



# Media and information literacy

A practical guidebook for trainers

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The background is a vibrant blue gradient. It features several abstract geometric elements: a large yellow circle with pink diagonal lines in the top right; a pink circle outline on the left; a yellow circle with yellow diagonal lines in the bottom right; and various blue and white lines and dots scattered throughout. In the top left and bottom right corners, there are circular patterns of small white dots.

# 4. Audio

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)

## 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 audio?

### What is sound?

The world is awash in sound. From the quiet rustle of leaves in the breeze to the boom of thunder during a raging storm, we are surrounded by sound. The human voice, the noise of traffic, a melody produced on a flute or clarinet, the cry of an animal— all are sounds we perceive with our ears. Sound itself is made up of vibrations that travel through the air as sound waves. When you beat a drum, the drum skin vibrates and small changes in air pressure occur. Those changes produce sound waves that leave the drum and reach your ear, causing your ear drum to vibrate. That in turn creates nerve signals that go to your brain, which are then interpreted as sound.

### How does sound become audio?

Sounds are recorded with a microphone, a device which converts sound waves into electronic waves, which can then be saved as an audio file. The recorded sounds can be reproduced so that you can hear them from speakers that can be as tiny as earphones or as tall as two people standing on top of each other. Large speakers produce loud, high-quality sound at concerts or public events. Microphones and speakers are integrated into everyday devices like smartphones and computers. So anybody who has access to such devices can record sound—be it voices, music, or the radio—and store it as an audio file. They can then play it back to listen to it or share it with others.

### What types of media use audio?

The medium that uses audio the most is radio. But audio also plays an important role in other electronic media like television, movies, video clips, and video games. Sounds and music have become such an integral part of media products like movies or video games that sound engineering has become a profession. The people who do this work are called audio engineers or sound engineers. They choose or create sounds and music in movies, videos, or TV shows to heighten the perception of reality or enhance moods like anticipation, joy, or fear.

### What is radio?

Radio is a sound-only mass medium. When people listen to the radio, they only need the sense of hearing to understand the media messages consisting of news, reports, interviews, or music. Even people who cannot read or write can understand radio content. Most people listen to the radio for entertainment and to get up-to-date information. They hear that audio thanks to radio waves that are used to transmit radio programs.

A microphone picks up speech, music, or other auditory information, creating a signal that is sent to a transmitter where it is turned into a broadcast signal and sent out over the air. Sound waves normally dissipate after traveling a few meters. But radio waves— which cannot be seen, felt or heard— can travel far in the atmosphere. A radio antenna picks up this broadcast signal, which is processed by the radio receiver to turn the signal into sound again. The radio listener adjusts a tuner to find the frequency of a station. Nowadays, many radio stations have more options than just radio waves to get their programs to listeners. Programs can be delivered via cable or broadcast on the internet. Websites run by radio stations often contain additional information, like articles, pictures, or videos that supplement their audio content.

### What kinds of radio stations exist and how are they financed?

The role of radio in people's lives varies from country to country. In some parts of the world, radio is still the most important source of information, while in others, people mostly listen to radio for entertainment. There are places in the world where radio no longer plays a significant role in people's lives. They prefer to get their information and entertainment from other media sources, like social media platforms.

Radio stations can be categorized by looking at who owns and operates them, who is responsible for the content of the broadcasts, and how the programs are financed. In some countries, the government finances, runs, and controls radio stations. These stations are called state broadcasters, and they often present a positive view of the government. Public-service broadcasters, on the other hand, are not supposed to support any particular party or government in power. They aim to broadcast in the interest of the public as a whole. Public-service broadcasters often rely on listener fees to finance their operations and they are usually non-profit organizations. When entrepreneurs or businesses operate radio stations, they are called commercial broadcasters. These stations are mostly financed by advertising that is aired during the programs. Another category is community radio. These stations are usually financed and run by local communities or interest groups such as women, youth, churches, etc. Community radio stations broadcast local topics as well as the voices and views of average citizens who are rarely heard on other radio stations.

Regardless of their organizational form and ownership, many radio stations generate additional income from advertising. The more listeners a station has, the more it can charge for the advertisements on its programs.

## Who creates radio content?

Only a few people are needed to create and produce radio broadcasts. Radio programs can be broadcast live or be pre-recorded. Media makers in radio broadcasting include news reporters, producers, radio presenters, news editors, and music editors.

## What is typical radio content?

The type of programs a radio station broadcasts depends on its aims and objectives. Information stations focus on news and talk shows, while entertainment stations mostly play music. Typical content types on information stations are news, interviews, reports, and public-service announcements. Entertainment stations that mostly play music often focus on specific kinds of music, for instance, traditional or folk music, pop, rock, or classical music. Programming sometimes includes reports about people in the entertainment industry, like singers, musicians, or celebrities. The on-air hosts usually try to be lively and entertaining. Many radio stations offer call-in programs during which listeners can call the station and ask questions or voice their opinions on air. This gives them the opportunity to make themselves heard.

## How do you write news for radio?

Writing for radio is different than writing for print because you are writing for the ear, not for the eye. Radio listeners only hear the information once. They cannot pause or rewind a program; they have to understand everything immediately. That is why the information has to be conveyed in simple words and short sentences. A radio news item always starts with the most important facts: What happened? What is new? This is called the lead or lead sentence. The paragraphs following the lead provide further details that explain the lead or quote reactions to what has happened. The news item should answer the questions who, what, where, when, why, and how. The order in which these questions are addressed depends on which part of the information is most important: Is it what has happened, where it happened, or who was involved?

## What is an interview?

An interview is a journalistic research method and a broadcast format often used in radio or TV. Interviews can serve different purposes: Research interviews are not aired; they are a means of getting facts and background information. Sometimes journalists will conduct interviews if they just need short statements or reactions from somebody. Then, only short voice clips will be broadcast as part of another journalistic product, like a radio report. Another option is to conduct an interview

with the intent of broadcasting it as a whole. Two people are actively involved in an interview: an interviewer and an interviewee. The interviewer takes on the listener's role and asks questions that are relevant for the audience. So the audience also shapes and influences any journalistic interview, even if it is not present during the recording. Unlike an everyday conversation between two people, in which both can ask questions and give answers, the journalist conducting the interview is the only one who asks questions. The interviewee's task is to answer these questions, even if they are tough or critical. The interviewee is often an expert, an eyewitness, a public figure, or someone who plays a key role in the subject of the interview.

## What basic forms of questions can be used in an interview?

Before conducting an interview, journalists should define their information goal: What do they want to find out for the audience? Once the goal is set, they can think of questions. Each answer should bring them one step closer to reaching the interview goal. At the most basic level, there are two forms of questions: closed and open. Closed questions can be answered with yes/no, or just one or two words, like a name or a date. Open questions are different. They usually start with "why" or "how" and give the interviewee a chance to explain the background and give details or a personal opinion. Answers to open questions can sometimes be quite long. If journalists want to get straight to the point or are running out of time, they often ask closed questions, to which the interviewees have to give short, clear answers. Other kinds of closed questions that can prompt short, precise answers are: "how many," "when," or "where." Sometimes journalists have to ask follow-up questions after the closed questions so the audience can make sense of the short answers.

## How do you conduct good interviews?

Always prepare your interviews thoroughly. Research your topic and define your interview goal. What do you want listeners to know at the end of the interview? Choose an appropriate interviewee who is knowledgeable, willing to talk to you, and able to answer questions clearly. Research the person you will be interviewing: What is their stance on the issue at hand and what can they say to make the topic clearer for the audience? This will help you focus your interview questions and ensure that they are relevant. Ask short, clear questions so that your interviewee understands what you want to know. Make your interviewee feel comfortable and show them that you are interested in their answers by keeping eye contact, nodding, and paying attention to what they say. It is helpful to prepare some basic questions in advance. But listen closely to what your interviewee says and stay flexible. Depending on how the interview goes, you may want to change the order of the questions, leave

some out, or ask follow-up questions. Always follow up if the interviewee has not answered clearly, or if they say something unexpected and you think the listeners need to know more.

### What is a vox pop?

A vox pop is a short interview recorded with members of the public. Journalists use this format to show a variety of thoughts or opinions regarding a topic. In a regular interview, you ask one person several questions. In a vox pop, you ask many people the same question to get diverse opinions, outlooks, or experiences. The people you hear in a vox pop are not carefully selected experts, but instead, ordinary people chosen randomly. Vox pops are supposed to reflect the diversity of personal opinions on a topic of common interest. They can give listeners new insights into how others think, recognize diversity of thought, and show multiple facets of a subject. Listeners usually enjoy vox pops because they contain the voices of ordinary people like themselves.

### How do you put together a vox pop?

You should carefully plan a vox pop, but of course the answers should be spontaneous. First, think of a question on a controversial topic that people are talking about, and will likely hold different opinions about. This way, you are more likely to get a variety of answers for your vox pop. Who is affected by this topic and where can you find these people? Maybe your topic affects a broadly defined group like adults, teens or children, or a clearly defined group such as workers from a specific company or industry. Where will you find them? On a city street, in a marketplace, in front of a school, factory, or university? Try to come up with a single open question that will reveal contrasting opinions. When approaching people to talk to, try for variety: male, female, old, young. Get your interviewees' spontaneous reaction to your question; don't rehearse answers with them. Make sure that the answers are clear and understandable. When you have recorded 10 to 20 good responses, choose the best ones that reflect a diverse mixture of voices and opinions. Edit them down to short, punchy statements. Edit out your questions so the listener only hears a series of answers. Mix the order to vary the voices and opinions. Start your vox pop with a strong statement and end with a strong one as well.

### What do you need to record audio?

There are several methods to record audio—you can simply use a smartphone to record, or spend large amounts of money on sophisticated microphones and recording equipment. In any case, you will need a microphone, or mic. This can either be a basic internal mic, like the ones built into smartphones, or an

external one. External mics need to be connected to an audio recording device, such as a digital audio recorder, a computer, laptop, tablet, or smartphone. External mics usually provide better sound quality than built-in versions. For recording audio, there is plenty of free, quality software you can use. If you use a laptop or computer, a popular free audio recorder and editor is "Audacity." For smartphones you can find numerous apps for Android, iOS, and Windows. Some of them are just for recording sound; others can also be used to edit recorded audio files. Check for highly rated apps in Google Play or the iTunes App Store by typing in "audio recorder" or "audio editor." Some of the recommended audio apps for Android are WavePad Audio, WaveEditor, Editor Free or Lexis Audio Editor, all of which can be used for recording and editing audio.



## ESSENTIALS

### Learning objectives

#### Knowledge

Sound is all around us all the time; sound plays an important role in media like TV, movies and radio; most radio stations have entertainment, information, and commercial elements in their programming—the amount varies according to the station's policy and target audience; news, interviews, and vox pops are typical journalistic radio content; radio news captures the essentials of what's new and relevant in easy-to-understand sentences; in an interview, the journalist asks questions for the listener; a vox pop is made up of different opinions and voices on one topic; the uses and gratifications theory helps explain why people use media; characteristics of good audio recording, audio in other media.

#### Skills

Being able to listen closely to audio and reflect on audio/radio listening habits; distinguishing between fact and opinion; researching news stories that are relevant for a target audience; active media work; interviewing; producing a vox pop; presenting; creating a news bulletin; reflecting media ethics and acting accordingly; individual work; pair and group work.

### Schedule

As a trainer, you can choose from a variety of topics, approaches and training methods to teach young people media literacy and convey media skills. Before you decide what you would like to do, consider the learning objectives, the time available for training, the trainees' prior knowledge, and their reasons for taking a course.

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 | 1.5 HOURS

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##### Radio content

Analyzing and discussing radio content, the main goals, target audiences, and quality of different radio stations

#### EXERCISE | 3 HOURS

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##### On air! The news

Researching a topic; checking the newsworthiness of information; writing and recording a short news bulletin for radio; recording your own voice reading news; developing a sense of phrasing, intonation, and voice modulation

#### EXERCISE | 3.5 HOURS

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##### The interview

Researching a topic, defining an interview goal, conducting and recording an interview; practicing listening to the interviewee and developing new questions based on answers

#### OUTPUT | 3 HOURS

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##### Vox pop—radio use

Analyzing and discussing radio listening habits with the help of the uses and gratifications theory; phrasing a vox pop question; conducting and editing a vox pop





## TOPIC GAMES

### Audio

#### EXPLORING THE IMPACT OF VOICES

##### “Voice contest”

This contest allows trainees to explore how speaking a sentence in different ways can express a variety of emotions. Divide trainees into two equal groups. Each group forms a line facing the members of the other group. Ask each group to come up with a sentence they want the other group to say and have them write the sentence down on a flip chart. Now let the first group choose a feeling that the members of the other group will try to express through their intonation, for example: pride, nervousness, trustworthiness, sadness, satisfaction, love, passion, anger, romance, or irony. One after another, the members of the second group perform the sentence. Each member of the first group then chooses the person they think did it best and explains why. Switch roles and repeat several times.

#### FUN WARM-UP WITH MUSIC

##### “Musical chairs”

This is a popular children’s party game. It energizes people and works well with large groups. Ask your trainees to form a circle with their chairs. The backs of the chairs must face the center of the circle. Remove one chair so that there is one less than the number of players. Then start a piece of music and let your trainees walk or dance around the circle of chairs while the music is playing. When you stop the music, the trainees have to quickly find a chair and sit down. The one who is left without a chair is out of the game and takes one chair with them when they leave the circle. The game continues until the last two trainees fight over the last remaining chair.

#### RAISING AWARENESS FOR APPEARANCES

##### “Meeting strangers”

Here, trainees playfully learn to conduct an interview or vox pop. This game makes trainees aware of what effect people have on strangers depending how they approach them. Ask the trainees to walk around the room randomly. Then, give a signal and tell them how they should greet each other, for example: by nodding and smiling, by being very serious, by placing their hands together over their hearts and bowing like a Buddhist, by shaking hands vigorously, or putting their right hand on their heart. In the second round of this game, divide the trainees into two groups. One of them plays the journalists, the other represents ordinary people. The journalists try to approach the ordinary people, but the people react according to your instructions, for example: surprised, skeptical, open minded, dismissive, angry, fearful, or curious.

#### CREATING AWARENESS FOR SEQUENCES

##### “Vox pop puzzle”

This little puzzle helps your trainees understand how the choice of sound bites for a vox pop can change the overall message. Ask two trainees to play the role of journalists. Help them come up with a good question for a vox pop. It should be an open question on a controversial subject that is being talked about by the public. Each of the other trainees gets a number and writes a very short pro or con answer to the vox pop question on a card. Next, both journalists ask the others to read their answers out loud. After that, the journalists individually choose which answers they want to select for their vox pop and decide on the best sequence of answers by writing down their numbers, for example: 2, 7, 1, 4.

At the end, both journalists present their vox pop “live” to the group. They ask the question again and call the number of the trainee whose reply they want to hear first. After that, they call the number of the author of the second reply and so on. When you are done, discuss the different impacts of the two vox pop versions.



## INTRODUCTION

### Introduction to radio content

<b>Targets</b>	Analyzing and discussing radio content; the main goals, target audiences, and information content of different radio stations
<b>Duration</b>	1.5 hours
<b>Preparation</b>	Record a radio jingle and about 5 to 6 short examples of different radio content (news, magazine program, interview, music, commercial, public-service announcement)
<b>Materials</b>	“Radio quiz” worksheet
<b>Methods</b>	Brainstorming, group work, presentation
<b>Technology</b>	Laptop or smartphone, speakers

### INTRODUCE SOUND AND AUDIO | 10 MIN., ENTIRE GROUP

Welcome the trainees and ask them to close their eyes and listen. Make or play back some sounds. For example: Clap your hands, hum, knock on a door or table, or play samples of music or recorded voices. After each sound, ask the trainees to describe what they heard. At the end, have the trainees listen to silence.

After explaining what sound is and how it is converted electronically to audio, ask the trainees to list the media types that work with audio (example: movies, music videos, TV) and write them down. Then ask the trainees to name the medium that is only directed at the sense of hearing and relies solely on audio to deliver information: radio.

### BRAINSTORMING: RADIO BROADCASTER AND OWNERSHIP | 10 MIN., ENTIRE GROUP

Start this section by playing a well-known radio station’s jingle or station ID. Explain what a jingle is and how radio stations use them. Collect names of popular radio stations on index cards. Ask the trainees whether they know who owns and operates specific broadcasters. Discuss why it is important to know who finances and runs a station. Sort the radio stations that the trainees have listed according to ownership categories: state broadcasters, public-service broadcasters, commercial broadcasters or community radio stations.

### TASK: RADIO CONTENT | 20 MIN., GROUP WORK

Divide the trainees into groups and ask each group to examine the typical content and program structure of a specific radio station (e.g. the amount of news, interviews, music, advertising, public-service announcements and when they typically run). Tell them to write down their findings on flip chart paper so they can present them to the others later.

### PRESENTATION RADIO CONTENT | 30 MIN., PRESENTATION

Ask the groups to present their findings. When they do this, ask them to imitate the radio content elements of the stations they have analyzed in short impromptu performances. Ask the other trainees to add information if anything is missing. After each group has given their presentation, summarize the categories of typical radio content and display the keywords on index cards. Now ask the trainees what the objectives of the different kinds of content are. Structure the answers according to the main purpose of each content format: to inform, entertain, or sell something. For example:

- To inform: news, interviews, magazine programs, vox pops
- To entertain: music, radio plays, audio books, information about celebrities
- To sell or promote: advertisements, paid content, program announcements, jingles

### RADIO QUIZ | 20 MIN., GROUP CONTEST

Divide the trainees into groups so that there are as many members in each group as audio samples that you have prepared for the quiz. Give each group a “Radio Quiz” worksheet. Each question should be answered by a different group member. You can ask the trainees to fill out the worksheet quietly in their groups or have the first group that thinks it knows the answer to shout it out.

- What type of radio station aired the sample that you heard?
- What kind of radio content is it?
- What is the main purpose of this kind of radio content?

The groups get a point for each correct answer. Count the scores at the end of the quiz. The group with the highest score wins the prize for “Best Listeners.”



## WORKSHEET

### Radio quiz

#### Elements of a story

Type of radio station	Type of radio content	Purpose	
Example 1	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 2	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 3	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 4	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote
Example 5	<input type="checkbox"/> news <input type="checkbox"/> magazine program <input type="checkbox"/> interview <input type="checkbox"/> vox pop <input type="checkbox"/> music <input type="checkbox"/> radio play	<input type="checkbox"/> information about famous people <input type="checkbox"/> advertisement <input type="checkbox"/> paid content <input type="checkbox"/> jingle <input type="checkbox"/> public-service announcement	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to sell or promote



## EXERCISE

### On air! The news

<b>Targets</b>	Researching a topic; checking the newsworthiness of information; writing and recording a short news bulletin for radio; recording your own voice reading news; developing a sense of phrasing, intonation, and voice modulation
<b>Duration</b>	3 hours
<b>Preparation</b>	Check the internet connection; download and print or copy worksheets; prepare the sample news text
<b>Materials</b>	Index cards, tape, pens, flip chart paper, "On air! Test recording" worksheet, "Audio recording" guidelines, "Checklist: Our radio news" worksheet
<b>Methods</b>	Group work, pair work, research, audio recording, presentation
<b>Technology</b>	Computer or smartphones for research and audio recording, internet access, headphones, speakers

### THE HUMAN VOICE AND THE NEWS VOICE | 10 MIN., ENTIRE GROUP

Start the session by welcoming the trainees using tones of voice that convey different states of mind, for example: funny, excited, dramatic, trustworthy, nervous, and so on. Ask the trainees to describe how the different voices and moods influence how they perceive the information. Ask the trainees to describe the voice of a radio news reader and write down the characteristics they mention. Then have the trainees listen to a recording of a professional radio news announcer. Ask them to describe how this kind of voice creates a trustworthy and serious atmosphere.

### TASK: RECORD TEST NEWS | 40 MIN., ENTIRE GROUP, PAIR WORK

Demonstrate how a human voice can be recorded using the available technical devices, for example: sound recorder, smartphone with apps. Show the trainees typical mistakes they should avoid, like holding the microphone too far from the source of the sound, getting too close and recording P-pops, or forgetting to press the pause/record buttons. Write down the most important tips for recording audio on index cards or give the trainees the "Guidelines for recording audio."

After the demonstration, ask the trainees to work in pairs and record a test news item about their training (see worksheet). They should aim to read the news item in a trustworthy, clear and factual voice and aim for a perfect recording. Support the trainees individually while they prepare and work on their test recordings. At the end of the session, the trainees get together and share their experiences with each other. Play two or three of their recordings and discuss them.

### NEWSWORTHINESS AND JOURNALISTIC RESEARCH | 20 MIN., ENTIRE GROUP

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Present and discuss criteria to consider when deciding whether a piece of information is newsworthy. You may want to review “What is news” and “What is a topic” from chapter 2 “Information and topics” at this point.

This will help the trainees produce their own radio news later. Read sample headlines and ask the trainees to judge whether they are newsworthy.

Here are some examples:

- This morning at 8:42 a.m., scientists recorded a strong earthquake near Tokyo.
- Today I woke up at three a.m.
- Protests mark growing anger about rising fuel prices.
- Doctor saves woman’s life by removing her lungs for six days.

Introduce the “5Ws and H” questions that each news item should answer (who, what, where, when, why, and how) and write them on a flip chart. Then ask the trainees how journalists can find the answers to these questions and ask them to name different sources of information. Write these sources down on index cards and ask the trainees to evaluate the trustworthiness of each information source. Have them identify whether it is a primary source (a person involved in the story or an eyewitness account) or a secondary source (a news agency or other media).

### TASK: RESEARCHING AND CHOOSING A TOPIC | 30 MIN., GROUP WORK

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Divide the trainees into groups and ask them to come up with a topic that they want to report on. Have them check the newsworthiness of their topic with the help of the checklist on the worksheet. Help them focus their topic and do basic research needed to answer the “5Ws and H” questions. At the end of the session, the groups give a short presentation of their topic to the others.

### QUALITY OF INFORMATION AND WRITING NEWS FOR RADIO | 20 MIN., ENTIRE GROUP

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Provide some basic knowledge about the quality of information. Ask the trainees to list criteria and indicators for quality journalism and then list mistakes to avoid. Write the key criteria on flip chart paper for everyone to see. Then explain the concept of the inverted news pyramid (lead sentence, details and reactions, background). Discuss how radio language differs from newspaper language and how radio journalists should write for the ear, not the eye (short sentences, one piece of information per sentence, logical sequence, commonly used words).

### TASK: WRITING AND RECORDING NEWS | 30 MIN., GROUP WORK

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With their newly acquired knowledge about writing news for radio, the groups write their own news items. Ask them to read the items out loud to each other to check if they are easy to understand and clear or whether any information is missing. Does the news item flow logically? Ask them to break down long sentences into two or more sentences, if necessary. Ask them to go through the checklist on the worksheet. Help them improve their items so that the language is suitable for radio and the quality of the information is good. If all group members are satisfied with their news item, ask them to write it on a flip chart so everyone in the group can read it. Each group chooses a news reader and records their item.

### PRESENTATION | 30 MIN., ENTIRE GROUP

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Each group presents their recorded news item. After each presentation, encourage the other groups to give feedback or ask questions. Display the flip charts with the text of the news items during the feedback session so everyone can point out details. Remember to always begin with positive feedback.



## WORKSHEET

### On air! Test recording

#### TASK

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Record a test news item about your training. We have supplied a sample text below. Please try to read the news story in a trustworthy, clear, and factual voice and aim for a perfect recording.

Young people from different regions of the country are taking part in a \_\_\_\_\_ -day (*duration*) workshop on media and information literacy in \_\_\_\_\_ (*location*).

The training helps raise awareness of how the media work. It also shows the participants how they can make their voices heard in public discussions.

The training is provided by \_\_\_\_\_ (*organizers*) and focuses mostly on radio. The participants learn to evaluate the quality of radio programming, produce their own radio news stories, and conduct interviews.

Media and information literacy is not just important in \_\_\_\_\_ (*country*) but all over the world. It enables people to understand and process the abundance of information in the media and recognize disinformation. It also helps them actively participate in communication involving media. The growth of social media networks like Facebook and Twitter and the spread of disinformation and hate speech have made media and information literacy more important than ever.



## GUIDELINES

### Audio recording

Recording audio is easy if you avoid some common mistakes. Here are some basic tips:

- Choose a quiet environment but avoid empty rooms as they can result in a hollow sound and echoes.
- Don't record in places with a lot of background noise like traffic, music, or other people talking. Background noise can make it difficult for you to edit your recording and makes it hard for your listeners to understand what is being said.
- If you record outside with an external microphone, you can reduce wind noise by using a mic windscreen.
- When your interviewees talk, do not encourage them audibly by saying "aha," "yes," "I see," or "I agree." Encourage them silently by nodding, smiling, and maintaining eye contact. Verbal encouragements may give your listeners the impression that you agree with everything your interviewee says.
- While you record, don't move the fingers that hold the microphone, as this will make sounds that the microphone can pick up. Also try to avoid making other sounds that could end up on tape, like shuffling your feet or coughing.
- Hold the microphone in the direction of the source of the sound: near your mouth when you ask a question, and near the interviewee's mouth when they answer.
- A good distance between the mouth and the microphone is about 20 cm (almost eight inches). You can get a little closer if you're using an internal microphone, like the microphones built into smartphones.
- To avoid P-pops, hold the recording device a little off to the side of the mouth, not directly in front of it.
- Always wear earphones or headphones to check the levels and the sound while you are recording.
- Press the record button a few seconds before asking your first question. Keep recording for a short while after the end of the last answer. You can trim the beginning and the end of your interview later, but you can never recreate missing audio if someone starts speaking before you've started recording.



## WORKSHEET

### Checklist: Our radio news

#### TASK

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Do you want to produce quality radio news yourself?  
Use this checklist.

#### 1. Check your topic

Topic: \_\_\_\_\_

Subtopic: \_\_\_\_\_

How newsworthy is it? Circle the characteristics of newsworthiness, also known as news values. If your topic doesn't have any of these news values, you may want to change your focus or concentrate on a subtopic instead.

timeliness

impact

conflict

consequence

proximity

prominence

novelty

human interest

#### 2. Check your information sources and the results of your research

What sources of information did you use for your research?  
Evaluate them.

Information source	Primary source?	Secondary source?	How trustworthy?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#### 3. Check the quality of information in your news text

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> all relevant facts | <input type="checkbox"/> neutral language       | <input type="checkbox"/> balanced, not biased                   | <input type="checkbox"/> no interpretation from the journalist |
| <input type="checkbox"/> truthful           | <input type="checkbox"/> factual, not emotional | <input type="checkbox"/> no value judgments from the journalist |  |
| <input type="checkbox"/> easy to understand | <input type="checkbox"/> transparent            |   |  |





## EXERCISE

## The interview

<b>Targets</b>	Researching a topic; defining an interview goal; conducting and recording an interview; practicing listening to the interviewee and developing new questions based on answers
<b>Duration</b>	3.5 hours
<b>Preparation</b>	Copy worksheets
<b>Materials</b>	Index cards, tape, pens, flip chart paper, "The interview plan" worksheet
<b>Methods</b>	Role play, group work, online research, active media work, presentation
<b>Technology</b>	Computers or smartphones for research and audio recording, internet, headphones, speakers

## ROLE PLAY: INTERVIEW | 15 MIN., WORK IN PAIRS

Ask the trainees to form pairs and stand facing each other. While one of them plays the role of an untrained interviewer who only asks closed questions, the other one pretends to be a tight-lipped interviewee who just answers yes/no. You can turn this into a game: The interviewer tries to make the interviewee laugh. If the interviewee laughs, the interview is over and the pair sits down. The last pair standing wins the game.

## WHAT IS AN INTERVIEW? WHAT IS IT USED FOR? | 25 MIN., ENTIRE GROUP

Discuss the trainees' experience with the role-play and ask them how they would describe what they just did. Together, define what an interview is. Explain that journalists select interviewees based on their expertise in a topic or involvement in an event. Emphasize that journalists define a clear interview goal before they start their interview and use a series of open and closed questions to reach this goal. Ask the trainees to list reasons why radio journalists conduct interviews. Help them discover how interviews can be used as a research tool to acquire background information, to collect sound bites for reports, or how they can be broadcast in their entirety.

## TASK: PREPARE YOUR INTERVIEWS | 70 MIN., INDIVIDUAL WORK, ENTIRE GROUP

When the trainees have grasped the most important characteristics of an interview, get them to practice conducting and giving interviews. Everyone has to choose two topics that they know something about and feel comfortable being interviewed on.

1. What topic do you know a lot about? Are you an expert on a topic because of your hobbies and interests or things you do in your everyday life?
2. What topic or cause are you passionate about? Is there an issue that has had or could have a direct positive or negative effect on your life?
3. Take two cards, each a different color. On one card, write down a topic on which you are an expert. On the other card, write down a topic you feel strongly about. Tape the cards to your chest.

After the trainees have taped the two cards to their chests, they briefly explain their topics to the rest of the group. Ask them to form pairs. Each trainee is given a chance to conduct an interview and to be interviewed. The one who acts as the interviewer first chooses one of the interviewee's preferred topics. Just like a real journalist, the interviewer then requests an interview with the interviewee. The interviewer explains the purpose of the planned interview to the interviewee. Is it a research interview or will the whole interview be broadcast? Will it go live on air or will it be recorded and edited first? After they have conducted their interview, the members of each pair switch roles: the interviewee becomes the interviewer who requests an interview.

Outline some basic guidelines before the trainees start preparing for their interviews. Those include doing research, defining an interview goal, and preparing a possible sequence of questions. Write the guidelines on flip chart paper so everyone can see them. Each trainee prepares their own questions for their interview. As interviewers, they should also come up with something that they can chat about with the interviewees to put them at ease and make them feel comfortable before recording begins. Interviewers should also test the recording device and check the batteries. Each interview should be about five minutes long.

### **CONDUCT, RECORD, AND PRESENT INTERVIEWS — FIRST ROUND | 50 MIN. PAIR WORK, ENTIRE GROUP**

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One half of the trainees assume their roles as interviewers and conduct their interviews. When those have been recorded, ask if there are volunteers who want to present their interviews to the other trainees. After you have played the first pair's interview, everyone gives them a big round of applause. Ask the pair how they felt as interviewer and interviewee and if anything was new about the experience. Then ask the other trainees to use the flip charts to write down their positive feedback and their ideas on how to improve the recorded interview. Discuss the feedback with the trainees. When you go through the ideas for improvement, make sure the participants focus on things that could actually be done differently next time to make the interview more interesting and appealing to potential listeners, for example: the logical sequence of the interview, listening to the interviewee's answers and using them to create new questions, asking follow-up questions if an answer was not satisfactory. Listen to a few more interviews and analyze them with the trainees.

### **CONDUCT, RECORD, AND PRESENT INTERVIEWS — SECOND ROUND | 50 MIN., PAIR WORK, ENTIRE GROUP**

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Now the trainees who were the interviewers in the first round become the interviewees and vice versa. Ask them to keep the feedback from the first round in mind when they conduct their interviews. When they have recorded their interviews, welcome everyone back for the second round of presentations with feedback. Remind the trainees to also give positive feedback and to be factual and specific. They should try to imagine how the average listener would respond to this interview if they heard it on the radio: What aspects would they enjoy? What would they find confusing? What is still unclear? How could the interviewer have done a better job?



## WORKSHEET

### The interview plan

Interviewee: \_\_\_\_\_ Interviewer: \_\_\_\_\_

What should the listener know at the end of the interview? Interview goal:

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Interview plan:

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Aspects to keep in mind:

1. What do potential listeners already know about this topic? What should they know about it? What questions would make this topic interesting for them? How can you make this topic clear for them?
2. Develop the interview logically; ask basic questions first.
3. Listen to what your interviewee says and integrate their answers into your questions. Adapt your questions or the sequence of questions accordingly. This will give your interview a logical flow, just like an everyday conversation in which you respond to something that is said. It will help listeners follow the interview.
4. Don't jump from one idea to another without building bridges for your listeners.
5. If the interviewee doesn't answer a question, ask it again using different words. If the interviewee still doesn't answer, you can ask why they do not seem to want to answer your question.



## OUTPUT

### Vox pop — radio use

<b>Targets</b>	Analyzing and discussing radio listening habits with the help of the uses and gratifications theory; phrasing a vox pop question; conducting and editing a vox pop
<b>Duration</b>	3 hours. Optional: homework + 1 hour
<b>Preparation</b>	Download and print or copy guideline
<b>Materials</b>	“Vox pop checklist” guidelines
<b>Methods</b>	Individual work, interview, discussion
<b>Technology</b>	Computers or smartphones for research and audio recording, internet, headphones, speakers

### USES AND GRATIFICATIONS THEORY — RADIO | 30 MIN., ENTIRE GROUP

Ask the trainees if they listen to the radio. The ones who answer “yes” should explain why. Roll up a piece of paper so that it looks like a microphone and ask each one of these trainees why they like to listen to the radio, as though you were recording a vox pop. Ask a volunteer to write down keywords from their answers. After you have collected a good number of answers, explain the uses and gratifications theory. This theory describes how people actively seek out specific media to satisfy specific needs. The theory asks questions like: Why are we using media? What media do we turn to at different times? What do we gain from it? The uses and gratifications theory regards the audience as active media consumers as opposed to earlier theories which focused on the (negative) effect media and media content might have on a more or less passive audience.

Show how the trainees’ answers reflect parts of the theory:

People use a medium like the radio for:

- information
- education
- entertainment
- escape from daily life
- personal identity
- social interaction

### WHAT IS A VOX POP? | 20 MIN., ENTIRE GROUP

Discuss how asking several people the same question differs from conducting an interview. Develop a definition for vox pops with the trainees and illustrate the most important characteristics of this form of radio journalism on a sheet of flip chart paper. If possible, play a recorded vox pop as an example.

### TASK: FIND A QUESTION ABOUT RADIO LISTENING HABITS | 30 MIN., GROUP WORK, ENTIRE GROUP

Ask the trainees to work in small groups. Each group chooses an aspect of the uses and gratifications theory and thinks of an interesting vox pop question that will bring out a variety of answers and opinions. Some examples are: How well do radio broadcasters fulfill your need to be well informed? What role does radio play in your social life and within your family? How much do you think radio makers should be concerned with educating, informing, or entertaining their listeners? How important was radio for you as a child? The groups present their question, get feedback from the other trainees, and then possibly refocus the question.

### **INPUT: CONDUCTING, EDITING, AND PUBLISHING A VOX POP | 20 MIN., ENTIRE GROUP**

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Offer advice on conducting a vox pop, for example: Interviewers should approach ordinary people on the streets; they should always ask the exact same question; the answers they record should be spontaneous, not rehearsed; there should always be a variety of voices (male, female, old, young) and opinions (pro, con); background noise should be kept down to a minimum; interviewers should record more answers than they think they'll need. Show the trainees how to edit their recordings digitally. The vox pop answers should be short and concise—maybe just one key sentence can be taken out of a long answer. Show the trainees how to change the order of the answers in the audio file. The vox pop should start and end with strong answers. After that, point out different ways of publishing their vox pops, for example, on SoundCloud or by sharing it on other social media networks.

### **TASK: CONDUCTING AND EDITING THE VOX POP | 40 MIN., GROUP WORK**

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Before the trainees conduct the vox pop, ask them to record a short introduction for it, like: "Many people love to listen to the radio, but for very different reasons. We went to <place> to find out why people tune in." When you send the trainees out to record their vox pops, ask them to collect at least ten different answers. If they record even more people, they will get a greater variety of voices and opinions and a better selection for the final edit. When they have completed their recordings, ask the trainees to choose the best statements and sort the answers so that they can present a variety of voices and opinions in the final audio file.

### **PRESENTATION, FEEDBACK, AND PUBLICATION | 40 MIN., ENTIRE GROUP**

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Have the groups present their vox pops and ask everyone to give them feedback. If the vox pops meet with everyone's approval, upload them to SoundCloud or other social media.

*Optional:*

### **TASK: PRACTICING A VOX POP IN THE COMMUNITY | HOMEWORK, INDIVIDUAL WORK, WORK IN PAIRS**

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Ask the trainees to come up with a vox pop question that they can ask people in their home town or community. They can either choose one of the topics from the news exercise, the interview exercise, or come up with their own question. Have them record and edit the vox pops and get to know different points of view.

### **PRESENTATION AND DISCUSSION | 60 MIN., ENTIRE GROUP**

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The trainees bring their finished vox pops to the workshop and play them for the others. Everyone evaluates the quality of the vox pop question and the diversity of the answers. At the end, discuss how vox pops can help ordinary people gain a voice in public debate and how this journalistic source of information demonstrates pluralism and promotes it.



## GUIDELINES

### Vox pop

#### 1. Preparing a vox pop: researching and choosing one question

After you have selected a suitable topic and researched the basic facts, you may find it difficult to choose one question. There are a lot of different questions that you can ask about any topic, but for a vox pop, you must choose one key question. It should:

- be short, clear, and easy to understand.
- urge people to share personal opinions or experiences.
- be an open question.
- lead to a variety of answers and not just elicit one possible or desirable response.

#### 2. Your approach and appearance

The first impression counts. So before you go out and ask strangers to answer your question, think about your approach and your appearance. Here are some tips:

- Be friendly and smile.
- Maintain eye contact. Show people that you are genuinely interested in what they are saying. Nod and smile when they speak to encourage them.
- Do not wear inappropriate clothing.
- Look self-confident and optimistic. If you are nervous, try not to show it.

#### 3. When conducting a vox pop

There are some things you should keep in mind while conducting a vox pop. It helps to take notes and check the levels while you record. This will make editing easier.

##### Content

- Short and clear answers
- Different opinions
- Different voices (young/old, male/female)
- Do not interrupt people; be patient.  
You can edit the answers later.

##### Technical tips

- Find a suitable location where you will not pick up too much background noise.
- Wear earphones or headphones to check the volume while you record.
- Start recording a few seconds before the answer starts and keep recording a few extra seconds at the end to make editing easier.

#### 4. Editing a vox pop

Select the best answers. Discard the ones that are not clear, well-expressed, or well-recorded. Make sure you have a mixture of different voices and opinions. Start and end with a strong statement.

# 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







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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

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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.

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