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DO YOU SPEAK MIL?

Media and
Information Literacy:
A Handbook for
Jordanian CSOs

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Foreword

The digital revolution has considerably changed the way we access and consume information and media. The internet is an important part of our lives, since it has influenced our ability to access volumes of information at our fingertips and altered the way we communicate with each other. This has both enabled and challenged freedom of expression and access to information.

It is becoming increasingly important that each citizen raises questions about the origins of media content, questioning both the motivation for producing some information and the reason why a certain item has been shared with a certain audience. Media and information literacy (MIL) helps us recognize the primary role of information and media in our lives, allows us to think critically about the information and its sources and consider the ethical issues surrounding the access and use of information.

The "Do you Speak MIL? Media and Information Literacy: A Handbook for Jordanian CSOs" is the result of UNESCOs longterm engagement in recognizing the role of MIL, freedom of expression and human rights in Jordan.

This handbook cannot be treated as a single effort to recognize the crucial role of MIL in Jordan. Instead, it contributes to the ongoing work initiated by UNESCO in Jordan and focused on formal education. UNESCO is particularly proud of the achievements in the area of MIL at basic and university levels. As a result, the first course on MIL is being offered at Al Al-Bayt University in autumn 2018. UNESCO has actively cooperated with the Ministry of Education and Ministry of State for Media Affairs to introduce MIL concepts in schools and start the first MIL clubs in Jordan for students. Providing MIL trainings to students from all grade levels is key in ensuring sustainability of the actions. In addition, establishing a strong partnership with the Government of Jordan has allowed UNESCO to introduce MIL in the formal education system.

In 2018, with collaboration and funding from both the Government of Canada and the UN Office of Counter-Terrorism (UNOCT), UNESCO begun implementing a youth peacebuilding project, placing a stronger emphasis on the crucial role that youth and civil society organizations (CSOs) play in developing more democratic and broad-minded societies.

The increasingly dynamic Jordanian civil society sector necessitates the active engagement of these actors – especially youth and women – to promote MIL concepts within their local communities. The aim of this publication aims is therefore to provide CSOs with practical and effective tool that can help CSOs to champion and adopt MIL within their own training programs. This objective lies at the heart of UNESCO's mission to promote media and information through adopting a comprehensive strategy, which includes all the parties and stakeholders concerned.

As part of this initiative, a group of pilot CSOs were given a training on MIL by UNESCO and Media Diversity Institute and then cascaded this knowledge effectively to their local communities. The examples presented in this study are drawn from the inputs and experiences shared by these CSOs. The involvement of local CSOs and experts in drafting this handbook was key to ensuring that the content was tailored to the national context. Each chapter is divided into three sections: a technical introduction on the topic, recommended questions, and practical examples and scenarios to be used by the trainers.

I would like to thank the UNOCT and the Government of Canada for the generous support and the active partnership established with UNESCO to move forward with this ambitious program. Without this strong collaboration, such robust MIL achievements would never have been realized. I would also like to acknowledge the Media Diversity Institute for producing this handbook and for providing their significant expertise in UNESCO's work that greatly assisted the research. Finally, I would like to extend my gratitude to all CSOs and partners who contributed their expertise and shared their valuable insights to develop this handbook.

Costanza Farina
UNESCO Representative to Jordan

INTRODUCTION

01

PART ONE **INTRODUCTION**

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- Working on Media and Information Literacy in Jordan: Sustainable Development, Democracy and Civil Society

- Diversity and MIL

- Teaching MIL: Aims, Outcomes

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1.1
Working on Media and Information Literacy in Jordan: Sustainable Development, Democracy and Civil Society

UNESCO's work on freedom of expression and information directly contributes to the implementation of Article 19 of the Universal Declaration of Human Rights, stating that everyone has the right to freedom of opinion and expression. This right includes the right to hold opinions without interference and to seek, receive and impart information and ideas through any media, regardless of frontiers.

Freedom of expression plays a vital role in striving to put the 2030 Agenda for Sustainable Development into action and calling for an enabling environment that ensures public fulfillment of human rights. In particular, press freedom and the right to information have direct relevance to Sustainable Development Goal (SDG 16, target 10), 'to ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.'[1]

Media and Information Literacy (MIL) is essential for empowering citizens all around the world to fully benefit from peace, justice and strong institutions, including the right to information and free expression, in line with SDG 16. Because of the holistic nature of this concept, MIL is connected not only to freedom of expression and access to information but also to the right to quality education as shown in SDG 4, target 7, which is concerned with fostering a culture of respect and diversity and supporting the contribution of culture to sustainable development. In addition, gender equality (SDG 5) is considered a crucial element of sustainable development.

For UNESCO, MIL includes a set of competencies to search, critically evaluate, use and contribute information and media content wisely; knowledge of one's rights online; understanding how to combat online hate speech and cyberbullying; understanding of the ethical issues surrounding the access and use of information; and engage with media and ICTs to promote equality, free expression, intercultural / interreligious dialogue, peace, etc.[2]

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1 For a fuller description of the Sustainable Development Goal 16 see UN (2019). Available on Sustainable Development Goals website (https://undocs.org/E/2019/68).
2 A. Grizzle, 2018, Assessing Citizens' Responses to Media And Information Literacy Competencies Through an Online Course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Ph.D. thesis, Universitat Autònoma de Barcelona, Spain. Available on TDX website (https://www.tdx.cat/handle/10803/666860#page=1).

UNESCO approaches MIL with a coherent view that represents a combination of competencies (knowledge, skills, and attitudes) that every citizen requires to navigate knowledge societies. To build such inclusive knowledge, societies requires the active engagement of all individuals through information and communication technologies as well as drawing on relevant quality content, on the basis of peace, human rights and dignity. MIL critically contributes to promoting these objectives.

MIL encourages the celebration of connectivity across cultures and identities by drawing attention to the need for all citizens to understand how as individuals, in a given context, make sense of their experiences.[3] MIL can enable all citizens to critically assess the value of the new dimensions media and technology bring to their experiences, as well as what new opportunities and risks these provide and how to capitalize on the opportunities while minimizing the risks.[4]

Media and Information Literacy is about empowering users with where they are, who they are, and how best to act in relation to online challenges' Mr. Guy Berger, UNESCO Director for Freedom of Expression and Media Development, during the UN Alliance of Civilisations and the UN Academic Impact at the UN General Assembly on 10 February 2017.

According to the 2015 census, the majority of the Jordanian population is composed of youth under 29 years of age, who represent 69% of the total population. Hence, this group belongs to the "internet age". Most youth are connected to the internet, regardless of their educational, geographic, religious, and political backgrounds. The Middle East region, including Jordan, is considered among the areas with the highest internet penetration rates, at 57% in mid-2016, compared to the international average of 49.3%.[5]

Advanced new technologies and communicating through the internet are increasingly recognised as key instruments in the lives of Jordanian youth. Recent trends in technology have led young media users to spend a portion of their income on media consumption, exceeding the ratio spent by older people. As a result, they are now strongly capable of prducing new, diverse, and multimedia content.

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[3] 3 See J. Singh, P. Kerr and E. Hamburger, 2016, Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism (The MILID Yearbook 2016), Paris, UNESCO, p. 15. Available at: (http://unesdoc.unesco.org/images/0024/002463/246371e.pdf).
[4] J. Singh, P. Kerr and E. Hamburger, op. cit.,
[5] Source: Based on the report of the Internet World Stats for Middle East internet usage and population statistics (https://www.internetworldstats.com/stats5.htm).

Youth who do not acquire adequate MIL competencies are at a higher risk of being negatively influenced by potential harmful media content. UNESCO believes that bringing together various stakeholders and members of civil society will provide an exciting opportunity to work incrementally to address such challenges.

UNESCO encourages all countries to develop national MIL policies and strategies and supports the commitment of governments and all stakeholders to ensuring that citizens are provided with opportunities to fully engage in the decision-making process. In Jordan, the "Priorities of Government's Action for 2019-2020" recognizes MIL's role in achieving active citizenship and building a community that respects diversity, pluralism, human rights, and dialogue.[6]

Civil society groups and organizations are key to the decision-making process. This booklet aims to contribute to the expansion of MIL in Jordan by empowering CSOs to promote MIL in their communities, with the hope that these communities will endeavour to make significant contributions to ensuring a diverse, pluralist and robust democracy.

Photo Capture: During MIL training by youth trainers in Jerash, Jordan ©UNESCO

6 For full discussion on the Government Priorities Plan 2019-2020, see https://your.gov.jo/

1.2 Diversity and MIL

Media and Information Literacy recognizes the primary role of information and media in our everyday lives. MIL considers all forms of media and other information providers such as libraries, archives, museums and the internet irrespective of technologies used.

Understanding the ways in which media and information operate had been a serious challenge long before the arrival of the Internet. When the world wide web opened a space for the democratisation of information where anyone and everyone would have an opportunity to express themselves, challenges have became even more complex.

For citizens and media consumers, two fundamental human rights (the right to information and freedom of expression) form the basis on which they actively participate in the democratic process in their countries and express their opinions and ideas in the public without any fear.

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Citizens' regardless of their diverse background – be it race, ethnicity, religious beliefs, gender, language, class, age, physical or mental abilities, sexual orientation – are entitled to enjoy fundamental human rights. While the right to information consists of the freedom to seek, receive and access reliable information, freedom of expression is a fundamental human right enshrined in Article 19 of the Universal Declaration of Human Rights. Along with its corollaries of freedom of information and press freedom, freedom of expression serves as an enabler of all other rights.

The media – be it traditional or social media - are expected to play an important role in providing space for public debates on the issues which affect the lives of citizens regardless of their background. Both the media actors as well as citizens need to use this space in a responsible way. Educating citizens on media and information literacy from an early age could ease the process of ethically sharing this public space when the media becomes both the platform to start healthy debates as well as the object of scrutiny by citizens.

We all need to get Media Information Literate so that we can:
Understand information and the media.
Critically think about them.
Use information and engage with the media in ethical ways.

The reliability of information is enhanced when it is freely gathered, managed and circulated according to the principles of commitment to truth, diversity of viewpoints and rational methods of verification of facts. This is where good journalism comes in: fair, accurate, balanced and inclusive - journalism which "does no-harm". Disseminating misleading or incorrect information or withholding information that is of public interest can undermine citizens' ability to understand their surroundings and societies. It is for these reasons that MIL is needed – to enable citizens from all walks of life and backgrounds to understand the media, to critically think about it and to use it in ethical ways.

Boris Johnson and the burqa both causing concern

Readers respond to Guardian articles by Matthew d'Ancona, Emine Saner and Polly Toynbee

Words hurt, particularly when told by prominent public figures such as that of UK Prime Minister Boris Johnson who wrote that burqa, the Muslim garment that conceals a woman's face and body, made wearers look like bank robbers and letter boxes.

Source: The Guardian (2018). Available on the The Guardian website (https://www.theguardian.com/politics/2018/aug/16/boris-johnson-and-the-burqa-both-causing-concern)

The words that hurt: UK Tabloids blame asylum seekers for crimes they have not committed.

Sources: For a fuller discussion, see The Sun (2011). Available on The Sun website (https://www.thesun.co.uk/archives/news/351407/swan-bake/). G, Nicks, 2003, The Daily Star, Asylum Seekers Eat our Donkeys.

The words that hurt: The news portal posting that foreigner gangs are threatening an area in Amman.

Source: For a fuller discussion, see Saraya News (2017). Available on Saraya News website (https://www.sarayanews.com/article/451291).

The inclusion of different voices in the public space via media is not only encouraged but also guaranteed by the two fundamental rights discussed above, including the right to information and freedom of expression. In addition, many intergovernmental bodies such as the UN, the EU, the OSCE just various journalistic organisations' pay particular attention to the inclusion of different voices in the public space through their documentation, since they have their own codes of conducts, by regulatory and self-regulatory organizations as well as by guidebooks, producers' guides and style guidance provided by media industry itself.

Examples of self-regulation from the UK

Independent Press Standards Organisation (IPSO) Editors' Code of Practice: Discrimination[7]

i)The press must avoid prejudicial or pejorative reference to an individual's race, colour, religion, sex, gender identity, sexual orientation or to any physical or mental illness or disability.

ii) Details of an individual's race, colour, religion, gender identity, sexual orientation, physical or mental illness or disability must be avoided unless genuinely relevant to the story.

National Union of Journalists (NUJ) Code of Conduct for journalists[8]

Article 9: A journalist 'produces no material likely to lead to hatred or discrimination on the grounds of a person's age, gender, race, colour, creed, leal status, disability, marital status, or sexual orientation.

Examples of code of ethics from the Arab World

Examples of code of ethics from the Arab World Professional Code of Ethics for journalists working in the audiovisual sector in the Hashemite Kingdom of Jordan[9]

Article 22: The journalist must avoid defamation or incitement to violence and hatred against any person or institution on the basis of sex, or race, or religion or political affiliation.

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7 For a description of the Editors' Code of Practice (Discrimination, article 12), see Independent Press Standards Organisation (2019). Available on Independent Press Standards Organisation website (https://www.ipso.co.uk/editorscode-of-practice/#Discrimination).
8 For a description of the Code of Conduct for journalists (article 9), see National Union of Journalists (2011). Available on National Union of Journalists website (https://www.nuj.org.uk/about/nuj-code/).
9 For a description of the Code of Ethics for journalists working in the audiovisual sector in the Hashemite Kingdom of Jordan (article 22), see Jordan Media Commission (2019). Available on Jordan Media Commission website (http://www.mc.gov.jo/echobusv3.0/SystemAssets/ 0 - ‏المهني‏ 20% ‏الشرف‏ 20% ‏ميثاق‏.pdf).

Egyptian press Code of Ethics[10]

Article 2 from section 2: The journalist should commit not to be biased in his work towards racism or disrespect of religions or any sect of the community. His work should not include any invitation to hate religions or to question the faith of others.

More stakeholders are needed to work collaboratively in order to ensure the inclusion of marginalised voices in the media. Certainly, media actors are one of those stakeholders. Media owners and media decision-makers, such as editors, play a far more important role in what should be the content of the media than the very producers of that content, i.e. the journalists. This is particularly the case in non-democratic societies where journalists have no significant say in the choice of interviewees and story angles. This is where another group of stakeholders comes in - civil society members. They often voice their concerns through civil society organisations (CSOs) which from their side, provide not only alternative voices but alternatives information too. This applies to local media which is often considered the only platform through which local communities could voice their opinions and thoughts. This is why supporting CSOs in embracing and educating citizens about MIL is one of the central objectives of this handbook. Finally, journalists, academicians and educators should be added to this alliance of stakeholders. This will provide future communicators and journalists with an exciting opportunity to advance their knowledge of diversity and prepare themselves for living and working in diverse societies. As a result, they will learn how to critically analyse the media, how to report in an accurate and inclusive ways and how to treat subjects in a fair and balanced manner, strengthening one of the basic democratic values; inclusion of all citizens regardless of their diverse background.
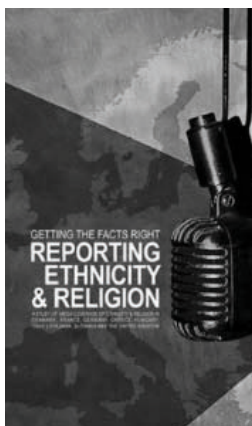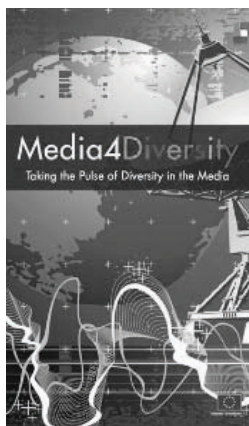

European Commission. 2009. Media4Diversity - Taking the Pulse of Diversity in the Media. Luxembourg, Office for Official Publications of the European Communities. https://ec.europa.eu/social/main.jsp?langId=en&-catId=89&newsId=512 (Accessed 20 August 2019.)

Media Diversity Institute. 2012. Getting the Facts Right: Reporting Ethnicity and Religion. Belgium, The International Federation of Journalists. https://www.ifj.org/fileadmin/images/EFJ/EFJ_documents/Reports/Ethical_Journalism_Initiative_document.pdf (Accessed 20 August 2019.)

10 For a description of the Egyptian press Code of Ethics (article 2, section 2), see National Coalition for Media Freedom (2011). Available on National Coalition for Media Freedom website (http://ncmf.info/?p=151).

CSOs can identify initiatives that are concerned with promoting diversity or media content monitoring as in the case of MDI publication: 'Media4Diversity' (2009). Commissioned by the Media Diversity Institute, the study assessed more than 700 media and CSOs organisations in the EU and identified the best content or project related to diversity. The 'Reporting Ethnicity and Religion' (2012) study which was commissioned by the Media Diversity Institute, used content analysis to assess the ways the EU media covers two of the most important diversity issues; ethnicity and religion.
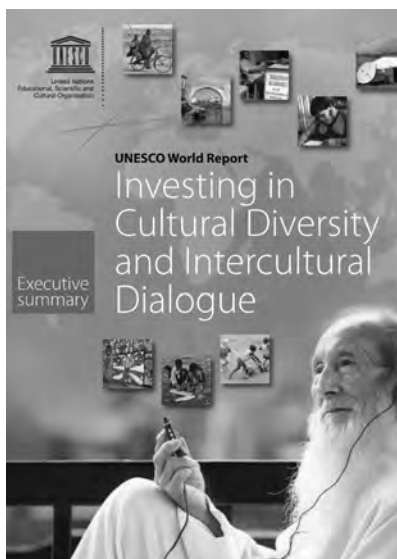
UNESCO's report: Investing in Cultural Diversity and Intercultural Dialogue, that shows the important link between diversity and inclusion, and MIL programs in the developing countries, where it is stated clearly in the report that: "Media literacy can foster critical capacities and promote multiple perspe tives, thus protecting vulnerable cultures from what some experts have called the 'colonization of minds'"

Source: UNESCO. 2009. Investing in Cultural Diversity and Intercultural Dialogue. UNESCO Digital Library. https://unesdoc.unesco.org/ark:/48223/pf0000184755 (Accessed 20 August 2019)

1.3
Teaching MIL: Objectives, Outcomes, Teaching Methods and Evaluation

Objectives

Before you decide on the content to cover in your course or training, you need to know what your objective is. Depending on the format you use, whether you organize a series of workshops, develop and run campaigns or just one-off meetings with, say, primary school pupils, the trainer needs to be clear about the aims and objectives of the activity. If the target of your training is potential MIL trainers, as in the case of this handbook, make sure you know what your trainees (future trainers) will be able to do by the end of the learning activity. They might be able to teach others how to recognise and debunk fake news or how to produce media content or possibly where to find the right information about cyberbullying. These are all relevant objectives. It is your job as a trainer of trainers to know the needs of your trainees. When teaching MIL, the broadest objective one can have is 'to build the MIL capacity of trainees which in result will enable them to develop MIL competences to critically use available media tools and pass their newly gained knowledge and skills to their peers'. Another example of a more modest objective when having a short meeting with pupils could be 'raising awareness of the challenges internet users meet'. In other words, objectives vary depending on the needs of the trainees and the nature of the activities and their complexity. Having said that, it is recommended that trainers should be realistic and clear when planning their goals and objectives.

Learning Outcomes

Outcomes need to be set up before the training. It is worth mentioning that outcomes are best set up before the workshop if the trainer knows the needs of the trainees and the interests and capacities of the topic among the future trainees. The more realistic outcomes are, the better the results and value received from the training. Some of the most common outcomes include:

- Trainees understand the techniques of informal and non-formal teaching of MIL.
- Trainees are able to develop their own training materials.
- Trainees are able to use training techniques introduced by MIL trainers to suit the needs of their own beneficiaries.

What and How

Media and Information Literacy is increasingly recognised as an important field that covers many competencies which help advance our understanding of the world we live in. These competencies are sometimes considered as 'branches' of the MIL. At the beginning, the trainer should ensure that a foundational understanding of information, media and technology is imparted to the trainees. The trainer could then go deeper into certain aspects of media literacy, information literacy or digital competencies. There are many notions of MIL, which could include teaching about freedom of expression and information literacy, library literacy, news literacy, computer literacy, Internet literacy, digital literacy, cinema literacy, games literacy, television literacy and advertising literacy. The topics listed here come from the UNESCO's MIL Curricula for Teachers[11]. Exploring how MIL relates to social literacies such as cultural competencies, religious dialogue, science literacy, etc. is also necessary to make the link between MIL and real-life situations.[12]

As mentioned earlier, one of the most important roles of the trainer is to identify and address the needs, interests and capacities of the trainees in order for them to comprehend and embrace the topic. The best way to decide on the topic is to conduct - if possible – a training needs assessment of the trainees. Sometimes there might be trainings needs assessments that have already been conducted by someone else – a school where the trainer is supposed to deliver the training or a study conducted by a reliable institution, such as an NGO or an organisation which has supported the trainer in delivering the training. Whatever way has been used to assess the needs, it is recommended that at the beginning of the training activity, the trainer conducts one more check with the trainees by asking them to go through the agenda and choose their most and least favourite training sessions as well as ask them to add their activity preferences.

11 C. Wilson et al., 2011, Media and Information Literacy Curriculum for Teachers, Paris, UNESCO. Available onUNESCO Digital Library website https://unesdoc.unesco.org/ark:/48223/pf0000192971.
12 A. Grizzle, 2015. Measuring Media and Information Literacy: Implications for the Sustainable Development Goals, Singh, J., Yee, S. J. and Culver, S. H. Media and Information Literacy for the Sustainable Development Goals. Gothenburg, the International Clearinghouse on Children, Youth and Media, Nordicom.

Teaching Formats

Formal versus informal teaching

Formal
Formal education is classroom-based, provided by trained teachers in schools, high schools and universities. *Informal* teaching happens outside the classroom, in after-school programs, community based organizations, museums, libraries or at home. Informal teaching is often given by CSOs which have learned through their own experiences the importance of being able to critically think about and use the media responsibly.

There are many formats of teaching MIL informally. We will list below the most common formats used by small and bigger CSOs, depending on their capacities and objectives.

Workshops
Workshops can last from several hours up to several days. Either way, the trainer needs to follow the same procedure in order to decide on the objectives, themes and methods. Once these three steps have been followed, a clear agenda should be developed as well as a package of handouts which would help the trainees deepen their understanding and knowledge of the issue. The handouts could also be useful for the trainees since they will enable them to share their newly-gained knowledge with their peers.

Field trips
Visiting a media outlet – newspaper, radio, TV station – can help the trainees learn about the nature of the media content production process much quicker and easier than just telling them how to, say, produce a news story. Visiting a library will allow the trainees to participate and get hands-on experience by showing them what source of information a library could offer rather than just lecturing them about library sources.

Photo Capture : MIL training for youth in Mafraq, Jordan. ©UNESCO

Conferences and Seminars

Inviting the trainees to a conference that is thematically focused on MIL or some specific MIL topics could help the trainees learn about the issues introduced by MIL experts and meet peers from different schools, regions and countries, thus providing them with exciting opportunities to learn what is happening in other places and sharing their experience with others.

Learning via Social Media

Developing and distributing easily digestible MIL content in the form of graphics, images, audio and video clips on social media platforms and engaging citizens, including youth, in MIL education.[13]

Teaching Methods

The emphasis here will be on the workshops and the teaching methods which will be used in this teaching format. The methods to be used are closely related to the objectives and themes as well as the available tools that will be covered by the trainer during the workshop.

Lecturing

The 'old school' method is still used when a concept or a philosophy behind the topic require further explanation. It is worth noting that the more interactive the lecturing is, the more engaged the trainees will be with the subject. This engagement proved to be very important especially when teaching trainees of a very young age or primary school pupils. When lecturing, the trainer is encouraged to use PowerPoint and other visuals – such as clips from the internet, videos, newspapers, billboards, films and TV. If the trainer feels that there was a lack of interaction during the lecture, they should ensure that the lecture session ends with Q&A.

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13 Grizzle, op. cit.

Simulation

This model is composed of a set of problems or events that can be used to teach trainees the process of doing something. The trainer should bear in mind that this method requires detailed preparation and should be done later during the workshop when the trainer is more familiar with the trainees. This will contribute to the success of the training session since the trainees will be selected to participate in the simulation based on their interests, knowledge and social skills as understood by the trainer. In the past, simulation was mainly done in the workshop room, but more simulation is now being done through a computer. Either way, the trainers are given a situation and asked to act in search for appropriate solutions. For example, trainees might be described a situation or shown a clip where a boy is using a Facebook group to bully a girl from his class. The trainees are then asked to describe how each of them would react in the same or similar situation.

Role Playing

This method can be defined as the acts of imitating the character and behaviour of someone who is different from the person who is asked to take part in the role-playing activity. For example, the trainer can ask group members to communicate with each other through role-playing as a training exercise. An example of this method includes the trainer giving imaginary situations to a group of trainees in which they have to react to cyberbullying. In this context, the trainees play the role of someone else and not themselves – they can imitate the role of an older brother of the bullied girl, her best friend, her parent, her teacher or the school psychologist etc.

Photo Capture: University Student during a role playing exercise during MIL training in Amman, Jordan. ©UNESCO

Media Monitoring

Media monitoring could be done in an academic or scientific way where complex methods such as qualitative or/and quantitative content analysis is used or journalistic where editorial criteria are used, including the choice of headlines, checking the five W's and analysing the sources, the structure, the terminology as well as the visuals used. Either way, the trainer should introduce the methodology to the trainees first, then show a TV clip or a newspaper piece and ask them to apply their newly learned knowledge using this methodology.

Photo Capture: Who is being seen on TV?

Guest Experts

This method can be used to teach the trainees a new topic through inviting guest experts to the workshop. Guest experts could be media analysts who will talk about how certain topics are presented by media, editors or journalists and explain how and why they cover these issues or they could be film makers who will explain how to make a film or

they could be psychologists who will talk about the impact of the media content on media users, or they could simply be MIL experts who will talk about specific MIL issues.

Guest Speakers

These could be people who have no professional knowledge of MIL issues but who have personally experienced cyber-bullying, discrimination or being mis-portrayed by the media.

Photo Capture: Diversity Panel. Members of different communities talking to a journalist about their experience with media actors. MDI Archive.

Evaluation

It is extremely important that the trainer evaluate his/her achievement by using objective methodologies which assess the work done so far. The evaluation could be done orally. However, written evaluation can also help in documenting the process and making it accessible to others so that they can be inspired and

learn from past experiences. It is recommendable that at the end of each 21 session/ day of the workshop, the trainer asks simple questions in order to spot areas for improvement and measure overall training effectiveness. Some sample questions include: How was the training? What have you learned today? How engaging would you say the overall content was? The evaluation at the end of the session/ day does not need to be long. Students might be asked to express their views about the content and delivery of the training in a maximum of 20 minutes.

At the end of this handbook (Annex 2), you will find an example of an agenda for a MIL four-day workshop which was held in Amman in September 2018 . The workshop was held with the aim of training 16 young men and women who are working for different Jordanian CSOs, and who showed interest in MIL training. Each session in the agenda could be a standalone workshop lasting from one hour to several hours. The majority of the workshop attendees have gone on to do their own MIL training with the help of a mentor. By using this handbook, the agenda and the evaluation form, you will be able to do the same. Just remember the following:

Whatever you do, make sure that your training is - apart from informative – creative and fun!
 Make sure that all trainees are included and inspired to take a part in Q&A sessions.
 Try not to burden the trainees by distributing many handouts – trainees do not want to look at a huge pile of papers!
Distribute handouts, only if necessary, at the end of the relevant session. This way, you will avoid the risk of the trainees going through your handouts instead of listening to you!

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MODULES

MODULES

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- Understanding MIL
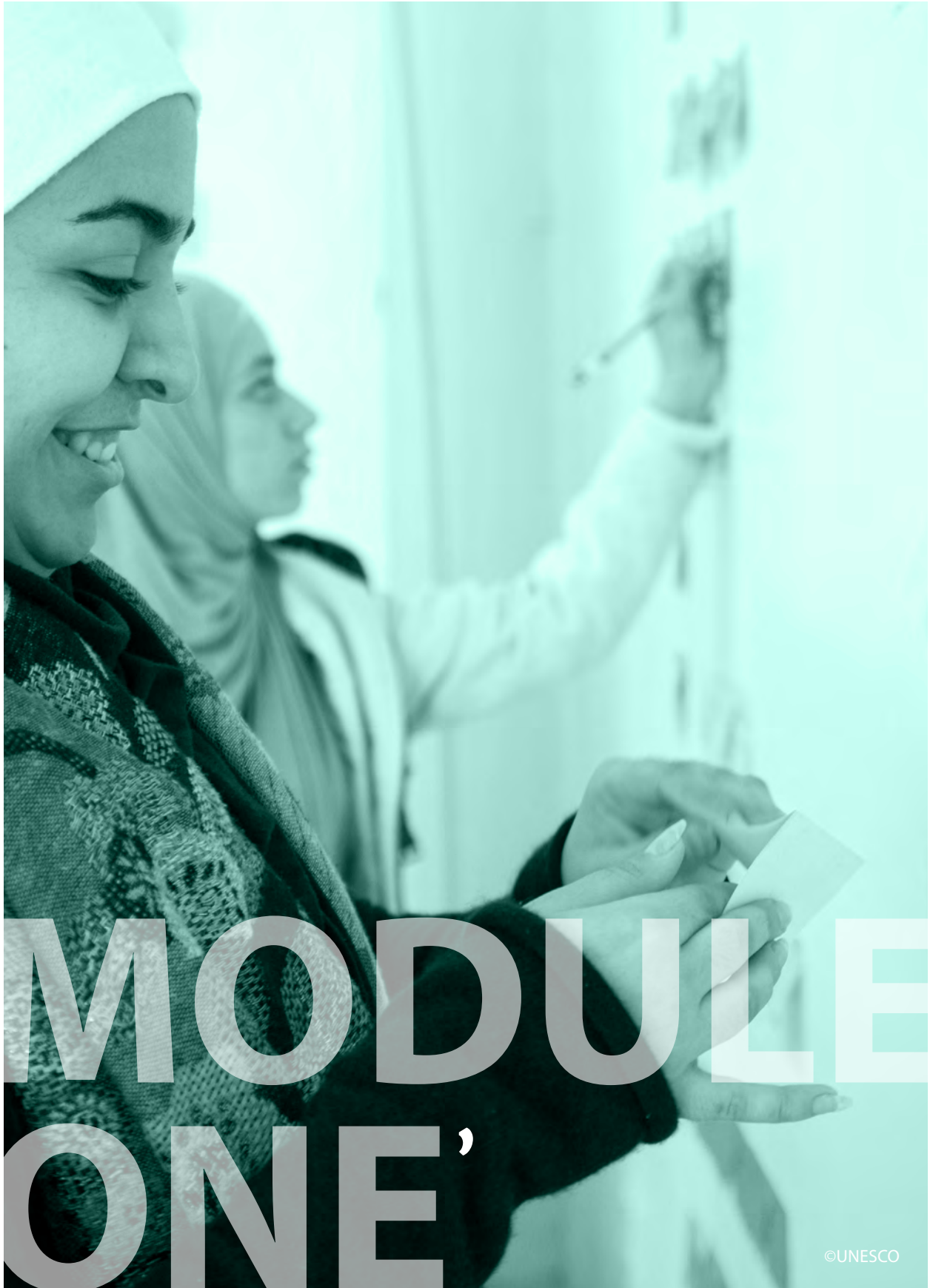- The Language of the Medium: Off and Online Media
- Journalism, Advertising, Propaganda and Fake News
- Fact-checking: Beyond 'Fake News' and 'Beyond the Headlines' Fact-checking Tools
- Cyberbullying, Hate Speech and Online Community
- Digital Storytelling and Remixing: Ideas and Tools
- It's Your Web: Universal Access, Net Neutrality, Copyright, Censorship and Privacy

MODULE
ONE'

2.1
Undestand-ing MIL

A: UNESCO's Five Laws of Media and Information Literacy and The EAVI Media

Media and Information Literacy empowers individuals to use media effectively, which strengthens their ability to actively participate in the media, which would in turn bolster human rights and democracy.

It is important to understand that media and information literacy is not merely a critical thinking skill. There are many other skills and competencies – environmental, economic and social - that make up the whole. While MIL education has been popularised in recent years as a solution[14] to the challenges of a worldwide rise in concern for information disorder[15], other motivations for supporting MIL education came into play including; an increase in active citizenship and participation, digital inclusion and diversity, risk reduction and informed decision-making.[16]

The media literacy framework adopted in Europe and developed by Paolo Celot, founder of the European Association for Viewers Interests (EAVI), provides both a comprehensive model for measuring the development of media literacy in a given country and a handy guide for teachers as they are able to ask themselves where in this hierarchy of media education needs their students are oriented.[17]

Depending on their age and prior educational experiences, some of your young learners might already be aware that some media channels are privately owned and therefore make profits from advertising and that some media channels are publicly owned and funded by tax payers for the benefit of the country's citizens.

14 See S. Livingstone, 2018, Media literacy – Everyone's Favourite Solution to the Problems of Regulation. Available on London School of Economics and Political Science website (https://blogs.lse.ac.uk/mediapolicyproject/2018/05/08/media-literacy-everyones-favourite-solution-to-the-problems-ofregulation/).
15 Based on the Council of Europe report, 2017, Information Disorder: Toward an Interdisciplinary Framework for Research and Policy Making, Strasbourg, Council of Europe (https://rm.coe.int/information-disorder-reportversion-august-2018/16808c9c77).
16 T. McGonagle, 2011, Media Literacy: No Longer the Shrinking Violet of European Audiovisual Media Regulation? (https://www.semanticscholar.org/paper/Media-literacy%3A-no-longer-the-shrinking-violet-of-McGonagle/f1e4e3034fae6127ce171e3b90a0059c4d556a66).
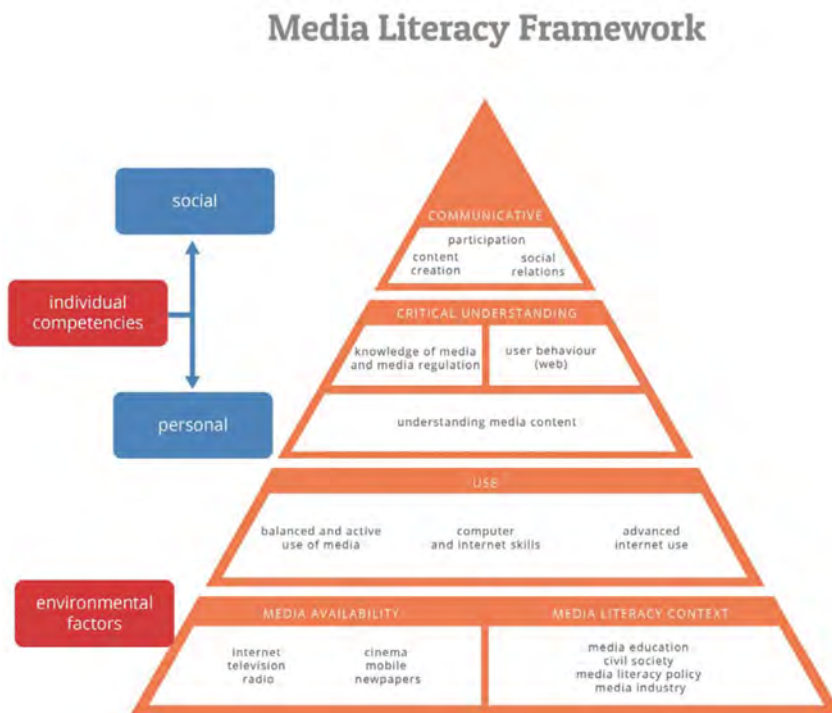**17** Based on the European Association for Viewers' Interests report, 2009, Study on Assessment Criteria for Media Literacy Levels (http://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf).

The media environment, found at the base of the framework (figure 1), is concerned with the types of media available. Do your students have access to a variety of newspapers, TV channels, radio stations, cinemas, books, libraries and the internet at home or at school? Do they have mobile phones and social media accounts, and do they understand that these mediums are considered part of the media environment? This knowledge and context are an important building block in developing their media literacy.
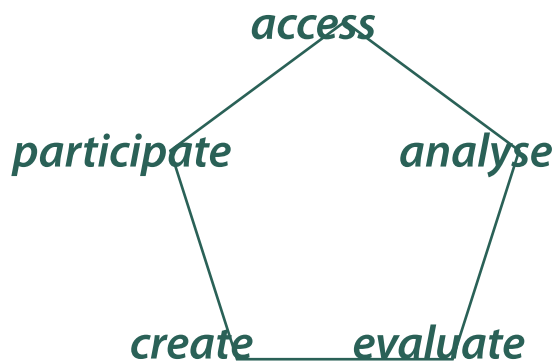
Although the hierarchy is similar to the one in figure 1, figure 2 provides a simplified media literacy definition[18]. We begin with 'access', which is related to the environmental factors in the above framework (figure 1) below. Without sufficient access to media, we cannot begin to 'analyse' and 'evaluate' media channels– this includes competencies related to using and critically understanding the media. Once we have the critical understanding of media, we can begin to empower ourselves to 'create' and 'participate' in the media using the competencies found at the top of the pyramid in the **communicative** section of the framework.

Figure 1 - The Media Literacy Framework created by Paolo Celot 'European Association forViewers Interests. Credit: Luc Steinberg.

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18 For a fuller discussion, see Centre for Media Literacy (1992). Available on Centre for Media Literacy website (https://www.medialit.org/media-literacy-definition-and-more).

access

participate   analyse

create   evaluate

Figure 2 – Image adapted from the Centre for Media Literacy. Credit: Luc Steinberg

As you develop your own teaching materials, you must first consider whether your young learners might have gaps in their knowledge that could prevent them from grasping certain concepts that you will be teaching. For instance, if a student has yet to understand that media channels can sometimes be privately owned and that the owner requires advertising content to post it on their channels in order to make money, then it would be difficult for this student to understand that advertising needs an audience. If advertising needs an audience, then the owner might influence what content to post on their media channels in order to reach a wider audience.

Being aware of the ownership is a key instrument in understanding and analysing the content that will be produced on media channels and the advertisement dynamics. This is why it is important to be aware that Jordan Radio and TV Corporation (JRTV) and Al Mamlaka TV are public media, while Ro'ya is a privately owned TV station. Regionally, Al-Arabiya is part of the Saudi owned MBC Group.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY **(MIL)**

one

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.

two

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.

three

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

four

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.

five

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.

Figure 3 – Five Laws of Media and Information Literacy- Grizzle, A. and Singh, J. 2016. Five Laws of Media and Information Literacy as Harbingers of Human Rights. Paris, UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000246371.

In addition, UNESCO's 5 Laws of Media and Information Literacy are a set of principles. The Five Laws of MIL are intended to encourage common principles, content, and frameworks of MIL to realise greater impact in the lives of individuals and society as a whole.[19] They complement the EAVI ML framework and the CML ML definition and situate MIL within a broader set of goals known as the SDGs[20] (UN's Sustainable Development Goals), specifically;

Goal 4: Ensure inclusive and equitable quality education and promote lifelong opportunities for all. Goal 16: Peace, justice, and strong institutions.

Later in module 7 "It's Your Web", we will see how the Five Laws of MIL work within UNESCO's Internet Universality Indicators of ROAM (Rights, Openness, Access, and Multi-Stakeholder).

There are a number of media and information literacy definitions, concepts, frameworks and principles[21] and each one has its own particular nuances. However, they have many traits in common.

19 Grizzle, op. cit.
20 For a description of the Sustainable Development Goals, see United Nations (2015). Available on the United Nations website (https://sustainabledevelopment.un.org/?menu=1300).
21 For other media and information literacy frameworks, see the Core Principles of Media Literacy Education. Available on National Association for Media Literacy Education website (https://namle.net/publications/core-principles/) and WebLiteracy. Available on Mozilla website (https://learning.mozilla.org/en-US/web-literacy).

B: The Power of Asking Questions

The Five Concepts

The five concepts and questions, developed in Canada during the 1980s, offer a great basis for media inquiry. When media consumers effectively apply these concepts to the media, they will more likely consider these concepts whenever they receive media messages.

Media messages may appear easy to read. However, when closely inspected, images, music, sound and text all represent a complex language that can reveal multiple ideas about our world and hidden meanings that allow us to see messages in a different light. Each medium has its own grammar, and understanding that grammar can help us grasp the effects that different kinds of media texts have on our thoughts and feelings. This is why it is important to interrogate media messages.

Five Media Literacy Concepts

1 *All media messages are constructed*

Although this concept is quite obvious, it is very important to remember. Media messages do not simply reflect reality; they construct reality. Decisions are made to leave elements in or out of a picture or story. Elements that do remain in the story are framed in a certain way. Consider, for instance, the way you take a selfie; aware of leaving undesirable elements out of the frame.

2 *Media messages are constructed using a creative language with its own rules*

Like writing, each medium has its own grammar, such as colours, shapes, camera angles, close-ups, zooming, different musical moods, lighting, mise en scène, sound effects and many more. When all these elements make up a composition, they can convey a very powerful message. This is why we should investigate the visual and auditory communication techniques that are employed in media messages in the aim of making us think and feel a certain way.

3   *Different people experience the same media message differently*

Everyone experiences things differently, which in turn affects the way they make sense of those 'things'. This can be clearly seen when two people watch a movie and each one of them sees their own version of that same movie. There are also similarities between us, people, that media makers are aware of and which they incorporate in their content and marketing strategies to target their audience (demographics). The more we can question how other people might interpret a message, the more we learn to respect other people's opinions and assess the value that media messages carry.

4   *Media have embedded values and points of view*

No media is free from having a point of view. Even though a point of view is subtle and hidden at times, it will be clearly noticed on closer inspection. The choices that are made when creating a character, for example, might reinforce a particular stereotype which could possibly limit our understanding of the richness and diversity of our world. This concept compliments Law 3 in UNESCO's Five Laws of MIL (figure 3).

5   *Most media are organised to gain profit and power*

Most media content is created to make money. When a TV network airs a new show, the producers seek to attract and keep the audience's attention in order for people to engage with advertisements during commercial breaks. This raises the question of media ownership and ownership concentration: Is the audience getting a plurality of messages or are they just seeing content based on the approval and influence of the network owner? This also raises the question of power: How are the media being used to persuade people to adopt ideologies and certain ways of thinking that benefit powerful interests?

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Very often, the analysis of a certain event reported by two different channels at the same time can be very interesting to monitor. Due to their different measures, each channel will tackle the same event according to their own interests and perspectives. In such cases, one can see the importance of using the MIL questions to critically analyse media messages on a daily basis.

Five Media and Information Literacy Questions[22]

Media education is about asking questions and interrogating media, not gaining simple and clear-cut answers. The following questions can be used to teach each of the five concepts listed above.

Who created this message?

What creative techniques are used to attract the audience's attention?

How might different people understand and interpret this message differently?

What values, lifestyles and points of view are represented in or omitted from this message?

Why is this message being sent?

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22 Based on the Center for Media Literacy, Five Key Questions Form Foundation for Media Inquiry (http://www.medialit.org/reading-room/five-key-questions-form-foundation-media-inquiry).

Summary

The main objective of media literacy is to make sure that the media we consume serves our needs rather than the needs of the media. Understanding that media messages are constructed, that they contain embedded points of view and that they are often made to gain profit or power remind us not to give media messages too much authority over the way we think and feel and adopt a critical approach in handling the information we receive.

*But perhaps it is also useful to define **what MIL is not***:

- Media literacy is not a category; it is a continuum.[23] We are simply neither media literate nor media illiterate. Everybody has a different level of understanding of how media works. With the development of media technologies, being media literate has to be an ongoing process. In the internet age, it is almost impossible for anyone to be completely media literate.
- Media literacy should be about empowering media users and not protecting them from the media.
- Media literacy is not a panacea or cure-all for the problems of information disorder. There is still a need to secure funding for journalism and media development as well as regulatory mechanisms to ensure media pluralism, prevent monopolies and political interference, secure access for all, promote transparent democratic processes and many more.

Lastly, effective media education plays a foundational role in helping us question our own biases. It is fair to say that we all have cognitive biases which shape how we think about the world around us. These biases prompt us to seek out media that reflect our biases and discard ideas and beliefs we wish to reject.

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23 W. James Potter, 2016, Media Literacy: The Essential Guide to Decoding Messages in a Media-saturated World, 8th edition, California, SAGE Publications.

MODULE TWO'

2.2
The Language of the Medium - Lucien Michael Steinberg, MIL Expert, MDI

We have previously discussed how media messages can have multiple meanings. Once we learn how to interpret these layers of meaning, we can prevent media messages from having too much influence over the way we think about the world and ourselves. But beyond the content, what about the 'medium' through which the content is delivered?

Offline and Online Media

How are traditional forms of media such as television, newspapers and radio different from the internet? For one, the world wide web, invented in 1989 by Tim Berners-Lee at the CERN institute in Switzerland, can carry different kinds of media and information, including text, images, videos or sounds, through its network using internet protocols. The internet has its own version of mail (email), personal diaries (blogs), phone calls (VOIP), radio (podcasts). What is more, the content is always live. Unlike TV or radio where the content is usually broadcast only once and cannot be accessed by the consumer at will, the internet is a non-linear type of media. Content on the internet can be accessed on demand and even copied with ease.

The creation of the internet disrupted the way we work, create, learn, buy things, communicate with each other and entertain ourselves. The internet has affected many traditional industries and often replaced them. For instance, when was the last time you rented a movie? In view of all that has been mentioned so far, one may suppose that the internet has considerably changed every aspect of our lives. It is disruptive. But the internet is only one disruptive media technology.

In Plato's dialogue between Socrates and Phaedrus, Socrates speaks of the benefits of speech over text, insisting that texts are silent; they cannot speak, answer questions or come to their defence. Socrates worried that writing would imbue a sense of forgetfulness in people's souls since they rely on reminders instead of memory. Furthermore, Socrates argued that authors of the texts will not always be available to defend the written text or give a further explanation in case of misinterpretation.

It may seem strange to argue that the technology of writing is somehow controversial given that nowadays our education is judged based on our ability to read and write. Today, we no longer question the medium of writing. However, other media inventions, like the printing press, TV and the internet, were initially met with hostility, scepticism and concerns about their potential effects on people and society. The question we should propose then is: do we control technology, or does it control us?

The Medium is the Message

Canadian media theorist Marshall McLuhan coined the phrase 'the medium is the message' in his 1964 book Understanding Media: The Extensions of Man. This phrase and his book have considerably influenced the way we think about the effects of mass media.

But what does McLuhan mean by this phrase? The intent of McLuhan's message was not that the content of media messages is not important, but rather that the medium through which this content is transmitted is at least as important.

Each medium has its own rules and languages which we referred to in the Five Media Literacy Concepts and Questions section of Chapter 1. For example, when we say the internet is different from printing, it is because traditionally it was not easy or accessible for people to make or print their own 31 copies of a book. With the advent of the internet and the easy access to it, people are able to make infinite copies of any kind of digital media. Thus, if someone wanted to silence a particular idea or piece of truth, it has become much harder to do so with the speed and ease of replicating digital information.

In the same vein McLuhan explained that, like many other tools, the media is nothing but an extension of ourselves. For example, speech is an extension of thought and writing an extension of speech.

McLuhan suggested that the method of information delivery changes our relationship with the real world – the tools we shape come to shape us. For instance, constant bickering on social media might lead us to believe that the world is becoming angrier... but is it? Another useful example of this is when Facebook constantly reminds us of 'friends' birthdays, but would we have cared to know their birthdays without the reminder of Facebook?

Hypertext and Hashtags

Consider hypertext for example. Instead of hypertext, books, magazines and newspapers have footnotes leading the reader to further context, references, resources and information. However, they are not nearly as efficient as hypertext. Hypertext changed the way we consume textual information by shifting from a linear format (books etc.) to a non-linear format.

Targeting and the Filter Bubble

Filter bubble medium is another internet innovation. By gathering data on our internet use, search engines and social media platforms can infer certain details about one's interests, preferences and opinions, placing people in specific niche groups based on categories such as age, gender, ethnicity, location, religion, political beliefs or even musical preferences. This data is then fed into an algorithm that determines which information one is more likely to find relevant. When one person types a question into a search engine, such as "which shoes should I buy?", the results are more likely to be different from another person with a different data profile. Many people have expressed concerns over the potential social implications of these algorithms' tendency to 'filter' us into information 'bubbles' where we become less and less exposed to information that may challenge our pre-existing ideas and beliefs.

The example below shows the result of the same search by two different people, who conducted their search at the same time:
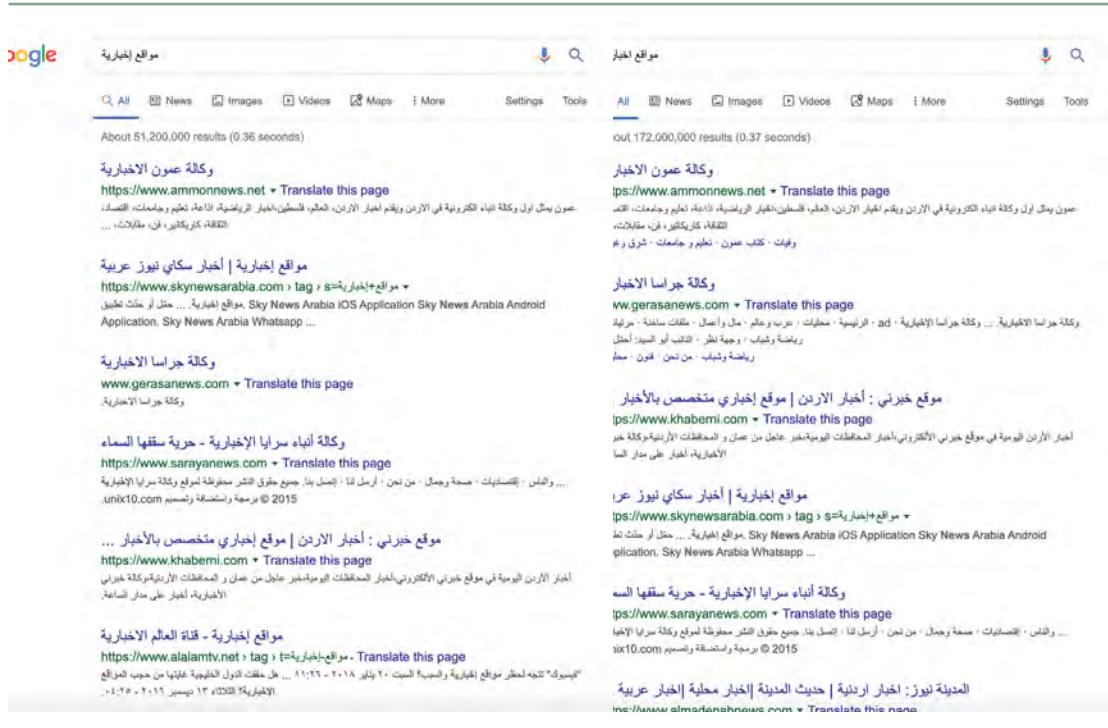

🧠 QUESTIONS

The Language of the Medium

- *How is the internet different from TV, radio and print?*
- *Consider the ways various mediums differ from each other. For example, how is Twitter different from Facebook? What can you do on Facebook that you cannot on Twitter and vice versa? Which platform do you prefer and why?*
- *Has the internet replaced anything in the past? If not, do you think it will?*
- *What are the advantages of the internet?*
- *What are the disadvantages or challenges of the internet?*
- *Do you think the widespread adoption of the internet has had any unintended consequences?*

©UNESCO
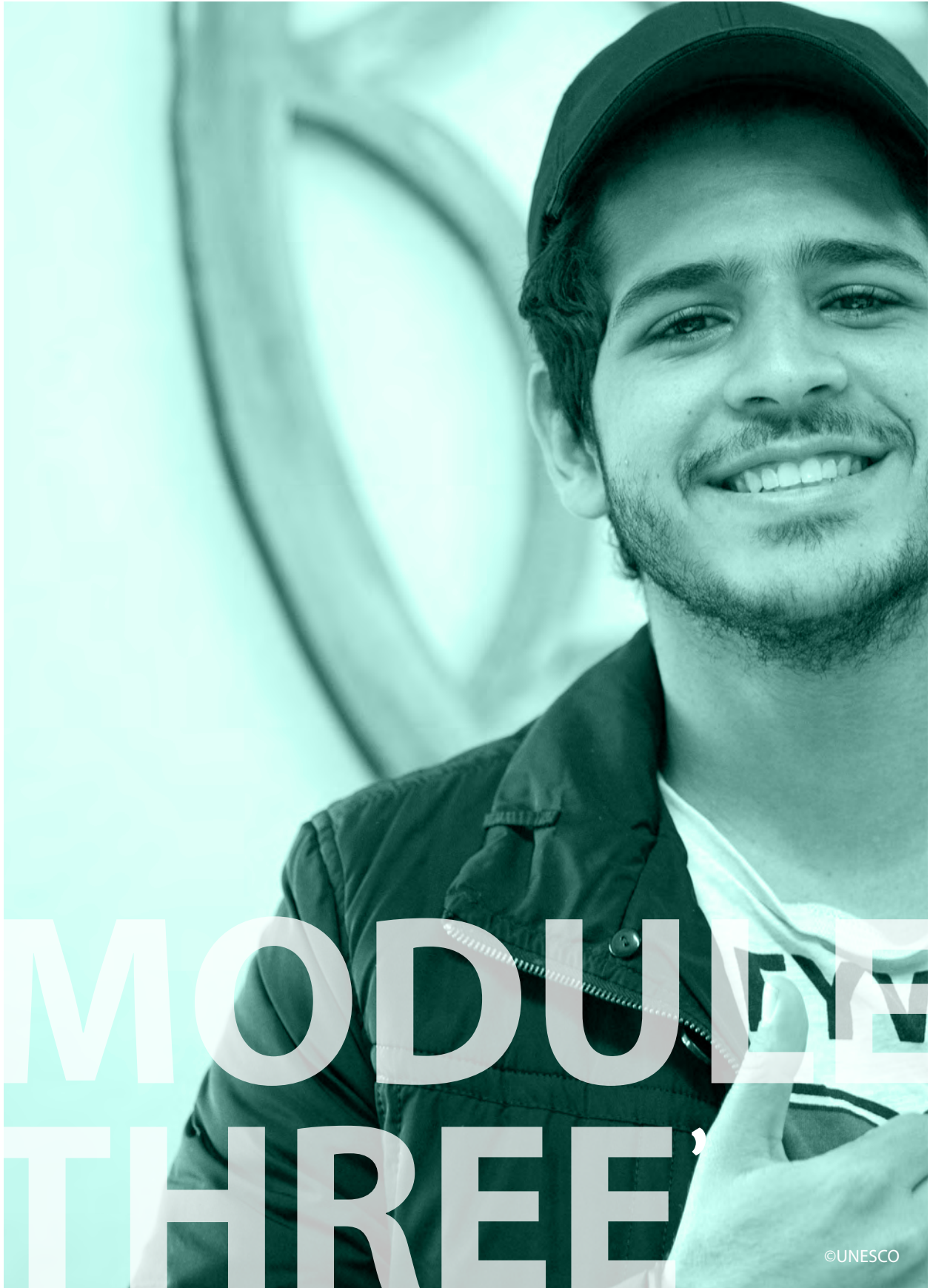
MODULE
THREE

2.3
Journalism, advertising, propaganda and fake news - Lucien Michael Steinberg, MIL Expert, MDI

In recent years, professional journalism has been attacked by the public as well as undermined of its traditional economic model of advertising by huge online platforms. Some of the reasons for this lack of trust are political in nature and too complex to explore here. Another reason is defined by information disorder,[24] which is characterised by the sheer amount of information available on the web and the undermining of traditional 'gatekeeper' sources of information. Despite the fact that journalism, disinformation, propaganda and fake news have different definitions and interpretations, we will attempt to explain our understanding of these terms in this section.

Journalism

Professional journalism is guided by the application of certain ethical standards. Although there are different codes of practice, they all share common elements. The Ethical Journalism Network emphasises five ethical standards[25]:

Accuracy

Journalists cannot always guarantee 'truth' but being accurate and getting the facts right remains a cardinal principle of journalism.

Independence

Journalists must have independent voices. This means not acting, formally or informally, on behalf of others who have particular interests, and declaring as well as being transparent about conflicts of interest.

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24 The Council of Europe, op. cit.
25 For a description of the 5 Principles of Ethical Journalism, see Ethical Journalism Network (https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism).

Fairness

Journalists must report information, events and sources fairly. When producing stories, they should sift, weigh and evaluate information open-mindedly and perspicaciously. Providing context and presenting a range of different perspectives builds trust and confidence in reportage.

Confidentiality

One of the foundational tenets of investigative journalism is the protection of confidential sources (with the narrowest of exceptions). This is essential for maintaining and building trust with sources of information (including whistle-blowers) and, in some cases, ensuring the safety of those sources.

Humanity

What journalists publish or broadcast can be necessarily hurtful (e.g. the humiliation experienced by a corrupt politician once exposed by good investigative journalism). However, the impact of journalism on the lives of others must be considered. The public interest is the guiding principle here. Humanity also means consideration of problems faced by disadvantaged groups, even if not necessarily going as far, for example, as adopting a persistently social-justice oriented style of journalism.

Accountability

This indicates a sign of professionalism and ethical journalism, and involves correcting errors promptly, prominently and sincerely as well as listening to the concerns of audiences and responding to them. Such practices can manifest in news organisations' guidance notes and self-regulatory bodies that hold journalism to account based on voluntary professional codes of conduct.

Transparency

Journalists must be transparent in practice, which will support accountability and assist in the development and maintenance of trust in journalism.

Advertising

With the industrial revolution, the rise of mass media and the continual capitalism advancement in the twentieth century, new marketing techniques were established for companies to reach new customers and for governments to manage public opinion.

▤ STATISTICS

Advertising

- *More than $580,000 billion was spent on advertising worldwide in 2017.*[26]
- *Many students are unable to tell the difference between news and advertising.*[27]
- *Some research suggests that we are exposed to more than 4000 ads every day.*[28]

Traditionally, people only bought the things they needed and found necessary to have, or made them or even borrowed them from friends. But, capitalism is mostly known for relying on growth. In order to continue growing, big manufacturers needed people to buy things they did not need. Accordingly, they searched for ways to convince people to take part in this process of consumption. With new developments in psychology, such as the discovery of the unconscious by Sigmund Freud, marketers decided that they could get people to purchase things they did not need by appealing to their unconscious desires. Until the early twentieth century, advertising tended to focus on the features of a product that appealed to people's sense of frugality and practical needs; it lasts longer, cleans better, costs less. The new advertising techniques have been characterized by an increased interest in appealing to people's emotions by telling consumers that they will be cooler, more attractive, better partners, more athletic, more powerful and more patriotic if they bought their products.

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26 Based on the Global advertising spending from 2014 to 2022 (in billion U.S. dollars) (2019). Available on Statistawebsite (https://www.statista.com/statistics/273288/advertising-spending-worldwide/).
27 S. Wineburg, et al., 2016, Evaluating Information: The Cornerstone of Civic Online Reasoning. Available on Stanford Digital Repository website (http://purl.stanford.edu/fv751yt5934).
28 R. Marshall, 2015, How Many Ads Do You See in One Day? Available on Red Crow Marketing website (https://www.redcrowmarketing.com/2015/09/10/many-ads-see-one-day/).

☼ T E A C H I N G   T I P S

- *Find and compare old advertisements with new ones. How do they represent people of different backgrounds? Are they problematic?*
- *What advertisement techniques do companies use to get you to buy their products? (See the propaganda techniques below as there are many similarities).*
- *Ask your participants to note down all the commercials and advertisements they see in one day. How are the ads they see on TV, billboards or on the radio different to the ones they see online?*
- *Consider the following quote by advertising guru David Ogilvy, "Advertising reflects the mores of society but it does not influence them." Do you agree with this quote?*

Propaganda

We tend to think of propaganda as something that was used by authoritarian regimes in the past. In **Manufacturing Consent**,[29] however, Chomsky and Herman suggest that corporate mass media only tells us what those in power need to tell us. The phrase "manufacturing consent" implies exactly this – that the media constructs narratives that obtain permission from the general populace in order for powerful interests to carry out their agendas. Chomsky and Herman show in their Propaganda Model, which posits a system of five media filters, that propaganda is still very much in use today by mass media everywhere. They state that propaganda was seen as a necessary tool to manage public opinion in the age of representative democracy. The authors believe that the elites saw democracy as a threat to their power and position in society. This prompted them to adopt a layer of filters to precisely keep in check what things are reported in the news and how they are reported.

"Propaganda is information, espcially of a biased or misleading nature, commonly used to promote a political cause or point of view."[30]

According to Chomsky and Herman, the news industry's main purpose is not to inform but to sell the eyes and ears of the audience to advertisers. Hence, we, the audience, are the product.

29 E. S. Herman and N. Chomsky, 1988, Manufacturing Consent: The Political Economy of the Mass Media, New York, Pantheon Books.
30 For a full definition of propaganda, see Lexico.com (2019). Oxford Dictionaries. Available on Lexico.com website (https://www.lexico.com/en/definition/propaganda).

The five filters laid out in Manufacturing Consent are:

1. Ownership of the media

Mass media firms are often part of large conglomerates that have interests in other powerful industries, like energy (oil and gas), manufacturing, housing, etc. In this way, the interests of the corporation take precedence over the 'speaking truth to power' function of journalism.

2. The media's funding sources (usually advertising)

If the audience does not pay for the media they consume, the audience are then the product being sold. In this scenario, advertisers are the customer paying for the eyes and ears of the audience.

3. Source

'Sources' refers to the people journalists speak to when gathering information. These people are often the ones in power or are part of powerful groups. In order to gain access and not be pushed to the margins, journalists have to play the game, so to speak, by placating their source or engaging in 'horse trading' (making deals) or self-censoring.

4. Flak (negative responses to media statements)

Flak can be seen when powerful people or organisations dispute press coverage that undermines their interests and challenges the status quo. An example of this might be the creation of think tanks by petro-chemical firms to dispute the credibility of climate change science.

5. Fear ideology

Initially, this concept was referred to as anti-communism, but it has been revised to include the war on terror and anti-immigration. This refers to the identification of a common enemy or the 'Other'. The media creates an exaggerated sense of the threat. Chomsky said of fear ideology filter that 'if people are frightened they will accept authority.[31]'

NOTE:

Propaganda can be used successfully to manage public opinion. Using counter-propaganda has been proven to be the only way to combat propaganda most of the times. It is important to remember that while propaganda might carry a negative connotation, there are also examples of beneficial propaganda. What is important here is not to establish whether propaganda is harmful or beneficial, but to understand how propaganda works by analysing its techniques. To explore examples of propaganda that could be considered beneficial, check the 'Mind over Media' website.[32]

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31 P. R. Mitchell and J. Schoeffel, 2002, Understanding Power: The Indispensable Chomsky. New York, the New Press.
32 For examples of contemporary propaganda, see Media Education Lab (2015). Available on the Mind over Media website (https://propaganda.mediaeducationlab.com/node/1).

Propaganda and Advertising Techniques

1 *Appeal to fear*
This is one of the most effective techniques in the propaganda and advertising arsenal. Governments and politicians use appeals to generate fear all the time. Recently, some politicians around the world have campaigned against migrants and refugees by appealing to citizens' fears of the 'Other'. They do this by emphasising cultural differences between 'locals' and foreigners, saying that they are essentially incompatible with one another. They may also claim, somewhat contradictorily, that migrants are coming to steal jobs or take advantage of social security and handouts from the state. These particular narratives are neither accurate nor sufficiently nuanced. However, since these narratives offer a simple answer based on a general fear from a complex problem, they are attractive.

2 *Glittering generalities*
Think catch phrases or slogans and buzzwords. Glittering generalities can be found in political as well as advertising campaigns. In general, glittering generalities take the form of phrases that have emotional appeal and attract general approval that is hard to disagree with, but on closer inspection appear to be expressions with vaguely positive connotations. Glittering generalities contain little context or reason and can be interpreted differently by different people. In politics, they often contain general patriotic words like 'freedom', 'courage' and 'glory'. A notable example of this could be Barack Obama's election campaign slogans, such as 'Hope', 'Yes, We Can' and 'Change We Can Believe In'. This can also be illustrated by current President of the United States, Donald Trump's, campaign slogan, such as 'Make America Great Again'. In advertising, we can see examples that confirms the impact ofglittering generalities, as can be seen in the case of Nike's slogan, 'Just Do It' or Apple's 'Think Different'.

3 *Testimonials*
Testimonials are more often used in advertising. Usually they consist of a person's endorsement of a product or service, either in writing or speaking. The person providing the testimonial is often a celebrity, thus attempting to increase the product's appeal as a symbol of status for the consumer.

4 *Bandwagon effect*

The bandwagon effect occurs as a result of peoples' general desire to conform and be part of the crowd. When something, such as a product, belief, trend or an idea, becomes more popular, people tend to 'jump on the bandwagon'. They adopt that idea and rush to follow the trend without investigating the underlying evidence or virtues/value for doing so. An example of this in marketing could be the effect of user reviews on people's buying habits. If a product has many 5-star reviews, people are more likely to want to buy that product (this is also an example of testimonial appeal). It is interesting to note that the effect is so strong that many marketers purchase fake reviews and followers. The bandwagon effect may also tap into people's fears of being left out or being seen as 'uncool'. Common techniques might include: 'tickets selling fast' or 'Europe's favourite toothpaste'.

5 *Snob appeal*

Snob appeal is the opposite of the bandwagon effect. Whereas the bandwagon effect emphasises peoples' need to belong, snob appeal emphasises people's need to be different or 'stand out' from the crowd or be seen or viewed as having a better sense of taste than others. This is certainly true in advertisement campaigns, such as advertising for a particular type of credit card. The person in the advertisement is seen in a luxurious hotel with a pool, wearing expensive jewellery and driving a fancy car.

6 *Name calling*

This technique is mostly used in politics. Name calling is the use of negatively loaded language to attack a person or a group of people based on negative traits associated with that particular person or group rather than disagreeing with or judging their ideas and opinions. Useful examples of this could be when someone calls an environmental activist a 'tree hugger' or inaccurately describes an activist as a terrorist. It is the reverse of the glittering generalities technique.

Plain folks

7 The plain folks appeal is one where the presenter is positioned as a normal and common person who acts like everyone else. This technique implies that the presenter identifies and empathises with those in the audience. The effect is intended to gain the trust of the audience and make them feel comfortable.

Reverse advertising

8 Anti-marketing is a more recent technique of advertising. It works by deriding traditional advertising techniques. In a similar case, brands use reverse advertising by mocking themselves. An example of this might be a billboard that says "We spent $3000 on this billboard to get you to buy a $2 bottle of juice" or a TV ad that says "We couldn't think of a creative way to sell our product so here's a famous person" – an ironic way to describe the testimonials technique.

These are just a few of the most common techniques used in advertising and propaganda. There are many more and, as we have seen, more than one technique may be used at the same time.

Figure 1 - Examples of propaganda definitions.

Source: For a fuller description of propaganda techniques, see UNESCO MIL CLICKS (2019).Available on UNESCO website (https://en.unesco.org/milclicks).

🧠 QUESTIONS

Journalism, propaganda, advertising and fake news

- *When you encounter an advertisement or a promotion of an idea, an organisation or a political campaign, ask yourself which of the techniques are being used?*
- *Ask yourself whether or not you agree with the message being advertised and why?*
- *Ask yourself whether or not the technique being used is effective and how?*
- *Do you think the message being sent is beneficial or harmful to the society?*

💡 TEACHING TIPS

Journalism, propaganda, advertising and fake news

- *Show your students examples of propaganda and advertising and explain to them some of the above techniques. Print the examples out and give them to your students with a questionnaire and see if they can identify any of the techniques being used. Add the above questions to your questionnaire and let your students write down their own thoughts. Finally, provide your students with the opportunity to present their thoughts and discuss them with each other.*
- *Remix: Remixing media can be a powerful way for students to engage with the content directly, practice their creativity and understand not just conceptually but intuitively how media works.*

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Fake News or Misinformation and Disinformation?

Fake news is an oxymoron. This is mainly because if it is fake, then it cannot be considered news. Fake news is not new; there are many historical examples of fake news dating back thousands of years. However, the particularities of the internet contributed to the increase in the production and visibility of misinformation and disinformation online. Many factors contribute to online misinformation and disinformation, such as search engines and social media algorithms, bots, troll armies, SEO techniques as well as the low barriers to entry, which made it easier for anyone to make an official-looking news website with a hosting account and the help of some free tools.
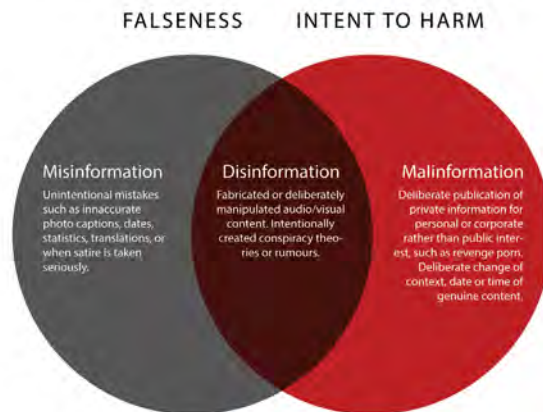
Another key factor that contributes to the problem of misinformation and disinformation might be the sheer amount of information we are exposed to every day. It can be difficult for one person to verify everything they see or read. Consider the following quote:

"In an information-rich world, the wealth of information means a dearth of something else: a scarcity of whatever it is that information consumes. What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it."
-Herbert A. Simon

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TYPES OF INFORMATION DISORDER

FALSENESS   INTENT TO HARM

Misinformation
Unintentional mistakes such as innaccurate photo captions, dates, statistics, translations, or when satire is taken seriously.

Disinformation
Fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumours.

Malinformation
Deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date or time of genuine content.

Figure 2: Types of information disorder.

Source: C. Wardle and H. Derakshan, see 3 Types of Information Disorder (2017). Available on First Draft website (https://medium.com/1st-draft/information-disorder-part-3-useful-graphics-2446c7dbb485).

Taken together, these results suggest that information disorder in all its different types is a global problem, extending to other types of information beyond the political field, including health, religion, tourism, environment, entertainment and others.

However, the efforts of many individuals, governmental institutions and organizations to address the problem of misinformation and disinformation are very encouraging on all levels; governments are issuing laws and regulations to tackle this problem, active society members are working towards challenging the news they receive through creating online pages and websites to verify media messages and technology companies are working on developing tools and software programmes to help societies and journalists address questions about news credibility.

In the next section on categorising and fact-checking different types of information, we will explore the important role critical thinking can play in bringing our information diet under control.

MODULE
FOUR'

2.4

Fact-checking: Beyond 'Fake News' and 'Beyond the Headlines' fact-checking tools - Lucien Michael Steinberg, MIL Expert, MDI. Anoud Al-Zou'bi, Communication and MIL Expert

"A lie can travel halfway around the world while the truth is still putting on its shoes." – Mark Twain[33]

In his major study, Soroush Vosoughi, a data scientist at MIT, analysed every major contested news story in English across the span of Twitter's existence —126,000 stories tweeted by 3 million users over more than 10 years from September 2006 to December 2016 — and found that the truth simply cannot compete with hoax and rumour. By every common metric, falsehood consistently dominates the truth on Twitter. As noted by Vosoughi, fake news and false rumours reach more people, penetrate deeper into the social network and spread much faster than accurate stories.

'A false story reaches 1,500 people six times quicker, on average, than a true story does. And whilefalse stories outperform the truth on every subject—including business, terrorism and war, science and technology, and entertainment—fake news about politics regularly does best.'[34]

Fact-checking is one of the MIL components that is often referred to as News Literacy. Interestingly, fact checking can be used to strengthen one's critical thinking skills.

Beyond Fake News

The Beyond Fake News infographic[35] was created as a response to the use of the blanket term 'fake news' which ignores the many nuances of misinformation and disinformation. It has been translated into nine different languages, and has been used by teachers everywhere to help students understand and categorise different types of content.

33 For a fuller discussion on the author of the quote, see That Wasn't Mark Twain: How a Misquotation Is Born (2017). Available on the New York Times website (https://www.nytimes.com/2017/04/26/books/famous-misquotations.html).
34 R. Meyer, 2018, the Grim Conclusions of the Largest-Ever Study of Fake News. Available on the Atlantic website (https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/).
35 Based on the Infographic: Beyond Fake News – 10 Types of Misleading News – thirteen Languages (2017). Available on EAVI - Media Literacy for Citizenship website (https://eavi.eu/beyond-fake-news-10-types-misleading-info/).

It is worthy to note that, like the propaganda techniques, each of the misinformation and disinformation categories is not mutually-exclusive; an example of propaganda may also be an example of partisan news, clickbait, pseudoscience or misinformation. Check the resource section below to find examples of content you can use to identify different types of content in your class.

Propaganda	• Used by governments, corporations, and non-profit organizations to manage attitudes, values and knowledge. • Appeals to emotions. • Can be both beneficial and harmful.
Clickbait	• Eye-catching, sensational headlines, designed to distract. • Often misleading, and content may not reflect the headline. • Drives ad revenue.
Sponsored content	• Advertising made to look like editorial content. • Consumers might not identify content as advertising if it is not clearly labelled. • Potential conflict of interest with genuine news organisations.
Satire and Hoax	• Uses social commentary or humour. • Varies widely in quality, and its intended meaning may not be apparent. • Can be embarrassing for people who will confuse fabricated content with the truth.
Error	• Established news organisations sometimes make mistakes. • Mistakes can hurt the brand, offend or result in litigation. • Reputable organisations publish apologies.

Partisan	• Ideological and includes interpretation of facts, but may claim to be impartial.
	• Privileges facts that conform to the narrative while preceding others.
	• Uses emotional and passionate language.
Conspiracy Theory	• Attempts to explain complex realities using an easy to understand narrative, usually as a response to fear and uncertainty.
	• Unfalsifiable and evidence that refutes the conspiracy is often regarded as further proof of the conspiracy.
	• Rejects experts and authority.
Pseudoscience	• Purveyors of greenwashing, miracle cures, anti-vaccination and climate change denial.
	• Misrepresents real scientific studies with exaggerated or false claims.
	• Often contradicts experts.
Misinformation	• Includes a mix of factual, false or partly-false content.
	• The main intention may be to inform but the author may not be aware that the content is false.
	• Characterized by false attributions, doctored content and misleading headlines.
Bogus	• Entirely fabricated content spread intentionally to misinform.
	• Guerrilla marketing tactics; bots, comments, and counterfeit branding.
	• Motivated by ad revenue, political influence or both.

Some examples of the styles mentioned above can be noticed here:

1. Propaganda

The below headlines represent how the media sometimes use propaganda techniques to post only part of an event with glittering generalities that are inaccurate . This is mainly used to promote an idea, a person or a country.

Figure 1: The first liver transplant in Jordan.

Figure 2: Jordan is the first country in the world to perform liver transplant.

Sources: Figure 1: For a fuller discussion, see Khaberni (2018). Available on Khaberni website (https://www.khaberni.com/news/233555). Figure 2: For a fuller discussion, see Roya News (2018). Available on Roya News website (https://royanews.tv/news/154301).

Fact: Liver transplantation started in Jordan in 2004 and not in 2018 as the headlines above show. In addition, the 2018 liver transplantation procedure that took place in Jordan has been performed on a lady with a syndrome (Antiphospholipid Antibody Syndrome), and this is what makes this procedure an important and special one in the medical field.

2. Clickbait

A headline by CNN Arabic: Watch Trump's Reply on Why He Didn't Meet with Saudi Crown Prince Mohammed bin Salman at the G20 Summit.

When you watch the video, president of the United States, Donald Trump, only states that meeting with Saudi Crown Prince was not planned ahead of time, and so he did not have time in his schedule for that meeting.

Figures 3 and 4: President of the United States, Donald Trump, replies on why he didn't meet with Saudi Crown Prince Mohammed bin Salman in the G20 Summit.

Source: For a fuller discussion, see CNN Arabic (2018). Available on CNN Arabic website (https://arabic.cnn.com/world/video/2018/11/29/v68759-trump-no-time-meet-saudi-prince).

Another example of clickbait is shown in this headline:

Watch: Minister Abu Albasal Angry after the Prime Minister Cancelled his Circular.

When you open the link, you only see a normal picture of the Minister with no reference to what the headline implies about Minister Abu Albasal being angry.

Figures 5 and 6: Minister Abu Albasal Angry after the Prime Minister Cancelled his Circular.

Source: For a fuller description, see Al Qubbah News (2018). Available at: http://www.alqubbahnews.com/post.php?id=129282.

3. Satire and Hoax

News that can embarrass people who confuse fabricated content that is based on humor, with the truth. This kind of news can go viral and many people may believe it and share it as if it is true.

An example of this is Al-Hudood news site that publishes satire editorials based on current topics and news that are relatable to the general audience.

Figures 7 and 8: Egyptian Authorities Arrest a Citizen Who Complained about the High Temperature on Charges of Contempt of Egypt's Climate.

Source: For a fuller discussion, see Al-Hudood (2018). Available on Al-Hudood website (https://alhudood.net/ .(السلطات-المصرية-تعتقل-مواطنا) 180/ م-اشتكى-

4. Sponsored Content

Social media platforms provide great examples of sponsored content that consumers might mistake for normal content instead of advertising. This content can generally be found on celebrities' pages on social media.

Let us take Cristiano Ronaldo's Instagram account which has a total of 148 million followers as an example.
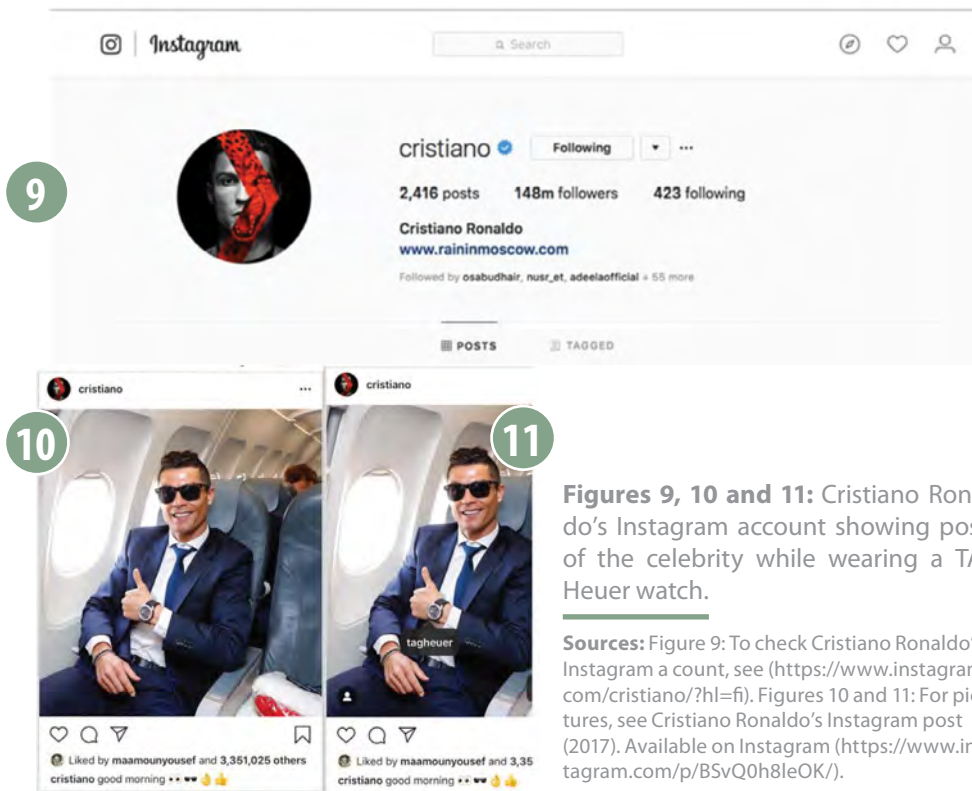
Figures 9, 10 and 11: Cristiano Ronaldo's Instagram account showing posts of the celebrity while wearing a TAG Heuer watch.

Figure 10 to the left shows Cristiano Ronaldo greeting his fans by writing 'good morning' on one of his posts. However, when the user clicks on the watch he is wearing in that picture, they will notice that the celebrity tagged TAG Heuer Instagram page. Once the user clicks on the tag, they will be directed to TAG Heuer's Instagram account- a very clear example of an advertisement.

5. Error

News organisations and online portals sometimes make mistakes. While some of these organizations apologize for making such mistakes, others do not.

Below is an example of a mistake by Khaberni news agency. The agency published a news piece about a medical case that was badly treated in Amman Hospital in Jordan. The news site made a mistake by writing that the case took place in Amman Hospital while it happened in another hospital. Khaberni news agency apologized formally to Amman Hospital by publishing the piece below.

Figures 12: Khaberni news agency's piece titled "Apology to Amman Hospital".

Source: For a fuller discussion, see Khaberni (2016). Available on Khaberni website (https://www.khaberni.com/news/161276).

6. Conspiracy Theory

An example of conspiracy theory can be seen in the picture on the following page. The picture refers to the young ladies as being: Angela Merkel, Chancellor of Germany (left side); Lithuanian President, Dalia Grybauskaite and Theresa May, former Prime Minister of the United Kingdom. The photo went viral with a comment that describes the world as being controlled by a group of people who decide to appoint future leaders of the world from a young age. Such posts illustrate that some news agencies try to confirm the conspiracy theory by using misinformation to prove their points of views.

تريزا ماي رئيسة وزراء بريطانيا وعلى يمينها أنغيلا ميركيل
رئيسة وزراء المانيا وعلى يسارها داليا غريبا وسكايتي
رئيسة لتوانيا

هل هي صدفة أم دليل قاطع على وجود أياد خفية تحكم
العالم وتجهز عملائها قبل عشرات السنين من تنصيبهم
في مواقعهم؟!

Figures 13: shows a photo of Angela Merkel (left side). The other two girls are her friends at that time, and none of them grew up to hold a leadership position.

Figure 14: shows a photo of Lithuanian President Dalia Grybauskaite.

Figure 15: shows a picture of Theresa May, former Prime Minister of the United Kingdom back in the 70s. The photos clearly show no resemblance to the one (right side) in figure (13)

Source: For more information on the identity of the women in the above pictures, see An-Nahar website (2018). Available on (https://www.an-nahar.com/article/ --صورة-ميركل-المراهقة-ورفيقتيها 838429.المزاعم-ملفقة)

7. Pseudoscience
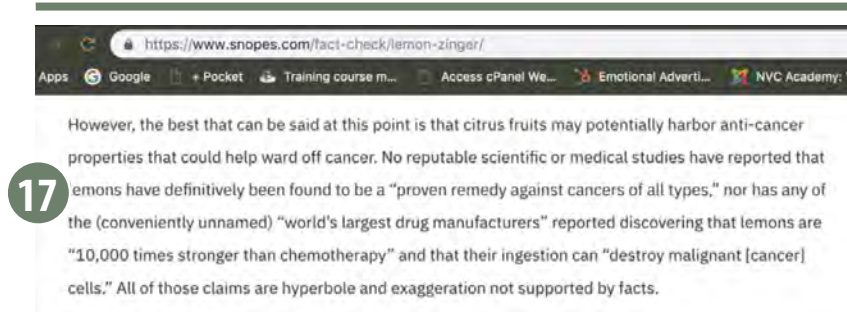
An example of pseudoscience can be clearly seen below.

Figures 16: Lemon cures cancer and is 10,000 times better than chemo-therapy.

Source: For a fuller discussion, see Youm7 (2015). Available on Youm7 website ((https://www.
youm7.com/story/2015/5/4/ (216743 اليمون-يفوق-العلاج-الـكيماوى- 10 -آلاف-مرة-فى-قتل-ا لحلايا/).

This is a false claim that was debunked by many verification websites and health experts.

However, the best that can be said at this point is that citrus fruits may potentially harbor anti-cancer properties that could help ward off cancer. No reputable scientific or medical studies have reported that lemons have definitively been found to be a "proven remedy against cancers of all types," nor has any of the (conveniently unnamed) "world's largest drug manufacturers" reported discovering that lemons are "10,000 times stronger than chemotherapy" and that their ingestion can "destroy malignant [cancer] cells." All of those claims are hyperbole and exaggeration not supported by facts.

Figures 17: Do Lemons Cure Cancer?

Figure 18: Do Lemons Really Cure Cancer and Are they Stronger than Chemotherapy?

Sources: Figure 19: See D. Mikkelson, 2011, Do Lemons Cure Cancer? Available on Snopes (https://www.snopes.com/fact-check/le on-cancer-cure/). Figure 20: For a fuller discussion, see G. Dergham (2018). Available on Real-sciences website (http://real-sciences.com/-علم-الاحياء/الطب-
وبيولوجيا-الانسان/الليمون-كعلاج-للسرطان). ؟

8. Misinformation

Some media platforms claimed that a French policewoman cried out asking the French people not to ruin their country the way Arabs ruined their own countries. The video went viral on social media platforms, particularly shared by those who do not understand French who believed that she was confirming what the headline said.

Figures 19: French Policewoman for Paris Demonstrators: Come and Kill me.. Do Not Ruin Our Country the Way Arabs Destroyed Theirs.

Figure 20: Cry of Despair of a Woman Yellow Vest. Paris/France- 1er Décembre 2018.

Sources: Figure 19: For a fuller discussion, see Alwatan Voice (2018). Available on Alwatan Voice website (https://www.alwatanvoice.com/arabic/news/2018/12/08/1199032.html). Figure 21: For the full video, see (https://www.youtube.com/watch?v=p9wrQ-EdHLc).

Source: Figure 20: For a fuller discussion, see Sky News Arabia (2018), The Truth about the French Police-woman Who Screamed: Do Not Ruin Your Homeland like the Arabs. Available on Sky News Arabia website (https://www.skynewsarabia.com/varieties/ 1206886 --حقيقة-الشرطية-الفرنسية-صرخت-تخربوا وطنكم-العرب).

Fact: It turned out that the demonstrator is not a policewoman but a protestor who did not mention Arabs at all.

Another useful example of misinformation is the flash floods that took place in the Dead Sea in October 2018. The video below which shows a man rescuing a child was widely shared by media users.

In figure (22&23) we can see that the same video was published in Algeria three years ago. It can be noticed that the accent of the speakers in the video is not Jordanian, which means that the video was not related to the Dead Sea flash floods incident.
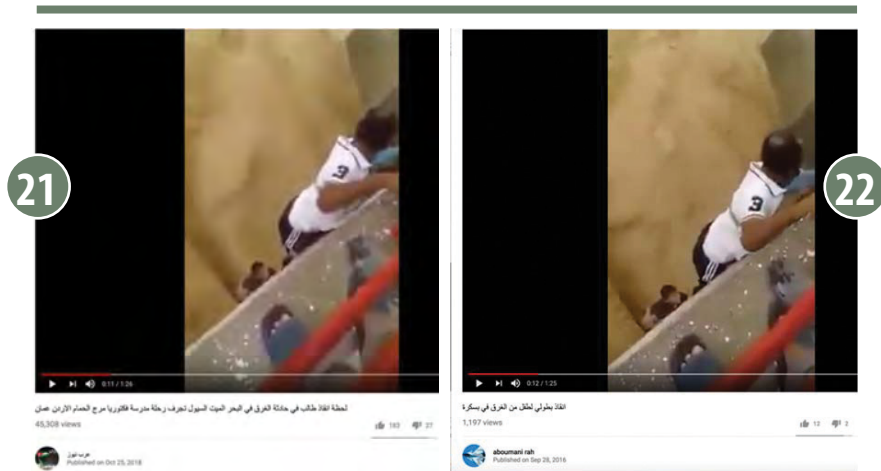
Figure 21: For the full video, see Arab News, 2018, [The Moment of Rescuing a Student from Drowning in the Dead Sea… Victoria School Trip is Swept Away by Torrents in Marj Al – Hamam, Amman, Jordan]. Available on Arab News YouTube channel (https://www.youtube.com/watch?v=zLiK-EDDbGM).

Figure 22: For the full video, see A. Rah, 2016, [Heroic Rescue of a Child from Drowning in Biskra]. Available on YouTube (https://www.youtube.com/watch?v=rxAZBc2ikY4&t=4s).

9. Bogus

Entirely fabricated content spread intentionally to misinform. A good illustration of bogus can be clearly seen when a story claimed that six Arab nations wrote to FIFA demanding that Qatar be stripped of the World Cup 2022, which turned out to be published on what appeared to be a fake version of a Swiss news website "The Local".

Co-founder of "The Local", James Savage, said in a statement: "Our investigation so far indicates that the article has appeared on a fake site designed to look like the Local, and never appeared on the Local's official site"

Figures 23: 6 Arab Countries Demand the Withdrawal of the 2022 FIFA World Cup from Qatar and FIFA Denies.

Figure 24: Reuters Denies the News of the 6 Arab Countries Which Applied to Withdraw the 2022 FIFA World Cup from Qatar.

Sources: Figure 23: For a fuller discussion, see RT Arabic (2017), [6 Arab Countries Demand the Withdrawal of the World Cup 2022 from Qatar and FIFA Denies]. Available on RT Arabic website (https://arabic.rt.com/sport/888790-6-). Figure 24: For a fuller discussion, see Al Kass (2017), [Reuters Denies the News of the 6 Arab Countries Which Applied to Withdraw the 2022 FIFA World Cup from Qatar]. Available on Al Kass Sports Channels website (http://alkass.net/alkass/news_details.aspx?news_id=124084).

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Beyond the Headlines

The Beyond the Headlines infographic[36] was created as an online news verification game where users can work in small groups and compare and contrast their findings after being given content to factcheck.

Headlines	• The headline makes use of ALL CAPS or excessive punctuation!!!??? • The headline promises secret information, surprise, happiness, outrage
URL	• The domain is counterfeit, e.g. bbc.com.co • The publication does not have its own domain name or uses a free blog platform
Author	• There are no examples of their work elsewhere online • There is no identifiable author, or the author is using a pseudonym
Date	• The information in the article is no longer relevant or current • There is no date on the article
Images	• The images have been doctored or depict different events • These are stock images, or there are no captions on the images
Ads	• There are many intrusive banner or pop-up ads, or the ads look questionable and cheap • The article is sponsored by a company or organisation

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36 EAVI - Media Literacy for Citizenship, 2017. Beyond the Headlines: The Online News Verification Game. Available on EAVI - Media Literacy for Citizenship website (https://eavi.eu/beyond-headlines-online-news-verification-game/).

Text	• The text frequently uses emotional, hyperbolic or sensationalised language • There are many spelling or grammar errors, or the appearance looks unprofessional
Search	• There are no examples of this story elsewhere online • The are no links or the links point to questionable sources
Interviews and opinions	• The content quotes sources and names them • The interviewee is qualified to speak with authority on the topic, or more than one opinion was represented in the article
Graphs and Statistics	• Refers to a study which is named and linked or you can find the study online • Represents accurately the results of a study or graphs and statistics are clear and precise

T E A C H I N G T I P S

Topics for fact-checking

Despite the increasing concern over the so-called 'fake news', there is a general lack of examples provided on this particular misinformation problem. In addition, some topics can be extremely sensitive depending on the different social, political and cultural contexts of one's own country. Some examples of less politically charged topics may include:

- *Climate change.*
- *Compulsory vs. voluntary voting.*
- *The efficacy of vitamin supplements or certain diets.*
- *Will robots take our jobs?*
- *Fact-checking websites.*
- *April fools jokes.*

Many countries now have fact-checking organisations. Find out if there is one in your country and check their website for examples of misleading or bogus content.

Alternatively, try getting in touch with journalist networks and organisations as they may be able to help you find some resources to show to your students.

Once you have identified some resources, print them out and ask your students to read them. Following this, allow your students to discuss whether or not they think the content is accurate. Finally, ask your students to go over the content once again and ask questions to see which category or categories the content falls under according to the Beyond Fake News infographic.

Images and Videos Verification –
Tools and Techniques

Much of the "fake news" examples take the form of fake photos or videos. A considerable amount of fake news has either been images that were manipulated via editing software, or much more often, they are genuine images that have been copied and republished in a different context. Finding the original photo or video is the best way to debunk a fake image or video.

Verification checklist:
- *Has the image/video been published before (Google Images / InVID)?*
- *If not …Look for visual clues on where and when the image/video was taken.*
- *Is the image/video real (Technical forensics)?*
- *Check the source.*
- *Other tools and tips.*

1 **Has the image/video been published before (Google Images / InVID)?**

Photos:
To check the context of the photo and its origin:
- *On desktop: Google search by image and/or TinEye.*
- *On mobile: Examples of mobile applications that are used to search for images include Reversee and Search by Image app.*

These sites help you find other occurrences of the same photo (or visually similar photos) online, which can be useful in analysing whether or not the photo along with its caption is real. It is worthy to note that the above tools do not work for videos, and are mainly used for photos.

Example: Ask your students if they think the image of the shark on the following page is real or fake. How can they tell?

Show your students TinEye (https://www.tineye.com/) and teach them how to use it by performing a reverse image search. Get your students to upload an image to TinEye in order to find the original image.

Tip: Ask your students to find the oldest and biggest version of the image. The older the image, the closer they will be able to track the main source. The bigger the image, the easier.

Jason Michael @Jeggit

Believe it or not, this is a shark on the freeway in Houston, Texas. #HurricaneHarvy

8/28/17, 3:04 PM

Figures 25: Fake news about a shark on the freeway in Houston, Texas.

Sources: For more information on the tweet, see J. Michael (2017). Available on (https://twitter.com/Jeggit/status/902048241646280704).

Hint: The image is a composite made from the real picture shown below.

Figures 26: A real picture of a shark.

Sources: For more information on the tweet, see J. Michael (2017). Available on (https://twitter.com/Jeggit/status/902048241646280704).

Videos:

To determine whether videos are real or fake, two tools will be introduced here that allow for the search for videos online by breaking a video down into multiple frames.

- InVID Verification Plugin: It includes various verification tools. "Analysis" and "Keyframes" are two of the most used verification tools.
- YouTube Data Viewer, an online video search tool created by Amnesty International. No download is required for this tool. All what you need to do is just paste the video URL into the tool.

In case no reference was found to the images or videos:

2 The investigation begins by looking for visual clues for where and when the image/video was taken.

The most basic questions to ask in order to locate the original source are where and when the image/ video was taken.

The **best** advice is to:
Use your eyes: Look for details that can help you identify where an image was taken, including street signs, distinctive landmarks as well as bus and taxi colors. Once the details were located and marked, match the clues with Google Maps and Google Street View.

Use your ears: Watch the video with the volume turned up and listen to the language used in the video? What language is it? Does it match the speaker's lip movements? Check the accent of the speaker/s.

Check the comments: Comments might contain key indicators, including sentences such as "that's not in my city" or "that's not the uniform of our policemen".

Check the weather: Check weather reports such as weather underground or WolframAlpha. If the caption of the image/video states, for example, that it was captured on the 15th of July 2017 in Tunisia and you found that it was 30 degrees that day, then the image/video was probably not taken that day.

3 **Is the image/video real? If you suspect that the main image/video has been manipulated, use the following sites to debunk a fake image or video. Bear in mind that the results require specified knowledge and are not always easy to interpret.**

• *Forensically: https://29a.ch/photo-forensics/#forensic-magnifier*
• *Reveal: http://reveal-mklab.iti.gr/reveal/*
• *Fotoforensics: http://fotoforensics.com/*

4 **Check the source**

To get an idea of the trustworthiness of the post's author, look at their profile and ask yourself questions such as; does their name appear to be real or fake? Are their posts consistent? Consider asking other questions too to investigate the original source of the image/video.

Check the URL of the website carefully. Some websites can be very useful in tracking the names ofwebsite owners and the date in which they created their websites, such as:

whois.net: Use this website to find out who is behind a domain name.

Pipl.com: Use this website to look up Twitter and Facebook accounts, etc.

Hunter.io: Use this website to identify the email addresses that were used for registering a domain name along with the standard format for company email addresses.

5 **Other tips and tools**

Archive.org: Use this website to check the results found on a web page on a certain date, which can be useful in checking whether the content has been modified or deleted.

Sometimes, it is not possible to determine with absolute certainty if the image/video is real or fake. If you feel that it is difficult for you to trace the original source of a certain image/video, then this probably means you should wait until you have more information. It is better to be late than wrong.

Resources for Journalism
- Peace Journalism Handbook: http://bianet.org/files/static/bia_kitaplar/ Peace_Journalism_Handbook_v04.pdf
- Conflict Reporting in the Smartphone Era: From Budget Constraints to Information Warfare: https://www.kas.de/web/guest/einzeltitel/-/content/neue-kas-publikation-zukriegsberichterstattung-*v1*
- The Data Journalism Handbook: https://datajournalism.com/
- Ethical Journalism: A Handbook of Values and Practices for the News and Editorial Departments: https://www.nytimes.com/editorial-standards/ethical-journalism.html

Resources for finding content to fact-check
- Snopes: One of the first online fact-checking websites. A useful resource to find examples of misinformation and disinformation: https://www.snopes.com/
- ClaimRank Fact-Checking in English and Arabic: ClaimRank

Resources for learning about journalism and fact-checking
- ARIJ: https://en.arij.net/
- Arab Citizen Media: https://arabcitizenmedia.org/

Reporting Fake News

Recently, many social media platforms are adding tools and options within their settings that enable people to report fake or inaccurate posts.

1. Reporting on Facebook
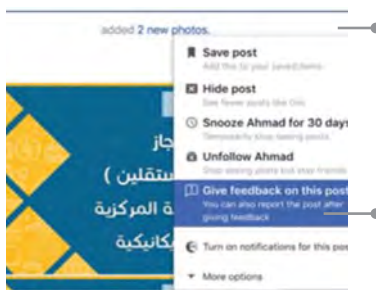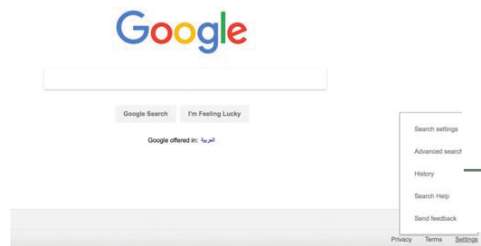
1. Click on the 3 dots on the right corner of the post.

2. Click on 'give feedback on this post'.
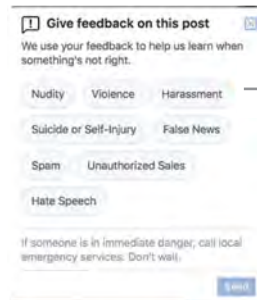
3. After clicking on 'give feedback on this post', you will be directed to a different page as seen in this image.
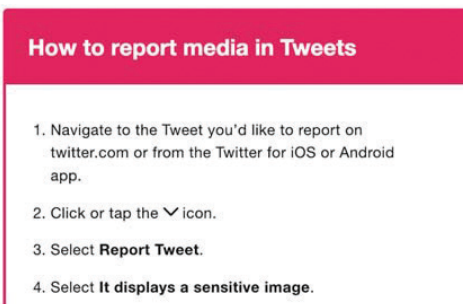
4. Choose the option that best fits your situation.

2. Reporting on Google

1. On Google's home page, got to the bottom of the page.

2. Click on 'settings'.

3. Then click on 'Send feedback'.

3. Reporting on Twitter

Examples - Fact Checking Sites:

1. Local Sites

Akeed.jo is one of the projects of the Jordan Media Institute, which was founded with the support of the King Abdullah II Fund for Development.

Haggak.jo is a government owned fact checking site.

www.sahehkhabarak.com is an initiative led by two Jordanian social activists; Fadi Hwaidi and Hazem Takatka.

2. Regional Sites

Dabegad.com
Is an initiative led by Egyptian social activists; Hani Bahgat and Rami Kalash

Fake Posts
This is a Facebook page that checks news related to Iraq.

3. International Sites
Snopes.com is an independent publication owned by Snopes Media Group. Snopes started in 1994, and was founded by David Mikkelson, later joined by his wife.

MODULE
FIVE'

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2.5
Cyberbullying, Hate Speech, and Community - Lucien Michael Steinberg, MIL Expert, MDI

Objectives:

By the end of this section, students should demonstrate:

- Understanding of how their online activities reflect on them.
- Understanding of the importance of ethical behaviour and reputation management in various online environments.
- Understanding of the importance of managing one's privacy online.
- Consideration of ethical issues when sharing online content related to others.
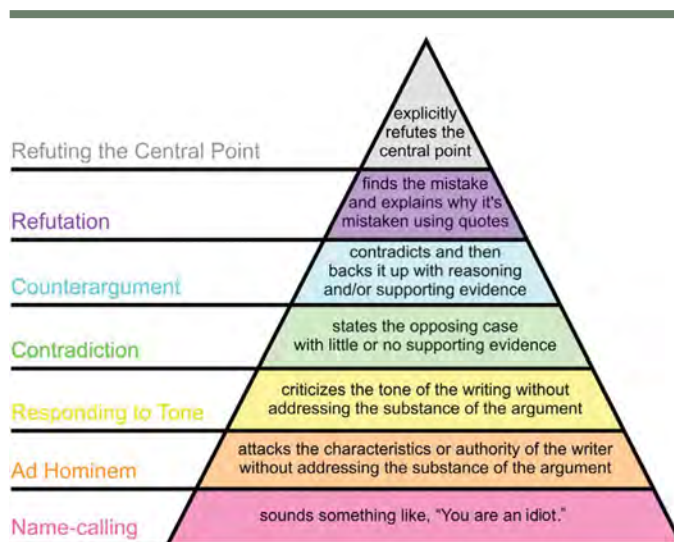
Figure 1: A visual representation of disagreement hierarchy.

Source: Based on Paul Graham's essay "How to Disagree" (2008). Available on Paul Graham website (http://www.paulgraham.com/disagree.html).

A: Cyberbullying

With the internet revolution, investigating the impact of social media is regarded as a continuing concern. One of the most significant current discussions in social media is how it threatens young people's mental health as a result of cyberbullying, hate speech as well as peer pressure. Telling young people to stay away from social media is not a sustainable strategy. Such methods do little to help young people understand the regulations and guidelines for behaving online, can leave them feeling excluded and left out and fail to take into account the many online opportunities that young people might benefit from. It has been proven, however, that the faster young people improve their digital skills, the more susceptible they become to online risks as a result of developing a sense of curiosity and confidence when exploring online opportunities. There would therefore seem to be a definite need for a balance between empowerment and protectionism but most of all education, something that many internet experts advocate for.[37]

Traditionally, bullying is associated with repeated acts of aggression by an individual or a group against a victim. However, a single instance of online bullying can be magnified by the nature of the internet medium in numerous ways;

- The audience witnessing the abuse can be larger than that in real life.
- The evidence of the abuse might remain online forever.
- The abusive content can be copy-pasted and disseminated beyond the initial thread, website or platform where it initially was shared.
- Cyberbullies are usually motivated by attention and are continually seeking approval of their actions and encouraging others to "pile on". Others do so to gain the acceptance of their peers.

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37 S. Livingstone, 2011, User Empowerment and Media Competence: Combining Protection and Education. Available on Infoamérica website (https://www.infoamerica.org/documentos_pdf/livingstone07.pdf).

Types of Online Abuse	Description
Trolling	The intention of a troll is to provoke others on the web. In this type of online abuse, there is a tendency to post off-topic and share ironic or irreverent comments, images and memes in discussion forums and threads. Such posts may be of an offensive or insulting nature.
Cyberstalking	It is necessary here to clarify exactly what is meant by cyberstalking. The term has been used to refer to the act of using the internet to harass or stalk an individual, an organization or a group of people, resulting in an unwanted and obsessive attention. Cyberstalkers might send threats anonymously and bribe or extort their victims. For instance, they might demand sexual favours in return for not publishing private information or malicious rumours on the internet that could possibly damage a person's reputation.
Privacy violation	In broad terms, privacy violation can be defined as sharing images online without permission and doxing (explained in the privacy section later).
Impersonation	The web makes it easy for people to keep an anonymous profile which in turn makes it easy for some people to impersonate others with the intent to damage a person's reputation. This may have contributed to the increase in verified Twitter accounts of celebrities and other influential people.
Rumour-spreading	Rumour-spreading is mostly used to spread untrue and hurtful stories with the aim of damaging a person's reputation.

Instead, they referred to bullying behaviours as drama: dismissing a conflict that's really hurting their feelings as drama lets teenagers demonstrate that they don't care about such petty concerns. They can save face while feeling superior to those tormenting them by dismissing them as desperate for attention. Or, if they're the instigators, the word drama lets teenagers feel that they're participating in something innocuous or even funny, rather than having to admit that they've hurt someone's feelings. Drama allows them to distance themselves from painful situations.[38]

What might be considered harassment by one person might be considered part of someone else's daily online activity. Instead of asking your learners if they have ever experienced cyberbullying, consider opening discussions about whether or not they have ever experienced feeling uncomfortable or stressed or have been insulted or alienated on the internet in any way.

Certainly, all kinds of bullying are bad but what makes cyberbullying different, and in some cases worse, than traditional forms of bullying? Again, we are reminded of the phrase 'the medium is the message'. For example, the medium of the internet facilitates the opportunity of anonymity. By creating a pseudonym, up-loading a fake profile picture and signing up to a social media account using a fake email account, anyone can create an anonymous online persona. As these cases very clearly demonstrate, cyberbullies very often feel confident in their anonymity to offend when there is very little chance of being discovered, punished or made to feel responsible for their actions. Although some stakeholders and social media platforms have taken action to prevent anonymity, including promoting or introducing legislation to put an end to online anonymity[39], others argued that online anonymity is a right of internet users and can be a useful technique to avoid invasions of privacy and protect personal data.[40] As mentioned in the privacy section, journalists and activists are just some of the people who might face reprisals or persecution from criminals or authoritarian governments, and often rely on anonymity to do their job. An important yet neglected effect of the internet medium could be that people are less likely to think of the person on the receiving end of the abuse.

38 D. Boyd and A. Marwick, 2011, Bullying as True Drama, New York, the New York Times. Available on New York Times website (https://www.nytimes.com/2011/09/23/opinion/why-cyberbullying-rhetoric-mis es-the-mark.html?_r=1).
39 See A. Holpuch, 2012, New York Lawmakers Propose Bill to Ban Anonymous Online Speech. Available on the Guardian website (https://www.theguardian.com/technology/us-news-blog/2012/may/23/anon mous-comment-ban-newyork).
40 Based on the Policy Brief of Article 19 (2015), Right to Online Anonymity. Available on Article 19 website (https://www.article19.org/data/files/medialibrary/38006/Anonymity_and_encryption_report_A5_f nal-web.pdf).

"The snowflake never needs to feel responsible for the avalanche." – Jon Ronson

Clear examples of outright abuse, bullying, shaming and hate speech are not the only threats to a harmonious online space. Consider the following scenarios:

- Person (A) posts a photo of a painting they made for a local art competition on Twitter.
- Person (B) comments on the photo, writing "Wow! Your painting is way better than @PersonC's. I bet yours will win the competition."

In this brief interaction, person B gave person A a compliment and probably hurt, directly or indirectly, the feelings of person C. However, person B's comment has also put person A in an embarrassing situation whereby, if they thank person B for the compliment or like their comment, it would mean that they are somehow condoning or approving of person B's inconsiderate criticism of person C's painting.

Examples similar to the one above prove that the internet has a specific grammar (e.g. the option to tag people in comments) that other mediums do not necessarily have and that many of us are still learning the nuances of online etiquette and behaviours that are necessary to build and maintain an engaged online community. With this in mind, we should be aware that there are real-world effects to online abuse, bullying and hate speech. In fact, online behaviours that many of us are guilty of and consider normal can exacerbate and contribute to the overall high levels of toxic online environments.

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📄 STATISTICS

Cyberbullying Facts

- *About 34% of students acknowledged that they have experienced cyberbullying at some point in their life.*
- *Approximately, 15% of surveyed students admitted to have cyberbullied others.*
- *24% of young girls and boys were reported to not have been able to know what to do if they were harassed online.*
- *39% of young people do not have the necessary knowledge on how to manage social media privacy settings.[41]*
- *With 41%, girls are more likely to experience cyberbullying at some point in their life compared to boys with only 28%.[42]*

🧠 QUESTIONS

- *In what ways can anonymity be used for good or bad? Start a discussion about the benefits and drawbacks of online anonymity by asking whether people should protect or limit online anonymity.*
- *How could a conversation between two anonymous people be different to another where one person is anonymous and the other shows their real identity or one where both people show their real identities?*
- *Do your students know the rules regarding cyberbullying?*
- *Why do they think these rules exist?*
- *Can the rules change and should they be changed?*
- *Should your students be allowed to influence the rules?*

💡 TEACHING TIPS

- *Digital Citizenship Agreements: Together with your students, brainstorm ideas for a digital citizenship charter which can be printed and signed by the students during class.*

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41 For more information on cybersecurity news, see McAfee (2019). (https://www.mcafee.com/enterprise/enus/about/newsroom.html).
42 See J. W. Patchin, 2016, 2016 Cyberbullying Data. Available on Cyberbullying Research Center website (https://cyberbullying.org/2016-cyberbullying-data).

B: Hate Speech

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers."
– Article 19 in the Universal Declaration of Human Rights.[43]

"1. Any propaganda for war shall be prohibited by law. 2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law."
– Article 20 in International Covenant on Civil and Political Rights.[44]

Unfortunately, while the internet has made every "netizen" a "creator" and publisher, giving them a voice and empowering them to participate in society, it has also amplified the voices of those seeking to harm others. This raises many questions regarding whether or not there are limits to freedom of speech. It is important to note that freedom of expression laws exist to enable citizens to express themselves and discuss their ideas, thoughts and feelings openly so that they can participate in the decision-making and policymaking processes, overcome their differences and hold power to account.

Hate Speech: A definition

The term 'hate speech' is generally understood to mean any speech, text or action that are intended to incite violence against a person or, more often, a group of people.

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43 For a description of Article 19 in the Universal Declaration of Human Rights, see United Nations (1948). Available on United Nations website (http://www.un.org/en/universal-declaration-human-rights/).
44 For a description of Article 20 in International Covenant on Civil and Political Rights, see Office of the United Nations High Commissioner for Human Rights (1976). Available on Office of the United Nations High Commissioner for Human Rights website (https://www ohchr.org/en/professionalinterest/pages/ccpr.aspx).

Consider the difference between the following two expressions;

*1. I hate [insert race, ethnicity, language, age group, gender, re
ligion, sexual preference or nationality here].*

Or…

2. Kill all [insert group here].

Obviously, neither expression is good. What we know about hate speech is largely based on our experiences, and we should never hate an entire group of people. Having said that, the first one is not classified as hate speech, but rather an opinion. The second example, however, can be considered hate speech since it incites the public to go out and kill people of a certain group.

Hate speech is not free speech. This is mainly because hate speech is a threat to free speech. There is still considerable controversy surrounding freedom of speech. One might ask: how can we have freedom of speech if certain types of speech are not allowed?

In The Open Society and Its Enemies,[45] philosopher Karl Popper wrote about the paradox of tolerance; "If we extend unlimited tolerance even to those who are intolerant, if we are not prepared to defend a tolerant society against the onslaught of the intolerant, then the tolerant will be destroyed, and tolerance with them." Here, Popper came to the conclusion that in order to maintain a tolerant society, the society must be intolerant of intolerance.

Having said that, the fundamental issue of dealing with hate speech in law is finding the balance between the right to freedom of speech while avoiding the violation of the rights of individuals and groups.

Thus, hate speech is a hotly debated topic and different countries have different approaches and laws pertaining to the question of freedom of speech. In Germany, for instance, because of the atrocities committed by the Nazis in the Second World War, the country has strict laws which

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45 K. Popper, 1945, the Open Society and Its Enemies, London, Routledge.

criminalize hate speech in order to prevent violence and incitement of hatred. In the United States, freedom of speech is absolute under the First Amendment of their constitution.

The question of freedom of speech becomes more complicated when we consider the role of the journalists and the media. It is generally accepted that the media have an ethical responsibility to inform, but also to consider the welfare of others at the same time. In addition, public figures with access to media platforms have a wider reach than the average person. Such concerns call into question whether public figures should bear more responsibility.

Our question here is how can we create a harmonious community environment where freedom of speech is thriving but hate speech is considered unacceptable?

☼ T E A C H I N G   T I P S

- *Essays: Since the questions related to freedom of speech and hate speech are complicated, multifaceted and subject to different cultural approaches, it could be useful for students, depending on their age, to write an essay where they can compare laws in different countries or explain the reasons for freedom of the press.*
- *Students can work together to write short essays on how technology has changed the way people communicate with each other and how freedom of speech protections have changed as a result of these changes. Consider, for example, the ability to send messages anonymously or message automated bots.*
- *Group work on posters.*

Resources for combatting hate speech:
- Get the Trolls Out – How to Counter Hate Speech on Twitter (English) – http://stoppinghate.getthetrollsout.org/
- Ethical Journalism Network – 5 Point Test for Hate Speech (Arabic) – https://ethicaljournalismnetwork.org/resources/infographics/5-point-test-hate-speech-arabic
- UNESCO – Countering Online Hate Speech, 2015 (Arabic) – https://unesdoc.unesco.org/ark:/48223/pf0000233231_ara

MODULE
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2.6
Digital Storytelling and Remix: Ideas and Tools - Lucien Michael Steinberg, MIL Expert, MDI

"Don't hate the media, be the media" – Jello Biafra

Nowadays, it is easy for our stories to be heard without having to have a journalism degree or professional video and audio equipment. Due to the fast-paced technological development, we now have access to hundreds of free content creation tools that are great for creating effective social media content, and that are available on smartphones and laptops. Creating social media content is an excellent way to learn the way media messages are constructed and have your voice heard by the public.

Digital Storytelling

Digital storytelling can be used by anyone with access to a phone or a computer. Digital storytelling adopts a multimedia approach to storytelling and can be done by combining text, hypertext links, graphics, photos, video and audio to tell a story. The format of digital storytelling can be very compelling and allows people to utilise available digital mediums to tell a story. Video hosting platforms such as, YouTube or Vimeo, blogging platforms like Tumblr, Medium and WordPress and audio hosting sites like Soundcloud or Mixcloud can be used to host, share and combine digital storytelling output.[46]

Remix

Remixing can be described as taking existing works of media and making necessary alterations by adding, removing or combining the works with other media elements in order to produce a new creative work or product. Unlike books, physical photographs or cassette tapes, digital media can be copied endlessly without sacrificing quality. This has facilitated the rise of remix culture which can be seen everywhere on the web.

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46 For more information on platforms that can be used in digital storytelling, see Story-Center. Available on (https://www.storycenter.org/).

Most people are familiar with music remixes, that is when an artist or producer takes an original song and produces a new and creative work by utilising a number of techniques; including pitching the song up or down, speeding the song up and adding an extra layer of drums. Music remixes can also be produced by adding vocals and acapellas to an instrumental track (i.e. mashup), cutting up the song and rearranging it, combining many different songs and genres (i.e. sound collage), adding sound effects to create or enhance sound such as reverb or echo and many more.

Another popular form of remix is parody, where an artist, writer, musician or filmmaker's particular style or manner is mocked or commented on, often through imitation, irony, and humour.

Perhaps the most common form of remix today is what is referred to as a meme, which can be defined as "an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations."[47] Memes offer a great example of online creativity, self-expression and participation. They can be simply humorous, or they may be used to great effect as a form of social and political commentary. You can create your own memes easily using online meme generators. See the resources list on the following pages.[48]

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47 For a fuller definition of 'meme', see Lexico.com (2019). Available on Lexico.com website (https://en.oxforddictionaries.com/definition/meme).
48 D. Belshaw, 2012, the Essential Elements of Digital Literacies. Available on (http://digital-literaci.es).

Figure 1: Examples of popular Internet memes, including Grumpy Cat, Willy Wonka and Success Kid.

Source: To check the Willy Wonka meme, see MEME. Available on (https://me.me/i/oh-youre-writing-anarticle- about-memes-please-tell-me-more-about-29c1b7baf8e94f70bfeaab5f6a847465).

To check the Success Kid meme, see Imgflip (2019). Available on (https://imgflip.com/memegenerator/Success-Kid).

To check popular Grumpy Cat memes, check Metro website (2019). Available on (https://metro.co.uk/2019/05/17/30-iconic-grumpy-cat-memes-9586691/).

Resources for making media:

- **Blogs**

    A blog can be defined as an online diary or journal with the added ad-vantage of sharing diaries and allowing people to comment on each oth-er's content as well as share their views on an individual subject. There are many free blogging platforms available on the web which can be used to create multiple pages and style them using HTML[49] and CSS[50] (web coding languages). Some popular blogging platforms include Tumblr, WordPress, Blogger, Weebly and Medium.

- **GIFs**

    GIF (Graphics Interchange Format) is an image format that has come into widespread usage since the early days of the Internet. GIFs have many func-tions; they can either be used as a one frame image or as a short animation containing many frames. GIFs also use image compression to reduce the file size. Creating GIFs has been extremely popular among people over the past years. You can use GIPHY.com to find, share and even create GIFs.

- **Sound recording and editing**

    Nowadays, it is easy to make sound recordings using a mobile phone de-spite the poor quality of the product produced. A possible solution for this might be attaching small microphones to the phone used in order to im-prove the quality of the recording. There are many places on the web that offer free music and sound effects which can be easily edited and shared with others. Try websites such as Freesound and Free Music Archive.[51]

    If you are looking for a free audio editing software or DAW (digital audio workstation), try programmes such as Ableton Live 9 Lite[52], Audacity[53], Ga-rageband for Mac[54] and Cubase LE.[55]

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49 For a description of HTML5 Tutorial, see W3Schools (2019). Available on W3Schools website (https://www.w3schools.com/html/).
50 For a description of CSS Tutorial, see W3Schools (2019). Available on W3Schools website (https://www.w3schools.com/css/).
51 For free music and sound effects, see Free Music Archive (2019). Available on Free Music Archive website (http://freemusicarchive.org/).
52 For a software music sequencer and digital audio workstation, see Ableton (2019). Available on Ableton website (https://www.ableton.com/en/products/live-lite/).
53 For a free audio software, see Audacity (2019). Available on Audacity website (https://www.audacityteam.org/).
54 For a free audio editing software, see GarageBand for Mac (2019). Available on Apple website (https://www.apple.com/uk/mac/garageband/).
55 For a software tool for all music genres, see Cubase LE (2019). Available on Steinberg website (https://www.steinberg.net/en/landing_pages/cubase_le_9/download.html).

- **Video recording and editing**

  If you have a smartphone, you can easily record videos using the camera on your phone. Alternatively, you can find free open source videos on websites like Archive.org.[56] You then have the option to upload your video to a computer and edit it using free software tools, such as HitFilm Express[57] or Apple iMovie for Mac. You can also edit the video on your phone using applications, such as Adobe Premiere Pro Clip.[58]

- **Screencasts**

  Screencasts are a popular option for creating tutorials or instructional videos and recording video chats interviews with people. You can use screencasts to record audio using your computer's microphone and screen. Screencast-O-Matic[59] has a free screencasts software option.

- **Graphics and photos editing**

  To create and edit graphics, posters, banners and infographics, you can try free browser tools such as, Canva[60] and Infogram.[61] If you want to learn more about image manipulation and graphic design tools, download GIMP or Photoshop Express.

☼ TEACHING TIPS

- *When creating digital stories, consider using the above formats to get your participants to answer questions such as: Who am I? What do I believe in? How do I feel? What is important to me? They can also use the formats to recount an important event in their lives.*
- *Consider using the storyboarding format before working on production. This way, your participants will be able to visualise and consider the best mediums through which their stories will be presented more effectively.*
- *Remixing does not have to be difficult. Start by taking a photo and then add a filter to it using*
- *Instagram, GIMP [62] or any other image editing tool. You could also upload the image to Canva and add text, colours and shapes to it.*

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56 For free open source videos, see Internet Archive (2014). Available on Archive website (https://archive org/).

57 For free video editing software, see HitFilm Express (2019). Available on FXhome Limited website (https://fxhome.com/express).

58 For a free video editor, see Adobe Premiere Pro Clip (2018). Available on Google Play website (https://play.google.com/store/apps/details?id=com.adobe.premiereclip).

59 For video recording and editing tools, see Screencast-O-Matic (2019). Available on Screencast-O-Matic website (https://screencast-o-matic.com/).

60 For free browser tools, see Canva. Available on Canva website (https://www.canva.com/).

61 For engaging infographics tools, see Infogram (2019). Available on Infogram website (https://infogram.com/).

62 For a free and open source image editor, see GIMP (2019). Available on GIMP website (https://www.gimp.org/).
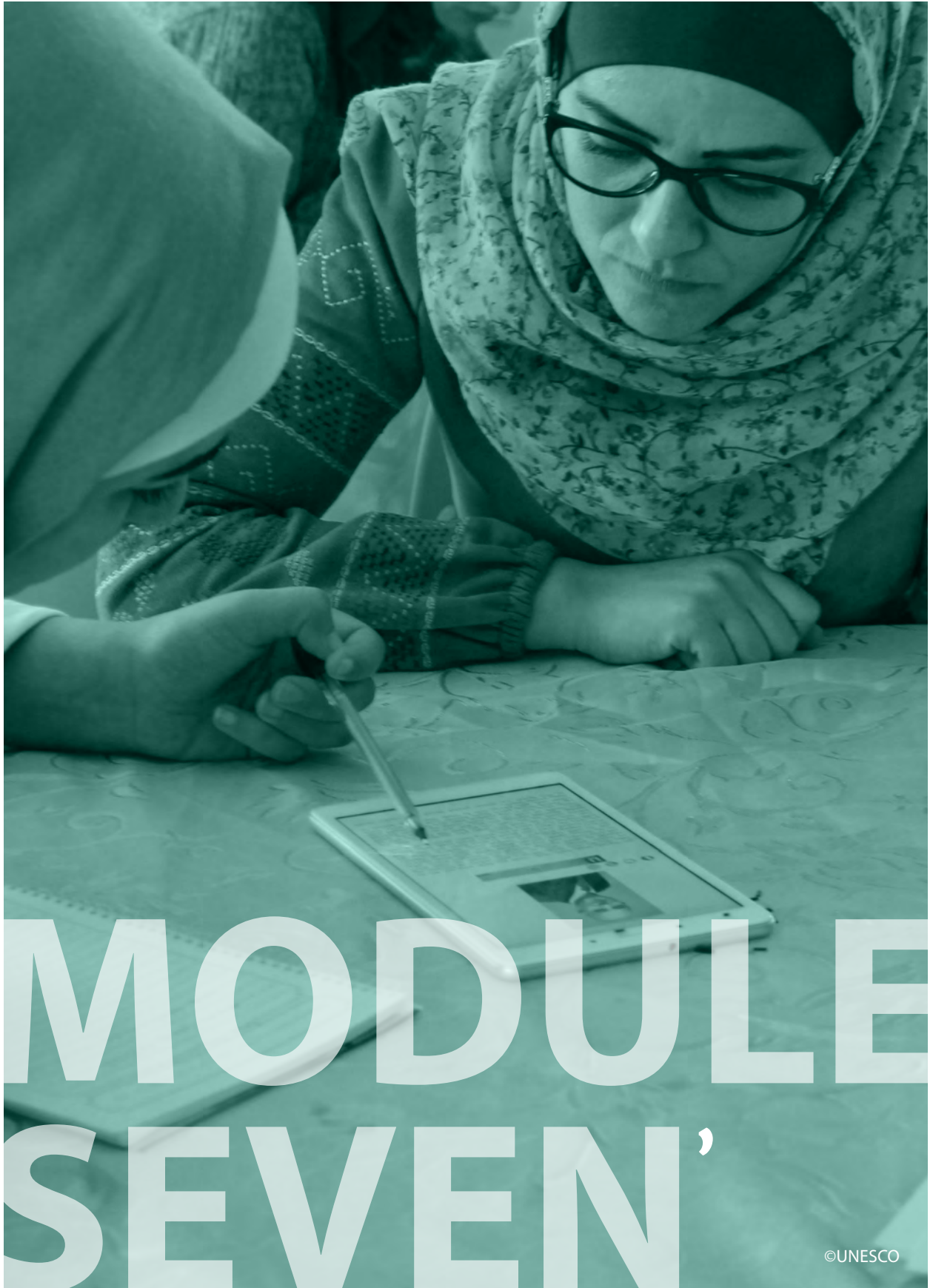
MODULE
SEVEN'

2.7
It's Your Web: Universal Access, Net Neutrality, Copyright, Censorship and Privacy - Lucien Michael Steinberg, MIL Expert, MDI

It is important to bear in mind that threats to freedom of speech can come in many unexpected ways. Of course, media censorship by governments and internet shutdowns are very common in some parts of the world. However, questions have been raised about the possibility of changing copyright laws in order to limit people's ability to view, share, comment on and remix different types of content. Net neutrality can be sidestepped by internet service providers, thus providing citizens with a slow browsing service and limited web availability. This indicates a need to understand that a threat to personal privacy could prevent people from exercising freedom of speech by encouraging them to selfcensor when they go online.

Participation, content creation and social relations come at the top of the Media Literacy Framework we discussed earlier in the 'Introduction' section. Such competencies can be achieved once your students have a better understanding of the media and feel empowered to actively participate in it.

Consider the above sentence, for example. This sentence encapsulates the reason why being an engaged citizen who understands that threats to digital rights are threats to human rights is the height of media literacy. This is how we, citizens, put our media literacy into action, become responsible and participate in the development of other people's media literacy by defending causes such as, public service media, community media, net neutrality, copyright as well as threats to freedom of speech and expression.

This aspect of media literacy is sometimes referred to as digital citizenship. A digital citizen is someone who addresses the social and political issues of their communities through a healthy use of the internet.

Of course, not many people have enough time to devote to activism or protection of the web. However, everyone must recognise the importance of our civic and human rights and put those rights into practice in order to have a better understanding of when those rights are violated by individuals or organizations.

While the opportunity to have civic participation in traditional media (TV, radio, newspapers etc. is, with some exceptions, limited, the internet together with the widespread use of smartphones significantly changed all of that.

A: Access and inclusion

The internet had become such an integral part of people's daily lives that it has now become difficult to imagine a time before it existed and that there are still many people without access to it. Generally, people use the internet to shop, work, create art, research and learn, communicate with friends and family members who live far away as well as stay current with the latest information and events. The internet is so important that in many countries it is considered impossible to apply for a job without having access to it.

In 2016, the United Nations declared Internet access to be a human right, stating that the UN "condemns unequivocally measures to intentionally prevent or disrupt access to or dissemination of information online."[63] Other reports and statements have been issued to emphasise the importance of providing internet access to all. At the time of writing, the internet Live Stats[64] website showed that there were currently over 4 billion people in the world with access to the internet. While this seems like an impressive feat in itself, it also means that over 3.5 billion people are currently without access to the internet.

Without access to an internet-connected computer or smartphone, it is impossible for a person to increase their digital literacy and thrive in the 21st century.

63 Based on United Nations Oral Revision, 2016, The Promotion, Protection and Enjoyment of Human Rights on the Internet. Available on (https://www.article19.org/data/files/Internet_Statement_Adopted.pdf).
64 Internet Live Stats. Available on (https://www.internetlivestats.com/).

⊗ QUESTIONS

Access and Inclusion

- *Ask your students what things they can do online but cannot offline. How would their lives change if they had no access to the internet?*
- *Ask your students which groups of people might have difficulties accessing the internet. Do women and men have an equal amount of access? How might their lives be affected by a lack of internet access?*
- *Look up the statistics on internet access in your country and compare it to another country. How are they different? What reasons might there be for this difference?*
- *What about the different types of internet access, including laptops, phones, libraries, internet cafés? How might one type of access be more beneficial than the other?*
- *What benefits might the society get if more people had access to the internet?*

B: Net neutrality

An example of a threat to digital inclusion and access is a failure by governments and Internet Service Providers (ISPs) to commit to the principles of net neutrality. This is the principle which states that all internet traffic must be treated equally. Whether you use Facebook or Amazon or your own personal blog, each one of these websites should be treated the same by your ISP. No website should be served faster or slower to your browser, and the owners of these websites cannot pay your ISP to make theirs faster.

Zero Rating – Zero rating is an aspect of net neutrality which refers to uncapped apps in your phone plan. For example, a mobile phone carrier may make a deal with a company that provides a social media application which gives mobile users unlimited access to their application. However, users limit the available data to use or browse outside of these applications. Many people believe that the internet should be free and open to everyone. If your phone provider creates a 'walled garden' where only certain applications are available, then this limits people's rights to view the whole of the internet, effectively censoring certain internet uses. Conversely, some people view zero rating options favourably as they can provide access to at least some applications and websites for people with limited economic means, enabling them, for example, to keep in touch with family members.

C: Copyright

Copyright and fair use are becoming an important dimension of digital literacy since the majority of people are creators now. Copyright law should balance the rights of the owners with the rights of the consumers, and it should be used as a tool to promote and enhance creativity, innovations and the spread of knowledge. It might seem complicated to navigate copyright laws, and sometimes we will end up self-censoring because we are unaware whether or not a piece of content is suitable for use. In general, there are certain exceptions (often called 'fair use' or 'fair dealing') for uses of copyrighted works, depending on the laws of the country. Exceptions normally include:

- Education
- Review and criticism
- Research
- Reasons related to reporting current events
- Satire and parody

These exceptions usually take into account such things as:
- The purpose and the way in which the copyrighted material is used.
- The amount copied, relative to the whole work.
- Whether or not the use of the work is commercial.

Creative Commons

Students should learn their rights and responsibilities concerning the use of potentially copyrighted works in order to avoid violating any laws. For instance, is it ok to use the dialogue of part of a film over the top of an animation they made themselves? Is a photograph that they want to add to their blog article copyrighted or can it be used only if they make modifications to the photo first? Do they know how to search for content in the public domain? Do they know what public domain means?

At the same time, students should also be aware of the rights concerning their own content. For example, everyone has the right to add a Creative Commons licence to their work. Before uploading their work, they can go to the Creative Commons website[65] and choose from various badges that allow other people to remix, share or even make money using their work. It is entirely up to them how they decide to protect their creations.
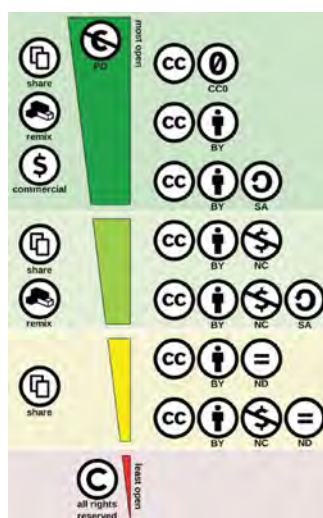
Figure 1: Image showing the different levels of free Creative Commons licences available for creators to share their work.

Resources on copyright and fair use:
- The EIFL Handbook on Copyright and Related Issues for Libraries. Available here in Arabic: https://www.eifl.net/system/files/resources/201409/arabic_version_of_handbook_3.pdf
- Free Speech, Copyright and Fair Use. Infographic from Copyright & Creativity for Ethical Digital Citizens: https://copyrightandcreativity.neted.org/wpcontent/uploads/sites/2/2017/05/INFOGRAPHICFree-   Speech-Copyright-and-Fair-Use.pdf
- Fair Use Promotes the Creation of New Knowledge. Infographic from Association of Research Libraries: https://www.arl.org/storage/images/fairuseinfographic2018accessible.pdf

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65 For more information on the new CC Search, see Creative Commons. Available on Creative Commons website (https://creativecommons.org/).

D: Privacy and Personal Data Protection

"Arguing that you don't care about the right to privacy because you have nothing to hide is no different than saying you don't care about free speech because you have nothing to say." – Edward Snowden

This module on privacy contains two sections; privacy and personal data protection. The section on privacy explores the concept of privacy as a human right and the various threats to our privacy online. The section on personal data protection explores some of the tools available to protect our data while we are online .

Privacy

A full discussion of the many facets of privacy and data security lies beyond the scope of this concise handbook. Personal privacy is about the freedom to be ourselves and shape our lives the way we want without interference from the state, private companies or others who want to do us harm. In other words, privacy is "the claim of individuals, groups, or institutions to determine for themselves when, how, and to what extent information about them is communicated to others."[66]

The right to privacy has been around only a short time. For most of history, our homes were without walls, beds were shared among the whole family, and we lived in small towns where everybody knew everybody's secrets. However, perhaps unsurprisingly, it was the camera, a new media technology, that spurred the introduction of the idea of privacy as a human right.[67] Troubled by newspapers publishing uninvited photographs of society figures, Warren and Brandeis[68], writing in Harvard Law Review in 1890, made their case;

"For years there has been a feeling that the law must afford some remedy for the unauthorized circulation of portraits of private persons."

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66 A. F. Westin, 1967, Privacy and Freedom, New York, Atheneum, p. 7.
67 D. J. Glancy, 1979, The Invention of the Right to Privacy. Arizona Law Review. Vol 21. Available on (https://web.archive.org/web/20100722230541/http://law.scu.edu/site/dorothy-glancy/File/Privacy.pdf).
68 S. D. Warren and L. Brandeis, 1890, The Right to Privacy. Harvard Law Review. Available on (http://faculty.uml.edu/sgallagher/Brandeisprivacy.htm).

Since then, the world has seen the widespread adoption of the telephone (and of certain states' willingness to wiretap them), increased private and public monitoring by closed circuit television (CCTV) and now the internet. Over 150 national constitutions mention the right to privacy.[69] Privacy and data protection are now enshrined in international law and human rights doctrines. However, the law has been slow to catch up with the privacy concerns provoked by the digital age and new methods for invading an individual's privacy are constantly being developed.

The new assaults on our privacy and data protection can come from states (surveillance and monitoring), the private sector (tracking, compiling and selling users data), bad actors (identity theft, phishing, spoofing and ransomware) and other internet users (cyberbullying, doxing).

Nowadays, privacy is about having the awareness and technical knowledge on how to have power over our personal information so that powerful entities do not have power over us.

Online platforms

We tend to think that access to social media is for free when in fact we pay for this service. In order to gain profits and expand their networks, social media platforms such as Facebook (over 2 billion users), Twitter (300 million users) or Weibo in China (430 million users) sell our demographic data to advertisers in order to reach their target audience. Hence, you are the platform's product and your attention is being sold to advertisers. It is important to understand that our data has economic value, and so knowing how to use it grants us our personal autonomy.

Recent scandals have highlighted the need for regulation to curb the misuse of user data by online platforms. This is important to understand how we treat our own information and privacy.

69 For a fuller description of the 150 national constitutions, see Constitute Project. Available on Constitute Project website (https://www.constituteproject.org/search?lang=en&key=privacy).

Figure 2 : Infographic "Analysing Facebook likes, phone data and typing pattern" from Cracked Labs 2017 Report: Corporate Surveillance in Everyday Life

📄 S T A T I S T I C S

Privacy

- *In one USA survey, 32.7% of respondents had their social media or e-mail accounts hacked and 31.4% had experienced identity theft.[70]*
- *The 2017 worldwide cost of cybercrime totalled $600 billion.[71]*
- *Ransomware is the fastest growing cybercrime.[72]*
- *The biggest data breach (that we know of) in history was Yahoo with 3 billion accounts hacked in 2013. [73]*

🧠 Q U E S T I O N S

Privacy

- *How do internet companies track users, compile user data and gain profits from that data?*
- *What are the differences between the online and the offline world when it comes to privacy?*
- *What regulations are in place to protect users?*
- *What aspects of personal privacy are the responsibility of the internet companies or the government and which aspects are the responsibility of the user?*
- *What measures can people take to protect their online privacy?*
- *Are the private lives of celebrities and public figures in the interest of the public? Should public*
- *figures be subject to different laws regarding privacy?*

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70 See ESET Cybersecurity Barometer USA, 2018, P6. Available on (https://www.welivesecurity.com/wp-content/uploads/2019/01/ESET_BAROMETER_USA.pdf).

71 See J. Lewis, 2018, Economic Impact of Cybercrime —No Slowing Down. Available on McAfee website (https://csisprod.s3.amazonaws.com/s3fs-public/publication/economic-impact-cybercrime.pdf?).

72 For more information on ransomware, see National Association of Attorneys General (2016). Ransomware: TheCutting-Edge Cybercrime Taking Over the Country and What You Can Do to Stop It. Available on National Association of Attorneys General website (https://www.naag.org/publications/nagtri-journal/volume-1-number-4/ransomware-thecutting-edge-cybercrime-taking-over-the-country-and-what-you-can-do-to-stop-it.php).

73 For fuller discussion on data breach, see Please see Information is Beautiful. Available at - https://www.informationisbeautiful.net/visualizations/worlds-biggest-data-breaches-hacks/

Some types of privacy invasion:

Types of online abuse	Description
Tracking	When browsing the web, third-party cookies are downloaded onto our computers which send information to advertising firms about our browsing habits. This data can include our location, computer IP address, browser, likes and preferences, age, gender, religion and more.[74]
Phishing and spoofing	Users are directed to enter sensitive information (credit card details,passwords, addresses) into a counterfeit website made to look like a real one.
Ransomware	Malicious software that blocks a user's access or threatens to publish a user's personal data (photos, address, passwords) online unless the user pays a ransom.
Surveillance	The monitoring of the behaviour and actions of people by the government or private security agencies for reasons related to intelligence gathering, protection or controlling people. This can be done with CCTV, drones, telephone tapping or intercepting online communications.
Data Breach	An incident in which a large amount of data is accessed without authorisation. This is very costly for the companies affected, and often the breach includes user passwords.
Doxing	The practice of searching for and releasing private information and data about an individual or an organisation for vigilantism. This can be done by causing harm to the individual, shaming the individual or extorting money from them.

74 See W. Christl, 2017, Corporate Surveillance in Everday Life. Available on Cracked Labs
website (https://crackedlabs.org/en/corporate-surveillance).

How are we tracked?

The image below explains how we are tracked by third-party cookies.
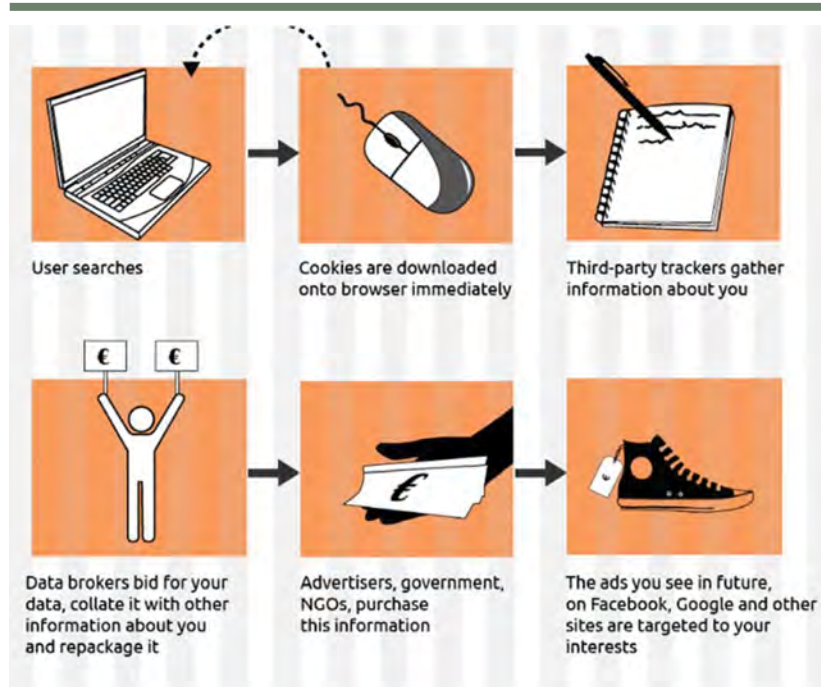
Figure 3: Image is showing how third-party trackers gather information about people as they browse the web. Credit: Luc Steinberg.

Personal Data Protection

Most internet users are not aware of the threats or risks to their privacy and data protection.[75] In this section, we will explore some of the options available to protect our data from being compromised.

Anonymity and encryption

Encryption is a form of cryptography that refers to the encoding of messages or information so that only an authorised person can view that message. Certain messaging apps like Whatsapp and Signal encrypt their messages so that others cannot view them.

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75 See T. Bradley, 2018, Top 5 Concerns to Focus on for Data Privacy Day. Available on Forbes website (https://www.forbes.com/sites/tonybradley/2018/01/27/top-5-concerns-to-focus-on-for-data-privacyday/#3454894e4f3c).

Unfortunately, encryption is another area of digital rights which is under threat from policymakers around the world. The arguments for weakening or restricting encryption are usually framed as having to do with combatting crime and terrorism. However, certain individuals require encryption to ensure their safety including journalists and human rights activists.[76] Many organisations are stepping up to protect our right to encrypt. The UN High Commissioner for Human Rights, Zeid bin Ra'ad Zeid al-Hussein, states that "Encryption and anonymity are needed as enablers of both freedom of expression and opinion, and the right to privacy. It is neither fanciful nor an exaggeration to say that, without encryption tools, lives may be endangered." [77]

Passwords, password managers and 2FA

Passwords
One of the most effective ways to protect ourselves online is by using strong passwords of 12 characters or more which contain a mixture of letters, numbers and characters. See the Diceware Word List in the resources section to learn how to create secure passwords.

Password Managers
A password manager installed in your browser and accessed using a master password can be a great way to save all your passwords securely and enter them automatically when logging in to an online account. As well as encouraging you to use different passwords across the web, they also save time. See the privacytools.io website in the resources list for information and suggestions on which password manager to use.

2. Factor Authentication
Setting up 2FA on devices and online accounts can add an extra layer of protection to our data by verifying that user is who they say they are. The extra layer of questioning can be a little annoying, but it is worth it to stop unverified users logging into your accounts.

76 See Global Partners Digital, 2017, Travel Guide to the Digital World: Encryption Policy for Human Rights Defenders. Available on Global Partners Digital website (https://www.gp-digital.org/publication/travel-guide-to-the-digital-world-4-encryption-policy-for-human-rights-defenders/).
77 See Office of the United Nations High Commissioner for Human Rights, 2016, Apple-FBI Case Could Have SeriousGlobal Ramifications for Human Rights: Zeid. Available on United Nations High Commissioner for Human Rights website (https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=17138).

Secure browsing: TLS, SLL and WiFi Hot Spots

Buying goods and services or performing transactions using the web can be risky. Check the URL of the site you are using. If the address begins with HTTP (hypertext transfer protocol), then it is not quite as secure as HTTPS. The 'S' in HTTPS stands for secure and utilises an encrypted connection over SSL (Secure Socket Layer) or TLS (Transport Layer Security) to secure the connection between the website server and your browser. E-commerce sites without a secure https connection are especially vulnerable to interception by hackers. In recent years, hacking programs have become more advanced and easier to obtain and use.

This is also the reason why you should never perform any financial transactions or perform any action that involves sharing sensitive information when using public WiFi or WiFi hotspots, since these hot spots and public networks often ask for personal details in order to login to their services.

Figure 4: It is best to avoid entering personal details on unsecured websites.

QUESTIONS

- *Have you ever had your privacy violated? What happened? How did you react? What steps did you take to make sure it does not happen again?*
- *What special privacy needs might people have? (Think about people with health problems, investigative journalists, politicians, celebrities, teachers, young people)*
- *Research the practice of hacking. Are hackers always bad people? Are there any examples of hacking that could be considered good for the society?*

TEACHING TIPS

- *Search for information about yourself online. Are there any inaccuracies? Can you correct them?*
- *Read a privacy or terms and conditions document for an application or social media platform (e.g. Google, YouTube, Facebook or Instagram). This can be interesting as many people do not realise that, for instance, the photos they upload to Instagram become the property of Instagram. Are the terms and conditions fair? Were there any conditions you were not aware of before reading the document?*
- *Explore your privacy settings on social media. What can people find out about you just by searching your name?*
- *Create a Mini Bill of Rights on Privacy and Data Protection with your class. See: The European Handbook for Teaching Privacy and Data Protection at Schools – page 79 for an example.*
- *Learn about Edward Snowden and his leak of NSA and GCHQ data. Discuss with your learners whether they think what he did was right?*
- *Compare the privacy of two or more online platforms or services.*

Resources and tools on privacy and data protection

- UNESCO: Survey on Privacy in Media and Information Literacy with Youth Persepectives, 2017: http://unesdoc.unesco.org/images/0025/002589/258993e.pdf
- Privacy International – Country Report: The State of Privacy Jordan - https://privacyinternational.org/state-privacy/1004/state-privacy-jordan
- TED Talk: Why Privacy Matters by investigative journalist, Glenn Greenwald: https://www.ted.com/talks/glenn_greenwald_why_privacy_matters
- PrivacyTools.io provides knowledge and tools to protect your privacy: https://www.privacytools.io/
- ClickClickClick.Click – Use this website to show learners how websites can track online behaviour - https://ClickClickClick.Click
- Webkay. Use this website to see all the data your browser knows about you and can be accessed at will by websites: http://webkay.robinlinus.com/
- Have I Been Pwned? Use this website to see if you have been the victim of a data breach. Enter your email address and it will search for accounts you have signed up to with that email and tell you if that has account has been breached. Then change your passwords accordingly. https://haveibeenpwned.com/
- Surveillance Self-Defense: Tips, Tools and How-Tos for Safer Online Communications from the Electronic Frontier Foundation and available in Arabic: https://ssd.eff.org/
- Article from Privacy International: Two Sides of the Same Coin: The Right to Privacy and Freedom of Expression: https://privacyinternational.org/blog/1111/two-sides-same-coinright-privacy-and-freedom-expression
- Online course: IT Security: Defence against the digital dark arts with subtitles in Arabic: https://www.coursera.org/learn/it-security

- Panopticlick: Is your browser safe against tracking? Use this website to test if your browser is safe against online tracking. From the Electronic Frontier Foundation: https://panopticlick.eff.org/
- Learn how to make a secure password using the Diceware Word List: http://world.std.com/~reinhold/diceware.html
- Test your cybersecurity knowledge with the Pew Research Centre Cybersecurity Knowledge Quiz: http://www.pewinternet.org/quiz/cybersecurity-knowledge/

Resources in English:

- UNESCO – MIL Curriculum for Teachers, http://www.unesco.org/new/en/communication-and-information/mediadevelopment/media-literacy/mil-curriculum-for-teachers/

- UNESCO – Media and Information Literacy: Policy and Strategy Guidelines http://www.unesco.org/new/en/communication-and-information/resources/publicationsand-communication-materials/publications/full-list/media-and-information-literacypolicy-and-strategy-guidelines/

- UNESCO – UNESCO Global MIL Assessment Framework, http://www.unesco.org/new/en/communication-and-information/mediadevelopment/media-literacy/unesco-global-mil-assessment-framework/

- UNESCO – Journalism, Fake News and Disinformation: https://en.unesco.org/sites/default/files/journalism_fake_news_disinformation_print_friendly_0.pdf

- ICFJ – Short Guide to the History of Fake News and Disinformation: https://www.icfj.org/news/short-guide-history-fake-news-and-disinformation-new-icfjlearning-module

Annex

Annex I: Bibliographical References

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Annex II – Sample of Agenda for the Training of Trainers Workshop

MIL Training of Trainers Workshop

Objectives

The main objective of the workshop is to build the capacity of civil society organizations' representatives on Media and Information Literacy (MIL), enabling them to develop MIL competences so that they can critically use the available media tools and pass their newly gained knowledge and skills to their peers.

Expected Results

- *Participants will gain an understanding of the informal and non-formal teaching techniques of media and information literacy and will be able to go on to develop their own training materials.*
- *Participants will also be made aware of and have access to a number of open source teaching and training materials, which they will be able to use and remix to suit their own needs using the sound basis of media literacy they will gain during the workshop.*
- *Participants will be able to search for and identify the resources they need for their own teaching purposes.*
- *Participants will have the knowledge of communicating MIL concepts and helping others to understand and share that knowledge.*
- *Participants will have access to a network of like-minded people and educators to assist them in their future MIL projects.*

Agenda

DAY ONE	
10.00 – 10.15	Opening Session:
10.15 – 10.45	Introducing the UNESCO MIL concept and the importance of MIL for democracy, citizenship and civil society.
10.45 – 11.15	Introduction of participants and the agenda. Questions and discussion.
11.15 – 11.30	Coffee/Tea break.
11.30 – 13.00	The Importance of Asking Questions: A look at the 5 core concepts for media literacy. Presentation and interactive session.
13.00 – 14.00	Lunch.
14.00 – 15.30	Diversity and Representation in the Media. Interactive session.
15.30 – 15.45	Coffee/Tea break.
15.45 – 17.15	Teaching MIL: Aims, Outcomes, Teaching Methods and Evaluation. Demonstration of different methods.
17.15 – 18.00	Group Projects: Making lesson plans. Planning your own MIL training.

DAY TWO	
10.00 – 11.00	What Editors Want: Guest Speaker: Editor from National news media.
11.00 – 11.15	Coffee/Tea break.
11.15 – 13.00	Reporting the 'Others': Media ethics. Presentation and Q&A.
13.00 – 14.00	Lunch.
14.00 – 15.30	The Language of the Medium: Digital vs. Traditional Media. What challenges and opportunities does the internet add to the information landscape? Video presentation. Discussion.
15. 30 – 15.45	Coffee/Tea break.
15.45 – 17.15	Information Disorder: Propaganda, Fake News and Journalism. Presentation. Q&A.
17.15 – 18.00	A look at some online tools and resources and project group work.

DAY THREE

10.00 – 11.15	It's Your Web: Universal Access, Net Neutrality, Copyright, Censorship and Privacy. Group work on case studies for defending the web.
11.15 – 11.30	Coffee/Tea break.
11.30 – 13.00	Digital Footprints: Cyberbullying, Hate Speech and Community. Short presentation on ideas to counter hate speech. Discussions.
13.00 – 14.00	Lunch
14.00 – 15.30	Fact-checking: Beyond the Headlines and Beyond Fake News. Interactive Game. Discussion.
15. 30 – 15.45	Coffee/Tea break.
15.45 – 17.15	Understanding Propaganda: Mind over Media website. Interactive session. Q&A.
17.15 – 18.00	Digital Storytelling: Using the Media for Activism. Interactive session using the tools and resources demonstrated at the end of Day 2. Discussion.

DAY FOUR

09.00 – 10:00	Guest Speaker: Journalist from a fact-checking organisation.
10.00 – 10.15	Coffee/Tea break.
10.15 – 12.00	Group Work Projects.
12.00 – 13.00	Lunch.
13.00 – 14.30	Group Work Projects.
14.30 – 14.45	Coffee/Tea break.
14.45 – 16.00	Project Presentations.
16.00 – 16.15	Written and Oral Evaluation.
16.15 – 17.00	Closing Session.

The "Do you Speak MIL? Media and Information Literacy: A Handbook for Jordanian CSOs" is the result of UNESCO's long-term engagement in recognizing the role of MIL, freedom of expression and human rights in Jordan.

This handbook cannot be treated as a single effort to recognize the crucial role of MIL in Jordan. Instead, it contributes to the ongoing work initiated by UNESCO in Jordan and focused on formal education. UNESCO is particularly proud of the achievements in the area of MIL at basic and university levels.