When Media & Information Literacy Confluences With Journalism:
Towards a Roadmap for a thriving Meta-media Universe

Irene Andriopoulou, MA, PhD Candidate

Media is the *significant other* in our daily "praxis"

Modern approach to media literacy is not followed by a reflective attitude towards content, rather by a "craze" on new techniques, filters, special effects for the most impressive, high-impact, followers-attraction result.

We ARE going digital but ARE WE going media and information literate?

Meanwhile, **the time children spend online almost doubled between 2010 and 2020** in many countries. A majority of children use their smartphones **'daily'** or **'almost all the time'**.

UNESCO MIL Alliance approach: MIL is the new alphabet of *reading and writing* through the media. Young people use new technologies to communicate, consume, learn, interact, create, share media experiences.

White Paper on Media & Information Literacy (EKOME, 2018)

*Through media and information literacy skills, citizens are no longer passive recipients of media messages, but they adopt **an active and critical attitude towards news agenda, making wiser choices and contributing to the quest for high quality media content**, all characteristics of a strong and competitive media industry.*
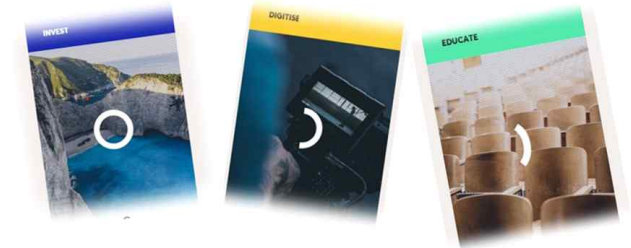
UNESCO: Media & Information Literacy is for All !

Skills to access, critically evaluate and creatively express in the media and information providers field, as prerequisites for personal expression & social action

Through the acquisition of MIL, citizens are equipped with problem-solving and active citizenship skills in open, democratic, resilient societies

EKOME MIL Approach
- Basic skills (technical, elementary access skills)
- Advanced skills (cognitive, critical skills)
- Vocational skills (professional development skills)
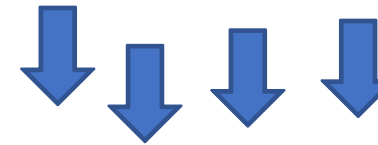
Holistic
Interdisciplinary
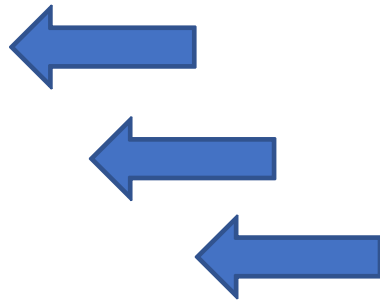Intercultural
Cross-cutting

UNESCO MIL Ecosystem

UN SDG by 2030

Key Action Fields of MIL

❏Early preschool age
❏Typical education
❏Lifelong Learning Context
   MIL for Journalists
❏MIL for Citizens

Objectives of UNESCO MIL Alliance

- Governance, citizenship and freedom of expression
- Access to information & knowledge for all citizens
- Development of media, libraries, internet and other ISPs
- Education, teaching, and learning - including professional development
- Linguistic and cultural diversity as well as intercultural dialogue
- Addressing women, children and youth, persons with disabilities / margin alized social groups
- Addressing health and wellness
- Business, industry, employment and sustainable economic development

UNESCO MIL Alliance
Media & Information Literacy for All

FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)

LAW 3
Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2
Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally - and a nexus of human rights.

LAW 4
Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 1
Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

LAW 5
Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/ assessment, use, production and communication of information, media and technology content.

Alton Grizzle and Jagtar Singh

Recent MIL Policy Developments

UNESCO Abuja Declaration 2022 – 11th UNESCO Global MIL Week

UN Transforming Education Agenda Summit 2022:
MIL / Digital Skills

2020 Resolution A/RES/75/267B encouraging national MIL policies and strategies to tackle disinformation

EC Guidelines for Educators & Policy Report for stakeholders on how to tackle disinformation through ML & Digital Literacy in school and lifelong learning

**New media identities
for children and young people**

- Digital Natives (Prensky)
- Gen Z Ambassadors
- Screen-born nation (Andriopoulou, 2021)

4 Learning Impulses of the child (Dewey, 1943; Bruce & Levin 1997)
- To Inquire (ask questions, explore)
- To Communicate (connect, share ideas)
- To Construct (make things, create)
- To Express (engage with others

Schools should adopt MIL approach, in a multidisciplinary and cross-curricular format through making use of abundant digital resources and opportunities.

Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training

MIL ➡ Digital Knowledge Economies

Key Prerequisites for MIL in schools

- ❑ **Upskilling**: shift from traditional alphabet skills to a new, visual culture with abundant learning potentials
- ❑ **Reskilling:** enhancing traditional literacy skills with new digital skills
- ❑ **Link to civic skills, ensure an active citizenship**
- ❑ **Wise Content Management** & **Access to OERs**
- ❑ **Practice Pre-bunking** *vs* **De-bunking skills**
- ❑ **Link MIL to Artificial Intelligence**

Good Digital Citizenship

CRITICAL THINKING

DAVID J. CHALMERS — REALITY+
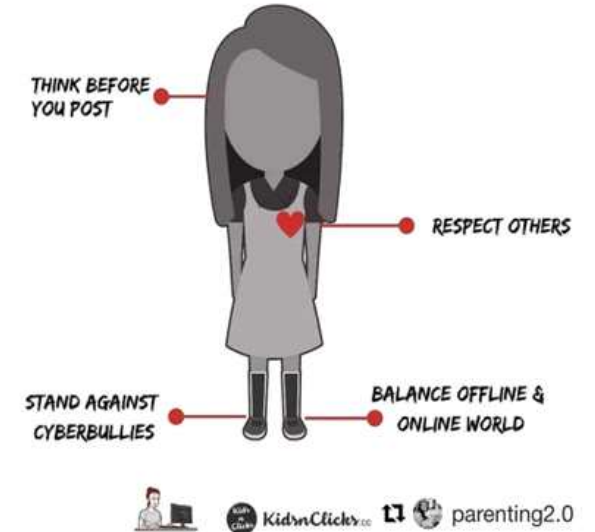
"digital is not a "second-hand" reality - the hybrid world is real" even with unequal access across the globe
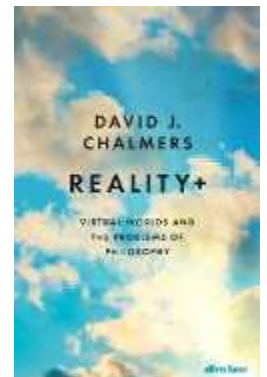
Infodemia: Socio-pathogenic phenomenon that involves us ALL

☐ **Disinformation:** verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public. It can cause public harm.

☐ **Misinformation**: verifiably false information that is spread without the intention to mislead, and often shared because the user believes it to be true.

☐ **Malinformation:** factually correct information that is used harmfully.

Where does MIL stand?

a) As inevitable precaution measure linked with critical skills
b) As timely resource for responding to the information disorder
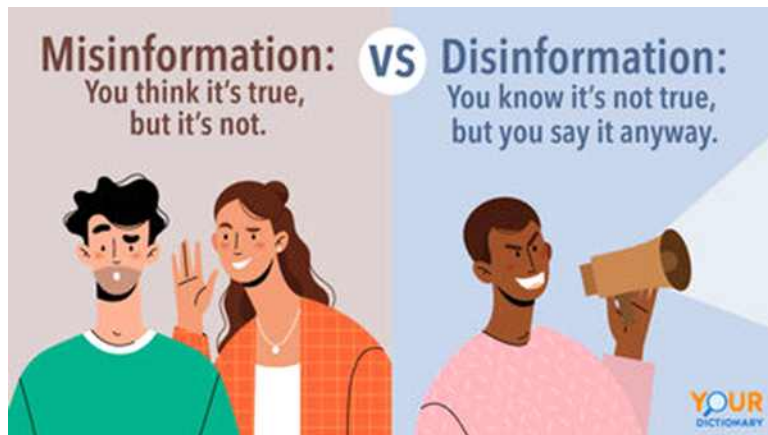
New EC Guidelines on Digital Literacy & Against Disinformation

For Educators / Teachers: Please make use of these OERs, navigate and get inspired for projects and school activities.

For policymakers & media stakeholders: Reflect on the EC Policy Report with input from EU member-states and national experts on MIL policies & strategies.

Digital Education Action Plan 2021-2027

Common guidelines for teachers and educators to foster digital literacy and tackle disinformation through education and training

ACTION 07

#DEAP
#EUDIGITALEDUCATION

What do they include?

- **Practical teaching and learning tips** on game-based learning, assessing digital literacy and engaging parents.
- **Activity plans,** which include how to judge information, trace digital footprints and master fact-checking.
- **Boxes with insights** on digital pedagogy and emotional dimensions of disinformation.
- **Cautionary notes** on topics that include discussing conspiracy theories and discussing controversial issues.

Who are they for?

▶ **The guidelines** are targeted at **teachers and educators** in **primary and secondary** levels of education, **with some or no prior experience with digital literacy or disinformation.**

How will they help teachers?

The guidelines support teachers:

- ▶ To better understand **disinformation** and how it can be addressed in the classroom.
- ▶ To foster digital literacy in classrooms and schools by supporting learners to become **digital citizens.**
- ▶ To navigate **key definitions and concepts** in the field of digital literacy and disinformation.
- ▶ **To get inspiration** on how to assess students in the area and evaluate digital literacy initiatives in their school.

UNESCO MIL Clicks Resources & Tips

https://en.unesco.org/MILCLICKS

MIL& Text Deconstruction

Who created the Message / media ownership

What is the message about? **/** What does it aim to do?

Where is it spotted? Medium/platform

When is it published / posted?

What techniques are used for narration? Storytelling, attraction headlines / visuals / hyper textuality

How is it relevant to you? / News Agenda?

UNESCO OERs

Media and Information Literate Citizens:
Think Critically, Click Wisely!
23, 27 & 29 April 2021

MIL& Image Deconstruction

How to analyze an image-based advertisement?

What signs and symbols do we find? What role do they play in the ad's impact?

What fonts or letterings are used and what impressions do they convey?

If there are figures (men, women, children, animals) what are they like? What can be said about their facial expressions, poses, hairstyle, age, sex, hair color, ethnicity, education, occupation, and relationships (of one to the other)?

What sociological, political, economic or cultural attitudes are indirectly reflected in the advertisement?

What about the language used? Does it essentially provide information, or does it try to generate some kind of emotional response? Or both?

Source: Center for Media Literacy

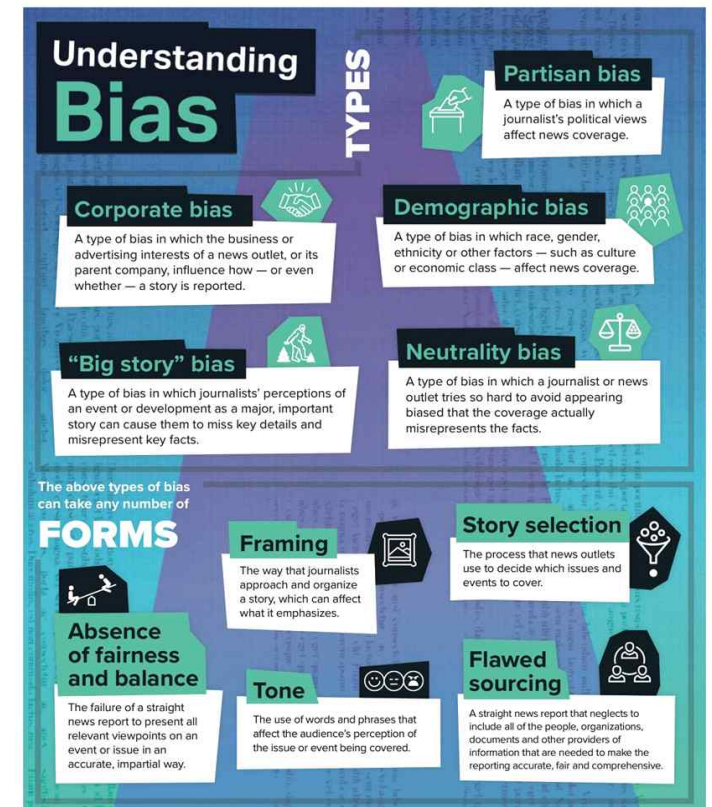#MILCLICKS SERIES: MIL & ADVERTISEMENT

GREAT POWER COMES WITH GREAT RESPONSIBILITIES
Aeschylus, ancient Greek tragedian: "*The first casualty of war is the Truth*".

Common cognitive mistakes by journalists , that give rise to fake news and disinformation

- Fast food news society, lack of time, deadlines deter one from cross-checking resources and facts

- Often stay at first-level preferred reading, most popular angle of the story, affirm popular consensus, one-side of the story

- Objective reporting often struggles with our own beliefs and attitudes

In need to build trust in journalism again ➡ **CHECKOLOGY**

Understanding Bias — **TYPES**

Partisan bias — A type of bias in which a journalist's political views affect news coverage.

Corporate bias — A type of bias in which the business or advertising interests of a news outlet, or its parent company, influence how — or even whether — a story is reported.

Demographic bias — A type of bias in which race, gender, ethnicity or other factors — such as culture or economic class — affect news coverage.

"Big story" bias — A type of bias in which journalists' perceptions of an event or development as a major, important story can cause them to miss key details and misrepresent key facts.

Neutrality bias — A type of bias in which a journalist or news outlet tries so hard to avoid appearing biased that the coverage actually misrepresents the facts.

The above types of bias can take any number of **FORMS**

Framing — The way that journalists approach and organize a story, which can affect what it emphasizes.

Story selection — The process that news outlets use to decide which issues and events to cover.

Absence of fairness and balance — The failure of a straight news report to present all relevant viewpoints on an event or issue in an accurate, impartial way.

Tone — The use of words and phrases that affect the audience's perception of the issue or event being covered.

Flawed sourcing — A straight news report that neglects to include all of the people, organizations, documents and other providers of information that are needed to make the reporting accurate, fair and comprehensive.

News Literacy Project — checkology® — A future founded on facts — newslit.org checkology.org

MIL For Journalists (in-training, in-service) should include:

- **Digital upskilling & expertise exchange on fact-checking & networks**
- **Knowledge on the new media architecture and mechanisms** (e.g. how social media operate, AI-issues, echo chambers, social media news bubble, the role of whistleblowers, Big Data)
- **Internet Neutrality and the perplexing role of ISPs, OTTs** (or GAFAM - Google, Amazon, Facebook, Apple, Microsoft), and streaming platforms (Netflix, Disney+)
- **Oversight Journalism / News Intelligence effect / Crisis reporting**
- **Promote intercultural dialogue & interdisciplinary reporting** (issues about social minorities, media stereotypes, civil rights, respect to privacy & copyrights)

Adopt MIL standards that help journalists acquire critical and ethical stance against reality & promote public democratic discourse in our participatory cultures

The Pandemic Is a Portal

By Arundhati Roy
Illustrator: Adrià Fruitós

Who can use the term "gone viral" now without shuddering a little? Who can look at anything anymore — a door handle, a cardboard carton, a bag of vegetables — without imagining it swarming with those unseeable, undead, unliving blobs dotted with suction pads waiting to fasten themselves on to our lungs?

Who can think of kissing a stranger, jumping on to a bus, or sending their child to school without feeling real fear? Who can think of ordinary pleasure and not assess its risk? Who among us is not a quack epidemiologist, virologist, statistician, and prophet? Which scientist or doctor is not secretly praying for a miracle? Which priest is not — secretly, at least — submitting to science?

And even while the virus proliferates, who could not be thrilled by the swell of birdsong in cities, peacocks dancing at traffic crossings, and the silence in the skies?

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New World Order

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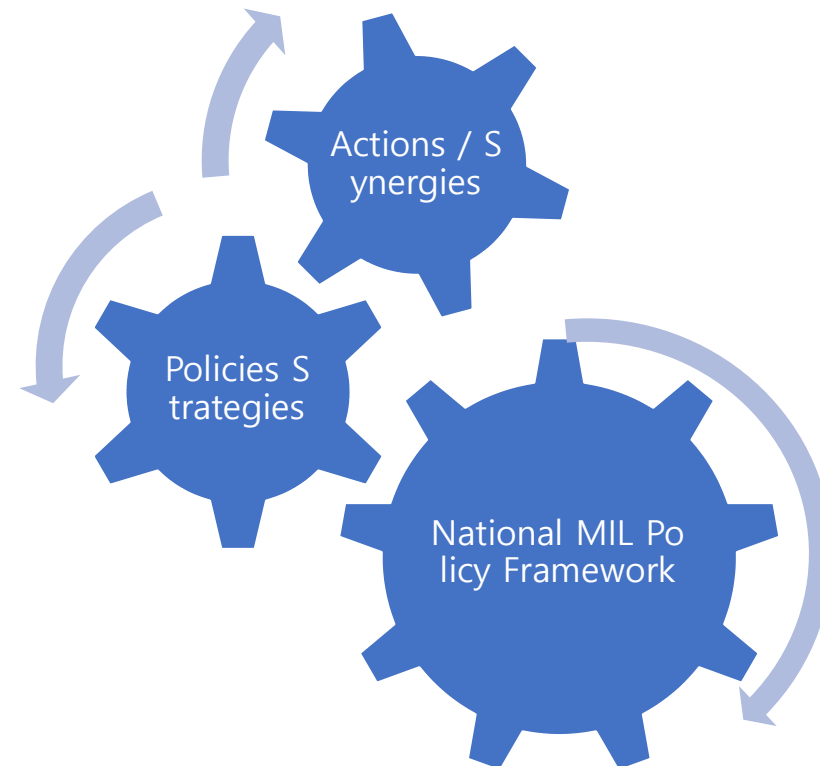
❑ teaching, practicing, and monitoring ML skills in all contexts

❑ classroom, school, families, lifelong learning settings and communities

TOWARDS METAMEDIA INTELLIGENCE

Developing MIL Skills: "Chain-Gain effect"

Thank You.

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