite of digital. Analog signals are represented by a physical quantity that is continuously variable, for instance sound waves or light. Examples of analog systems include old radios, record or cassette tape players, or old telephones. (also see > digital) (See chapter 1 “Media and information literacy”)

Background (picture)

The part of the picture that appears farthest from the viewer and serves as a setting for the camera subject. The background can be an indicator where the picture was taken, e.g., in a town, in nature, or in a room. Professional photographers often choose a simple background if they want the viewer to focus on what is in the foreground of the picture. (See chapter 3 “Photography”)

Bias

Bias means not being impartial or balanced. It can result from a tendency or prejudice for or against a specific issue, person, or group. In journalism, bias can affect the selection of stories that are reported and how they are covered. (See chapter 2 “Information and topics”)

Blog

A blog is a regularly updated website or web page, often run by an individual or small group. Bloggers often publish about their specific interests, like food, travel, or the environment. They usually provide written information in an informal or conversational style. Their aim is mostly to express themselves and establish a relationship with their audience. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Body (news)

In a news item the body comes after the lead. The body gives the audience additional information, more details or reactions about the topic. (See chapter 2 “Information and topics”)

CC license

A Creative Commons copyright license (CC license) enables people to use, publish, and distribute original material without violating copyright. The person who created the material can choose among different types of CC licenses. Should others be able to use the material commercially or just for private purposes? Should they be able to edit, change, or build upon the content or can they only use and distribute it in the form it was originally created? (See chapter 3 “Photography”)

Channel of communication

People use media to communicate: to send or receive information. Communication channels can be one-way or two way. One-way channels include newspapers, radio or TV stations, where an information provider sends out messages that the public receives. In two-way communication, both sides can produce messages and interact. Two-way communication channels include telephones and social media. (See chapter 2 “Information and topics”)

Collage

A collage is a piece of art that is assembled from fragments of other works. These can include photos, newspaper headlines, or other art works and materials. The word “collage” comes from the French word “coller”, which means to glue. So, in a collage, you assemble and glue together diverse objects on a large piece of paper or canvas to create something new. (See chapter 2 “Information and topics”)

Commercial use

Using material for commercial or financial gain. (See chapter 3 “Photography”)

Communication

Communication is the process of exchanging information either between people or machines. It involves a sender and a receiver. Communication among people can happen directly face-to-face and by using a medium to transport the information. In direct conversation, on the telephone or in social media, people constantly switch roles between sender and receiver. In traditional mass media like newspapers, radio, and TV, the audience are receivers. (See chapter 1 “Media and information literacy”)

Composition rules

Composition rules concerning photos are guidelines that can be applied to enhance the photo’s impact. Examples include the rule of thirds, perspective, contrast, depth of field, patterns, leading lines, symmetry, framing, and cropping. (See chapter 3 “Photography”)

Copyright

The exclusive right to use or publish copies of original material like photos, videos or texts. The person who created the material usually holds the copyright. People who reproduce or share protected content and violate copyright can be punished by law. (See chapter 3 “Photography”)

Creative Commons (CC)

A non-profit organization that defined simple rules and license models for users to legally edit and share material on the internet without infringing on copyright laws. (See chapter 3 “Photography”)

Critical thinking

Critical thinking involves the objective analysis and evaluation of an issue to form an independent judgement. Strengthening critical thinking skills towards media and information products is one of the key objectives of media and information literacy (MIL). (See chapter 1 “Media and information literacy”)

Cyberbullying

Cyberbullying is bullying (e.g. intimidation, persecution, defamation) that takes place online, for instance on social media. Cyberbullies target individuals and attack their victims repeatedly with the intention to cause harm. (See chapter 6.1 “Internet safety and privacy”)

Deepfakes

Deepfakes are media products, for example videos, that are produced using artificial intelligence (AI). With the help of AI, it has become relatively easy to synthesize different elements of existing video or audio files. In the newly created content, individuals appear to say and do things that are not based on reality. Deepfakes are sometimes used as propaganda tools or to discredit political opponents. (See chapter 1 “Media and information literacy”)

Digital

Digital technology breaks down information into a series of ones and zeroes. This information can then be stored or transmitted using digital technology: modern electronic products like computers and smartphones. (See chapter 1 “Media and information literacy”)

Digital editing, digital manipulation

Using software to change the appearance of photos, videos, and audio files. We speak of editing when the software is used to improve the quality of the work (e.g. brightness, contrast, volume) without changing its message. We speak of manipulation if the message of the work is changed, for instance if relevant parts of a picture are cropped out, or an interview is digitally edited to falsify the message. (See chapter 3 “Photography”)

Disinformation

Disinformation is false or partly-false information that is deliberately created or disseminated with the explicit purpose to harm. Producers of disinformation make up one-sided stories for political, financial, or ideological reasons, e.g., to influence public opinion on certain issues to create public pressure. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

Digital footprint

A digital footprint describes all data traces that someone leaves behind when using digital technology. This can include personal data, data about search histories, and metadata. (See chapter 6.1 “Internet safety and privacy”)

Digital safety/cyber safety

Digital safety means being protected from outside threats on the internet, particularly on social media. These threats can include cyber bullying, sexting or online harassment. It requires ethical behavior online, knowledge about the safety risks and safety skills to protect oneself and others. Digital safety focuses on the well-being of people, whereas digital security refers to devices and computer systems (See chapter 6.1 “Internet safety and privacy”)

Digital security/cyber security

Digital security involves the protection of digital devices, digital accounts, and digital data from intrusion by outsiders. Sample features are security settings on social media, anti-virus software, firewalls, protection against spyware, two-factor authentication, as well as pin, pattern, and secure passwords. Digital security refers to gadgets and devices, whereas digital safety concerns the well-being of people. (See chapter 6.1 “Internet safety and privacy”)

Dynamic media

Media that can be constantly updated and changed, such as websites or social media posts.

Echo chamber

An echo chamber describes a closed communication system: beliefs are amplified or reinforced by repetition without being questioned by contrary messages from the outside. Such a closed system can be the result of social media algorithms. They select which posts will show up on a news feed and give preference to ones that are in line with personal beliefs and will not be perceived as disruptive or disturbing. The individual ends up in a filter bubble, surrounded by an echo chamber. (See chapter 6.2 “Disinformation and filter bubbles”)

Editor/Editor-in-chief

An editor or editor-in-chief holds a senior position in professional news media, e.g. a newspaper, a radio or TV station. The editor-in-chief is responsible for the quality, truthfulness and relevance of the information that is published. He or she has the final say about what is published and what is not. (See chapter 2 “Information and topics”)

Editorial meeting

At editorial meetings, journalists and editors discuss story ideas for upcoming broadcasts (TV, radio) or editions (newspapers, magazines). They determine which topics are relevant for their audience and sometimes also select a specific angle, focus, or approach that the journalist should take in covering a story. To prepare for an editorial meeting, all parties must have researched possible topics and stories. (See chapter 2 “Information and topics”)

Fake follower

Fake followers are anonymous or imposter social media accounts. They are created to make specific posts or accounts look more popular than they really are. Social media users can pay for fake followers as well as fake likes, views, and shares to give the appearance of having a larger audience. (See chapter 6.2 “Disinformation and filter bubbles”)

Field size (also camera field size, shot size)

The field size is usually determined by the distance between the camera and the subject. Each field size, e.g., wide shot, medium shot, close-up, or detail, serves different purposes, determining what the viewer will be able to see and how. (See chapter 3 “Photography”)

Filter bubble (also information bubble)

A filter bubble describes the effect that social media users may become blind to alternative issues or viewpoints because their news feed only displays selected information that reflects their interests. What appears on a user’s news feed is determined by the choices the user consciously makes (clicks, likes, shares) as well as by the algorithms tracking the user’s online behavior. These algorithms select the posts that the user will see on their news feed, giving preference to those the user might engage with most. (See chapter 6.2 “Disinformation and filter bubbles”)

Five core concepts

The five core concepts of media messages result out of five key questions to analyze media products or messages. These questions help users evaluate the authorship, the format, the audience, the content, and the purpose of a specific media message. The five key questions and core concepts were developed by the Center for Media Literacy (medialit.org). (See chapter 1 “Media and information literacy”)

Five-shot rule/five-shot sequence

The five-shot rule is used in video recording. It helps condense actions by breaking them down into a few key shots. The five shots use different angles and camera field sizes to depict key moments, such as a wide shot, a close-up of the face and a close-up of the hands doing something. Recording these different shots helps getting enough footage to illustrate a scene and edit it in a meaningful order so viewers can follow. (See chapter 5 “Video”)

Foreground (picture)

The foreground are people or objects in the front of a picture. The elements in the foreground are often the key part of the image. In a portrait, the person is usually in the foreground. (See chapter 3 “Photography”)

Framing

In journalism, framing means that journalists or authors make choices regarding which aspects of a topic to cover and how, and which to leave out. They may make these choices consciously or subconsciously. In this way, they create the frame through which the audience sees a topic.

GIF animation

GIF stands for Graphics Interchange Format, a format that can be used to display animated images. GIFs are usually made up of a succession of photos. Seen in rapid succession, they create the effect of movement or animation. (See chapter 3 “Photography”)

Government media (state media, state-owned media)

Media that are controlled, owned, and/or funded by the government. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Hate speech

Hate speech attacks people or a group of people based on attributes like race, religion, ethnic origin, national origin, gender identity, sexual orientation, or disability. It appears both on- and offline, and takes on different forms of expressions, including insults, defamation, degradation, and threats. (See chapter 6 “Internet and social media”)

Independent media

Media that are free from government or corporate influence. (See chapters 1 “Media and information literacy” and 2 “Information and topics”)

Information

Anything that provides knowledge and answers questions. Information can come in the form of facts or data transmitted through figures, text, pictures, audio, or video. Information can sometimes be one-sided or include content that is not true. (See chapter 2 “Information and topics”)

Information disorder

Information disorder describes the chaotic, unstructured supply of information, particularly on social media. Posts on a news feed differ widely regarding relevance, quality, truthfulness, or harmfulness. True information of high quality can be found next to false or manipulated content, harassment, hoaxes, jokes, or irrelevant content. This disorder is unlike what we see in traditional media, where journalists order the information for the audience according to professional criteria. (See chapter 6.2 “Disinformation and filter bubbles”)

Information source

An information source is a person, organization, place, or thing which sends out information or from where we can get information. On social media, everybody who creates posts, or shares information becomes an information source for others. Knowing who the information source is helps us evaluate the credibility and the quality of the information it provides. (See chapter 2 “Information and topics”)

Interpersonal communication

The opposite of mass communication. Messages are sent and received by two or more people who can all react and communicate directly with one another. (See chapter 1 “Media and information literacy”)

Interview

Interviews primarily appear in newspapers, radio, and TV. They resemble a conversation, but with clear roles: While the interviewer’s role is to ask questions, the role of the interviewee is to give answers. That is why the interviewees are often experts, celebrities, or political leaders who have something to say. Interviews can serve different purposes: There are research interviews for the journalist to find out facts. These interviews are not made to be broadcast. Other interviews are recorded only to get short statements for other stories, and still other interviews are intended to be aired in their entirety. (See chapter 2 “Information and topics”)

Journalist

A journalist is a media professional who researches, verifies, writes, and publishes news or other current information for the public. Most journalists specialize in specific fields of work, e.g., sports journalism, political journalism, business journalism. Photojournalists document what is happening through photos instead of words. TV journalists use video and words to explain events. Online journalists use multimedia technology. (See chapter 1 “Media and information literacy”)

Journalistic standards

The purpose of journalism is to inform the public. Throughout the world, there are different standards and codes of ethics concerning how journalists should do this. Most agree that the information journalists provide should be relevant to the audience, factual, complete, and neutral. Journalists should be independent in their reporting, balance different viewpoints, and be as transparent and objective as possible. They should present information in a way that is easy for the audience to understand. (See chapter 2 “Information and topics”)

Lead (news)

The first part of a news item or report, which briefly details the most important or newest information about a topic. The lead is followed by the body. The body provides more detailed facts about the topic, and adds quotes, reactions, or background information. (See chapter 2 “Information and topics”)

Malinformation

Malinformation is information that may be true and factual, but that is not meant for publication and that is leaked to cause harm—for instance secret diplomatic documents exchanged between a government and its embassies abroad. Other forms of malinformation published to do harm are hate speech and online harassment. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

Mass communication

The publication of information on a large scale. A medium, for example a radio or TV station, broadcasts information to an unspecified mass of people. Everyone who can receive that radio or TV station’s signal gets the same information. (See chapter 1 “Media and information literacy”)

Mass media

Any means of communication that is created to reach a large audience, e.g. newspapers, radio or TV stations, books, or billboards. (See chapter 1 “Media and information literacy”)

Media and information literacy

A set of competencies that enable a person to fully use many types of media. A media literate person will be able to access, analyze, and reflect on media content. They will also be able to use media to participate in public discourse and make their voices heard. (See chapter 1 “Media and information literacy”)

Media maker

A person, organization, or company that produces the messages conveyed through a medium. (See chapter 1 “Media and information literacy”)

Media messages

Messages that are created by a media maker and transmitted via a medium, for example newspaper articles, TV programs, or social media posts. Media messages often have multiple layers that the recipient has to understand and make sense of. A newspaper article or Facebook post, for instance, is made up of text and subtext: What is written and what is expressed between the lines. A photo also has multiple layers: what is shown in the picture and the emotions it evokes, the stories it conjures up or how it can be interpreted. (See chapter 1 “Media and information literacy”)

Media monopoly

A situation where control of the media, or the market for a particular type of media, lies with one person or organization, preventing competition.

Medium

A medium is a channel or device to store and transmit information, for example a book, a newspaper, radio, or the internet. Media can serve different purposes, including general communication, information, or entertainment. Media are mostly used to transmit messages when direct face-to-face communication is not possible. (See chapter 1 “Media and information literacy”)

Misinformation

Misinformation is information that is false but not intended to harm. Misinformation can happen accidentally when journalists do not research accurately or make mistakes in their writing, for example inserting an incorrect date or figure into a story. (See chapters 2 “Information and topics” and 6.2 “Disinformation and filter bubbles”)

News

Information about recent, current or up-and-coming events; new information that is currently relevant. (See chapter 2 “Information and topics”)

Newsmaker

A person, thing, or event that features heavily in the news at a particular time.

News values

News values or news factors are a set of criteria news journalists use to determine how relevant and newsworthy a story is. Common news values are timeliness, proximity, impact, consequences, conflict, prominence, and novelty. (See chapter 2 “Information and topics”)

Non-commercial use

Using material for personal or altruistic purposes and not for commercial or financial gain. (See chapter 3 “Photography”)

Non-verbal communication

Communication using wordless cues, for instance intonation, gestures, or facial expressions. (See chapter 1 “Media and information literacy”)

Online disinhibition effect

The online disinhibition effect refers to instances where social media users lose their inhibitions online and behave immorally or in ways they would not behave in real life, or when face-to-face with another person. They can become uninhibited online because they can act anonymously or hide behind technology. (See chapter 6.1 “Internet safety and privacy”)

Opener

The first story or report in a radio or TV program. The opener in a news program is usually the most important story of that broadcast. (See chapter 2 “Information and topics”)

Persuasion techniques

Persuasion techniques are techniques used to persuade other people, change their attitudes or behavior. Common persuasion techniques include simplifying information and ideas, triggering strong emotions, and responding to audience needs or values. (See chapter 1 “Media and information literacy”)

Press conference

When institutions like government ministries, companies or NGOs want to inform the public about new developments, they often invite the media to a press conference. During the first few minutes of the press conference, they usually give a statement or hand out a written press release to the journalists. The media representatives then have a chance to ask questions and get more detailed information. Most press conferences last between 15 and 60 minutes. In some societies, the organizers of the press conference pay the journalists for their attendance, in the hope that the coverage will be favorable. This is unethical. (See chapter 2 “Information and topics”)

Privacy

Privacy refers to people’s ability to seclude themselves as well as some information about themselves. On social media, privacy is a key concern. The more information you post on social media, the more time you spend on it, the less private you are and the more data about yourself you give away to the social media platforms and companies or institutions that they share the data with. (See chapter 6.1 “Internet safety and privacy”)

Private media, commercial media

Media that are owned by private individuals or groups and provide communication, information, and entertainment to generate profit. (See chapter 2 “Information and topics”)

Product placement

Companies, manufacturers of goods or providers of a service pay media producers to feature their products in films, radio, or TV programs. For example, BMW pays the producers of a James Bond movie so that Bond drives a BMW in the film. The car company hopes this will create a positive image of their cars in the minds of viewers. (See chapter 1 “Media and information literacy”)

Propaganda

Propaganda is true or false information spread to persuade an audience using persuasion techniques. Propaganda often has a political connotation and is produced by governments or political groups and their supporters. Propaganda often oversimplifies and paints the world in black and white, rather than in shades of gray. (See chapter 6 “Internet and social media”)

Sexting

Sexting is the intentional sharing of sexually explicit texts, images, or videos between individuals. This is often done by mutual consent, but it is not without risks. For example, if people send explicit content without having gotten prior consent of the receiver, this can count as sexual harassment. (See chapter 6.1 “Internet safety and privacy”)

Social bot

Social bots are social media accounts that are operated entirely by computer programs. Social bots are designed to generate posts and/or engage with content. In disinformation campaigns, bots can be used to draw attention to misleading narratives, to hijack platforms’ trending lists, and to create the illusion of public discussion and support. (See chapter 6.2 “Disinformation and filter bubbles”)

Social media

Websites and applications that enable users to create and share content, or to participate in social networking. Examples include Facebook, Twitter, WhatsApp, Instagram, and YouTube. (See chapters 1 “Media and information literacy” and 6 “Internet and social media”)

Source image file

The original version of an image file. (See chapter 3 “Photography”)

Static media

Media that cannot be altered once the message has been generated and the medium has been published, e.g. newspapers, printed books. (See chapter 1 “Media and information literacy”)

Subtext

The subtext of a message is everything that is not immediately obvious on the surface of verbal or non-verbal communication. Subtext is what you discover when you read “between the lines.” Everyone interprets subtext individually. Our different interpretations are influenced by factors like society and culture, our sensibility and training, but also our mood. (See chapter 1 “Media and information literacy” and chapter 3 “Photography”)

Thumbnail

A reduced-size version of a larger image. Websites and social media often display photos as thumbnails – for instance in the Facebook friends list. (See chapter 3 “Photography”)

Time-based media

Media that transport a message within a specific amount of time, e.g. TV and radio. Time-based media are also referred to as linear media because they broadcast messages one after the other, as though they were on a line (e.g. the stories of a news bulletin). In contrast, media like newspapers, books, and websites arrange the information they transmit on a page or screen. The audience can jump from one story to another and skip or re-read individual pieces of information. (See chapter 1 “Media and information literacy”)

Verbal communication

Communication using spoken or written words and phrases. (See chapter 1 “Media and information literacy”)

Verification

Verification means determining whether information that was published or posted is authentic and truthful. Verification skills are not only important for journalists, but for anyone using media and especially social media. (See chapter 6.2 “Disinformation and filter bubbles”)

Vlog

A vlog, or a video blog, is like a video diary, where a person produces and publishes video material on a regular basis. A vlogger shares their personal experiences and ideas via video. (See chapter 5 “Video”)

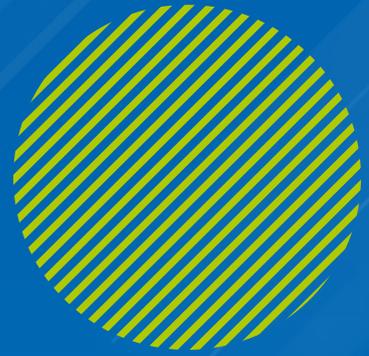
Vox pop

A vox pop consists of short interviews done with members of the public. For a vox pop, a journalist asks many people the same question to get diverse opinions, outlooks, or experiences. A vox pop can consist of texts, photos, recorded audio, or video. (See chapter 4 “Audio”)

Web 2.0

The term Web 2.0 stands for significant developments in internet technology at the beginning of the 21st century. Technological advances made it easy for individual users to create, upload, and share content on the web. Users turned from passive receivers into active content creators. Web 2.0 platforms make use of collective intelligence (Wikipedia), collect user-generated content (YouTube, Flickr, blogs), or create the possibility of social interaction (social media like Facebook, Twitter, WhatsApp, or Instagram). (See chapter 6 “Internet and social media”)

Authors





Sylvia Braesel

is a freelance media literacy educator and a developer of media-related training materials.

Sylvia has a degree in culture and media education from the Merseburg University of Applied Sciences. She was part of the well-known German media literacy agency 'medienblau' for 13 years. Sylvia has developed and conducted numerous media literacy projects for students, teachers, and parents. She has also authored educational media for the classroom.

In 2014, Sylvia started working for DW Akademie as a media literacy consultant, trainer, and developer of training materials. She has contributed to DW Akademie media literacy projects in many different countries, such as Cambodia, Namibia, Ghana, Burkina Faso, Moldova, Lebanon, and the Palestine Territories.



Thorsten Karg

is a media trainer and project manager with DW Akademie. He teaches workshops on media and information literacy, on radio and online journalism, and to train future trainers.

He began his career as a reporter and presenter for various German radio stations. He joined Deutsche Welle (DW) in the early 1990s as an editor with the German and English-language radio services. Thorsten later went on to become the head of DW's English language website before he joined DW Akademie in 2002. He has worked in media development in Asia, Africa, Eastern Europe, and the Arab world.

Thorsten also co-authored DW Akademie's "Manual for Radio Journalists," which has been published in English, German, Russian, Indonesian and Mongolian. He holds a master's degree in journalism and communications.

 DWAkademie

 @dw_akademie

 DWAkademie

 dw.com/newsletter-registration

DW Akademie is Deutsche Welle's center for international media development, journalism training and knowledge transfer. Our projects strengthen the human right to freedom of expression and unhindered access to information. DW Akademie empowers people worldwide to make independent decisions based on reliable facts and constructive dialogue.

DW Akademie is a strategic partner of the German Federal Ministry for Economic Cooperation and Development. We also receive funding from the Federal Foreign Office and the European Union and are active in approximately 50 developing countries and emerging economies.



Made for minds.