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**MEDIA AND
INFORMATION
LITERATE CITIZENS**

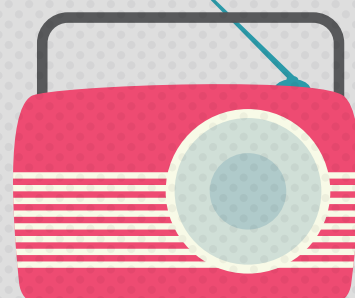
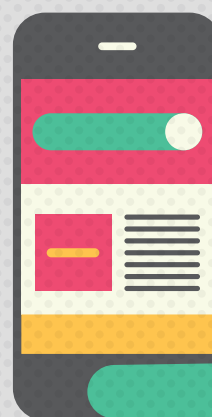
THINK CRITICALLY, CLICK WISELY!

Part 2

Module 1

A Foundational Module:
An Introduction to Media & Information
Literacy & other Key Concepts

**Media & Information Literacy Curriculum
for Educators & Learners**



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MODULE 1:

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



'If it were possible to define generally the mission of education, it could be said that its fundamental purpose is to ensure that students benefit from learning in ways that allow them to participate fully in public, community and economic life.'

– New London Group

BACKGROUND AND RATIONALE

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

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

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

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

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

According to the recent statistics of the ITU World Telecommunication/ICT Indicators Database, 2019, 1.3 billion (3/4) of the world’s 1.7 billion households, representing 4.9 billion people, have a television; and 0.6 billion (1/3) of all households, representing 1.9 billion people, have access to a computer; As of January 2021, 59.6 percent of the world’s population or 4.66 billion people are using the Internet; in the middle of 2020, there were an estimated 105 mobile-cellular

1. Statista, <https://www.statista.com/statistics/617136/digital-population-worldwide/>.

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

When put together, the number of television and radio stations, newspapers, cell phones, access to and use of the Internet, books, libraries, billboards, and video games determine much of what we learn about ourselves, our country, our cultures and the world around us. In this connected world, being media and information literate means that we can rethink what is called citizenship and lifelong learning, and consider concepts such as global citizenship education, education for sustainable development, and digital citizenship.

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

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

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

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

The module will present MIL as teaching/learning and social and economic engagement processes rather than solely as a discipline. Therefore, it will broadly introduce learners to key issues and concepts of the field which will be dealt with in more detail in other modules, offering them the opportunity to develop an understanding of the difference between 'teaching about,' 'teaching through', and engaging in society with MIL as a tool.

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

UNITS

UNIT 1:

UNDERSTANDING MEDIA
AND INFORMATION LITERACY:
AN ORIENTATION

UNIT 2:

MIL AND CIVIC PARTICIPATION

UNIT 3:

INTERACTING WITH CONTENT
PROVIDERS SUCH AS LIBRARIES,
ARCHIVES, MUSEUMS, MEDIA,
DIGITAL COMMUNICATIONS
COMPANIES

UNIT 4:

MIL, DIGITAL SKILLS, CULTURAL
PARTICIPATION/CREATIVITY AND
ENTREPRENEURSHIP

UNIT 5:

MIL, TEACHING AND LIFELONG
LEARNING

UNIT 1: UNDERSTANDING MEDIA AND INFORMATION LITERACY: AN ORIENTATION

DURATION: 2 HOURS

Key Topics

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

Learning Objectives

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

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

Level of Competencies Targeted in this Unit:

- Basic / Intermediate

Multiple Roles of Media

Media, digital communication companies, and other content providers play a central role in information and communication processes. They are one way of communicating information, although their role is much broader than that. To the extent that such media are an important part of every society’s communication system, their institutional make-up is often meshed with a variety of non-media content providers, such as libraries, museums, archives, Internet communication companies, other information organizations and citizens who produce their own content.

For the purpose of this MIL curriculum, news media are normatively defined (irrespective of the nature and technologies used) as sources of credible and current information created through an editorial process determined by journalistic values whereby editorial accountability can be attributed to a specific organization or a legal person. This is not to ignore the realities where norms are not lived up to – such as through “media

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

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

- Act as channels of information and knowledge through which citizens communicate with each other and make informed decisions
- Facilitate informed debates between diverse social actors
- Provide us with much of what we learn about the world beyond our immediate experience and serve as means by which a society learns about itself and builds a sense of community
- Function as a watchdog of government in all its forms, and promote transparency in public life and public scrutiny of those in power through exposing corruption, maladministration and corporate wrong-doing
- Be essential facilitators of democratic processes and one of the guarantors of free and fair elections
- Be a vehicle for cultural expression and cultural cohesion within and between nations
- Function transparently as an advocate and social actor in their own right while respecting pluralistic values².

Convergence

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

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

2. Adapted from UNESCO MDIs

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

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

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

Pedagogical Approaches and Activities

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

Consider the characteristics of MIL described in Figure 1 in the *Media and Information Literacy Curriculum and Competency Framework* for Educators (Part 1). Discuss each characteristic. Write down what each of these means to you. Do you think this description is complete? What do you think should be included?

Consider the following terminologies linked to different literacies relating to MIL and being used by various actors around the world:

- Media literacy
- Library literacy
- Computer literacy
- Freedom of expression literacy
- Internet literacy
- Digital literacy
- News literacy
- Cinema literacy
- Games literacy
- Social media literacy
- AI literacy
- Data literacy
- Safety literacy
- Security literacy
- Privacy literacy

Using the Internet or a library, research various definitions of each of these terminologies. What do you observe about the relationship between and among these individual terminologies or notions of MIL? Write one paragraph describing what would be your rationale for combining media literacy and information literacy as MIL.

Sourcing Information

The proper use of information that is made available with content by various content providers depends on people's abilities to understand their information needs, and to locate, retrieve and evaluate the quality of the content they can access. Today, there is an extremely wide and diverse content selection varying greatly in accuracy, reliability, and value. In addition, this information exists in a variety of forms (as text, image or statistics, electronically or in print), made available through online repositories and portals, virtual and real libraries and documentary collections, databases, archives, museums, etc. The most important factor, however, is that the quality of content can vary significantly.

Before evaluating content and its sources, it is important to think about what we use information for, alongside our use for entertainment, for example. This will help to identify credible information sources. The key questions might be: What source or what kind of source would be the most credible for providing information in this particular case? Which sources are likely to use verification methods, be fair, lack hidden motives, show quality control and be open to correction and redress?

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

- Inform
- Educate
- Facilitate teaching and learning processes
- Provide access to all types of information (sometimes free of charge, plural, reliable and without restrictions)
- Serve as a gateway to information
- Promote universal values and civil rights, such as freedom of expression and information
- Serve as society's collective memory
- Gather information
- Preserve cultural heritage
- Entertain.

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

Activities

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

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

- Survey college/university or public libraries to find books or other resources which provide information about sustainable development, democracy, other parts of the world, different cultures, social and economic life, or other issues of interest to you. Explore questions such as: Who decides on the level of resources that should be allocated to libraries? Who decides which books should be included in the library and which should be excluded? Who decides which books are more important than others? How does budget and copyright impact on role? Are libraries serving their purposes? (A similar activity could be organized for museums or archives).
- The media can encourage the development and building of a nation but can also foster exclusivist nationalism. Discuss how and why media exercise these functions. Think about the content of the media in your country. How many different points of view can you find on development, nation building and national interests and from which perspective?
- Search the web to find stories relating to the deliberate destruction of libraries, museums or archives or certain books due to war, conflicts, etc. How can you verify that this story is true? Given that this is the first unit, educators may not have been exposed to the requisite skills to answer this question, so should signal this as an upcoming competence and move on to the other questions. How could the destruction of media, libraries, archives, and of digital communications and other resources, affect people, their history or culture? What are some other implications, based on your observation, of such actions?
- What is public domain information? Research how public domain information is treated by two government institutions in your country. Debate the adequacy of information provided by these institutions. Are there national policies for how information should be made public? Do access to information laws exist in your country? Are these being used? What are citizens' entitlements to transparency?
- Based on the answers provided from the activity suggested above, indicate the outcomes for media and information literacy (what the media and information literate person should be able to do).
- Make a list of media that are present in the daily lives of learners and educators today. What are the key roles and functions that each of these media perform? What do you think it means to be 'literate' when it comes to using these content providers? What knowledge, skills and attitudes are necessary?
- Keep a journal for one day in which you record your daily use and interaction with content providers, such as libraries, archives, museums, media and digital communications companies. What patterns emerge in your personal use? How many hours do you spend engaged with platforms such as the Internet, television or radio, gaming devices, etc.? What roles are these content providers playing in your life?
- Take a walking tour of your school or neighbourhood. List the examples of content providers that are present in these environments. Which of the roles listed above do these examples illustrate?
- Imagine that you wake up one day and there are no more media, libraries, or

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

- How would they be informed now?
 - How would they communicate news about facts and events?
 - What would happen with the decisions you usually make?
 - What would you – personally – most miss in such a situation?
 - What would society lose with this kind of problem?
- Write a 'letter to the editor' with your conclusions on the value of the content providers in a democratic society, provided they live up to their normative roles.

Importance of MIL for Citizens

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

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

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

Assessment & Recommendations

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

UNIT 2: MIL, CIVIC PARTICIPATION AND RIGHT TO INFORMATION

DURATION: 2 HOURS

Key Topics

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

Learning Objectives

After completing this unit, educators will be able to:

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

Normative Role of Journalism

Journalism and media sources are important in every society. Without journalists and the news media, there would be no ‘window on the world’ – we would have little way of knowing what was happening in our communities or in the world beyond our immediate experience. There are several key factors that journalistic practices should respect, and that citizens have come to expect of journalism:

- Organizing knowledge – making chaotic information organized and comprehensible, and going behind public relations and official positions to uncover special interests
- Truthfulness – in the media, sources of information should be clearly stated so that citizens can judge relevance, reliability and potential biases; important unanswered questions should be noted with an expectation of a follow-up if controversy exists
- Public interest – in the work they do, journalists can do much to further the public interest by equipping citizens with the information they need to take part in public affairs
- Independence – it should be clear that public interest in citizens’ debate should take place over and above personal biases; commentators must examine ‘both

sides of the coin' (discuss ideas they both agree and disagree with); and journalists must show independent thinking in their work

- Forum for public criticism and problem solving – the news media should offer several channels for public interaction (letters, e-mail, phone contact or public forum); citizens also expect that the media give them access to space or airtime to allow conversations in their own 'language' with fellow citizens; further, they expect that a broad representation of views and values is visible in news coverage
- Accountability – the media should monitor all those who exercise power, not only governments, but also important public and private bodies; by holding the powerful to account, the media can inform community thinking. Media should also have systems whereby journalists and their principals can be held accountable
- Proportional and relevant news – citizens have a need for timely knowledge of important issues and trends; reports should not overstate or understate the true nature of threats and risks
- Balancing privacy and the right to know – citizens expect media professionals to balance the public right to know with the personal right to privacy (cf. Fackson Banda, UNESCO, 2009).

Right to Information or Access to Information

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

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

Providers have several key functions, which include:

- Providing open access to information resources without any racial, gender, occupational and religious restrictions; public libraries, in particular, provide access free of charge
- Protecting readers' privacy and confidentiality in terms of content consulted on the

premises or online

- Providing access to diverse and plural information resources, based on professionalism and without political, religious or moral bias
- Collecting and preserving information for future generations
- Contributing to ensuring the authenticity, reliability and truthfulness of information
- Responding to requests for information and data
- Developing, implementing and ensuring people's engagement with right to information or access to information policies.

Pedagogical Approaches and Activities

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

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

The process is generalized from an actual example from Australia³: 1) make the
3. ACT Government, Education https://www.education.act.gov.au/about-us/freedom_of_information. Accessed on 18 January 2021.

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

- Using relevant library and Internet resources, research between 5 and 10 news stories of the past year on a national or global level. Identify which of the expectations listed above are met in each of the stories. What are the key elements in these stories that make them effective examples? For any of the stories that did not meet these expectations, suggest changes that could have been made to improve them.
- Write a short essay arguing that readers have an obligation to approach the news with an open mind and not just with a desire that the news reinforces existing opinions.
- Select coverage of a local issue or story and examine it closely. Part of being media and information literate is having the awareness of, and the ability, to apply the above criteria to the coverage that various issues receive. To what extent were citizens' expectations being met in the local example? What potential impact did the coverage have on the local community? Where citizens' expectations were not being met, what recourse did citizens have to address problems? What roles can media and information literacy play in supporting citizens?
- Do you agree that the well-informed citizen is better equipped to make decisions and to participate in a democratic society? Why? Write an editorial expressing your opinion.
- Discuss: How is the role of information viewed and valued in your society? What do you think is the relationship between information and knowledge, and between information and power?

Freedom of Expression, Editorial Independence, Plurality and Diversity

Freedom of information and expression underpin media and information literacy. In this context, the use of the related term *freedom of information* refers to access to public information. 'Information is key to our understanding of the world around us, our ability to find a meaningful role in it, and our capacity to take advantage of the resources available to us. When information is concentrated in the hands of a few, the public's ability both to make decisions and to assess the decisions is greatly reduced. An ethical and pluralistic media can ensure transparency, accountability and the rule of law (UNESCO Freedom of Expression Tool Kit). Independent media draw their power from reporting professionally on the communities they serve.

Freedom of Expression and the Press

Freedom of expression includes the freedom to express and exchange views and opinions without fear of threats or punitive action. Freedom of expression is a

fundamental human right. The right to freedom of expression protects not only freedom of speech, but any act of seeking, receiving and imparting information or ideas, regardless of the medium used. Freedom of the press is a necessary underpinning of this right as it enables free expression to be public and shared and is thus essential to the building and supporting of communities and civil society. Freedom of expression can promote a true sense of ownership within society by allowing ordinary individuals to examine and express different thoughts and opinions. Freedom of expression *is an integral part of* civic participation, and essential for critical thinking. Restrictions to freedom of expression are allowed only for limited reasons like protecting the freedoms of others and where these restrictions are both necessary and proportional. Limitations, such as the laws preventing hate speech, should be narrowly defined to avoid misuse (World Trends in Freedom of Expression and Media Development).

Media Pluralism

A pluralistic media sector – one that crosses media platforms (print, broadcast, online), locale (national, provincial and community) and political perspectives – helps societies to better reflect on themselves. When media operation is dispersed into many hands, opinions that are not popular can often still find a forum. An effective mix of international, national and local media outlets can give people the means to participate in democratic processes. The widest possible dissemination of information from diverse and antagonistic sources contributes to people's welfare. While separately owned newspapers and broadcasters generally criticize each other's content, the concentration of media under common ownership is far from offering mutual criticism and could lead to media capture for manipulative reasons. Media pluralism also means recognition of public, private and community media sectors. Public media requires balanced news and views; private media may lean in partisan directions; community media should give voice to the public.

Editorial Independence

Editorial independence refers to the professional freedom entrusted to editors to make editorial decisions without interference from the owners of the media or any other state or non-state actors. Editorial independence is tested, for instance, when a media organization runs articles that may be unpopular with its owners or advertisers. Independence is not a free licence to do anything - it should be shaped positively by an aspiration to ethics and standards of professional journalism. This means avoidance of, or pushing back against, influence that could compromise practices such as verification before publishing, disclosure of interest, upholding public interest rather than private or gratuitous interest, etc.

Pedagogical Approaches and Activities

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

- Using the Internet and library resources, research the ownership and control of today's major media companies and state-owned media operations, including how authorities allocate their advertising spending across different outlets. List their major holdings. What impact might this ownership and control have on access, choice and freedom of expression? Research the laws that are in place in your country or community to regulate media ownership and control.
- **See Modules 11 and 13** for related activities about ownership and use of AI, social media, and related ethics.
- Assess the role of alternative or independent media in your community. Select one example, and describe the key elements that make it *independent*. In what ways does it allow people to participate in the democratic process? In what ways is it different from mainstream media?
- Assess the status of community media in the country. Are communities really involved in the governance and programming? Is the outlet a forum for the geographic community or communities of interest? Is the medium operating indistinguishably from commercial or state-owned outlets, or is it making a distinctive contribution?
- Research the work of organizations that promote freedom of expression or protect journalists, such as Article 19, the Committee for the Protection of Journalists, Reporters Without Borders or regional and national NGOs. Focus on the work of journalists supported by these organizations and identify the key elements of their work that makes them worthy of support.
- Discuss why the government and private media owners should respect the right of media to editorial independence and, in particular, should refrain from putting pressure on the media with respect to their news and current affairs coverage.
- Expand the discussion to other potential influences over editorial independence and suggest how such undue influences could be prevented.
- Discuss what is meant by a narrowly defined law where citizens are able to know clearly when they fall within its remit, as distinct from vague and broad laws which allow for selective interpretation.

Assessment & Recommendations

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

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

DURATION: 2 HOURS

Key Topics

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

Learning Objectives

After completing this unit, educators will be able to:

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

Content Curation

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

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

It is important to have a basic understanding of the different techniques employed by the different content providers, including the media. Pay attention to the ‘codes’ they use and how to interpret them. It may also be relevant to consider who is producing and arranging the material and how active or interactive the consumers of media and information are – whether their own perceptions impact upon the way information is presented.

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

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

Pedagogical Approaches and Activities

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

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

Technologies of Content

- How do producers of content use different techniques or ways of representing different kinds of information?
- How are these uses identified and accepted by the general public?
- What are the codes and conventions or the ‘key ingredients’ or grammar of a particular provider?

- A media commentator, Marshall McLuhan, wrote that ‘the medium is the message’⁴, meaning that the medium itself – print, broadcast, Internet – affects the way we understand the world. How does the choice of technology influence the kind of information we receive? How does this shape the message conveyed if at all?

Representation in Media and Information

- Examine images as one form of representations
- Analyse alphabetic text
- Analyse the context
- Who benefits from the acceptance of representations and who loses? How do these images influence the way we see ourselves and others?
- How do they influence our knowledge and understanding of the world beyond our immediate experience?
- How do they influence our view of gender equality, women’s empowerment, gender groups, persons with disabilities, indigenous peoples and ethnic minority groups?
- Examine to what extent the editorial independence is reflected in media text.

Production/User-Generated Content

- Notions of human agency or autonomy are important here – who is creating the text and why? What are the institutional and individual interests at stake?
- How this connects to rights of communication and expression for the citizen and the professional
- How it connects to freedom of expression, active citizenship and media and information literacy
- Resources (human, financial, technological, etc.) and regulations are considered here.

Audience as Citizens and Users/Consumers

- Target and active audiences
- Active citizens and users/consumers negotiate their own meanings based on what they bring to a text
- Audiences have expectations of content providers based on utility, transparency, accountability and fairness which underpin the brand of the provider and trustworthiness
- Users/consumers have personal, economic, social and cultural needs for information.

Citizens as Users/Consumers of Provider Services

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

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

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

Key Questions

- What is the purpose of this text? How is this produced?
- Who created it?
- Who is the intended audience? How do you know? What is the main message?
- Who benefits and what do they gain? What are my information needs?
- How can I identify and define this need?
- Does the information I need exist in the form I need it? If not, what action can I take? How to understand, organize and assess the information found?
- How can I present this information in usable formats?
- How can I preserve, store and reuse, record and archive information?
- How can or should I share this content?

Activities

- Select a visual or other text of your choice and apply the key questions listed above. What can you learn about the institutions, the messages conveyed, as well as the intended audience?
- Think about a personal or economic activity that you would like to undertake. Write this down. Apply the key questions above starting with, 'what are your information needs?'
- Write down all the activities you do during a day, from the moment you wake up in the morning until you go back to bed at night. Analyse in small groups: do you need information to participate in these activities? Write down next to each activity the information you need. For example, you need to know the temperature outside in order to get dressed; you need to know the traffic situation before you take the bus; you need to know about the economy in order to know if you are going to ask for a loan. Discuss: how important is information in your daily life? How many decisions would you have difficulty making without information?
- Using the library or the Internet, research some of the top television or radio programmes, films or advertisements from the past year. What key topics from the list above were central to their success? Describe the ways in which one or more of the above topics are highlighted by this example(s).
- Write down a paragraph about the importance of citations, references and bibliographies in books and journal articles. Scientists and learners must cite and provide information about the information sources they used. Journalists do the same but depending on certain sources (could be a person or classified documents) and how sensitive some information might be, they have to do so differently to protect their sources for the public's interest and respect international journalistic standards on ethics and professional journalistic practices. In so doing,

journalists are required to verify their facts and sources (International Federation of Journalists Global Charter of Ethics for Journalists⁵).

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

Assessment & Recommendations

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

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

DURATION: 2 HOURS

Key Topics

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

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

Learning Objectives

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

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

Cultural Literacy

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

Cultural literacy can contribute to:

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

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

The 2001 Universal Declaration of Cultural Rights⁶ advocates for media pluralism, access to means of expression and dissemination, as a way of contributing to the access for all to cultural diversity, and equal access to art, scientific, and technological knowledge, and digital forms. (Article 6). These are also enabling environments for MIL competency. The Declaration also calls for actions on ‘digital literacy’ and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational disciplines and as pedagogical tools capable of enhancing the effectiveness of educational services (Annex II, Main lines of action plan).

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

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

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

6. 2001 Universal Declaration of Cultural Rights. <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CulturalDiversity.aspx> and http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOP-IC&URL_SECTION=201.html

Pedagogical Approaches and Activities

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

- Guide learners to explore the UNESCO Intercultural Dialogue Platform to learn, explore and engage: <https://en.unesco.org/interculturaldialogue/>. The platform offers various learning activities and opportunities to learn about other cultures and participate in purposeful dialogue.
- Protection of heritage and fostering creativity are at the heart of UNESCO's mandate and they constitute an important part of UNESCO's work on the promotion of respect for cultural diversity. Consult UNESCO's normative instruments across heritage, arts and creativity: <https://en.unesco.org/themes/protecting-our-heritage-and-fostering-creativity>. Investigate and discuss how these instruments are being implemented in your country or community.
- Henry Jenkins defines a participatory culture as a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, the availability of formal or informal mentorship where knowledge is shared, where citizens believe their contributions matter, and feel a level of social connection with one another⁷. Such participatory culture consists of:
 - Affiliations
 - Expressions
 - Collaborative problem solving
 - Circulations/Sharing/Distribution.

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

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

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

7. Adapted from Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf.

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

Source: Adopted from Jenkins et al (2006) *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*⁸

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

- Consider the concepts, competencies, and principles related to intercultural competencies as listed in the UNESCO resource, *Intercultural Competencies: Conceptual and Operational Framework*, <https://en.unesco.org/interculturaldialogue/resources/132> (p.10-27). Develop activities to explore how these related to Henry Jenkins participatory culture skills above, which are related to MIL.
- Digital technology offers new potentials to the old art of storytelling. In many ways, social media for example is very much a big digital storyboard and ‘circular communication’. UNESCO and Routledge Focus have reinvented the learning method called Story Circles⁹. The Story Circles technique focuses on fundamental elements of intercultural competencies development, including respect, listening, curiosity, self- and other awareness, reflection, sharing, empathy, and relationship building. Read more about the Story Circles to develop intercultural competencies in the *Manual for Developing Intercultural Competences*, <https://unesdoc.unesco.org/ark:/48223/pf0000370336>. Design creative activities using this approach. Use prompts that are adapted to the technological and institutional context. For instance, see the creative resource Flipgrid which is a free and open video discussion tool that captures the idea of Story Circles.

8. Adopted from *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* https://www.macfound.org/media/article_pdfs/jenkins_white_paper.pdf. p. 56.

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

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

Assessment & Recommendations

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

Topics for Further Consideration

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

UNIT 5: MIL, TEACHING AND LIFELONG LEARNING

DURATION: 4 HOURS

Key Topics

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

Learning Objectives

After completing this unit, educators will be able to:

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

Level of Competencies Targeted in this Unit:

- Basic/Intermediate.

Pedagogical Approaches and Activities

Information, media and digital skills development in education settings are normally based on constructivist theory. The ideal approach is one where learners take part in the active process of learning by selecting and transforming information to make

decisions¹⁰ (Lau, 2018), thus “relying on his or her cognitive structure that give[s] meaning and organization to experiences, going beyond the given information [Jerome Bruner, 12].” Below are some constructivist approaches that can be adapted by educators according to the different MIL learning objectives in the learning space and learning approaches that are summarized in the next paragraphs (Bruner, 1960).

Pedagogical Approaches to Teaching MIL

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

Activities

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

10. (Lau, 2018) http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/GlobalPerspectives_InfoLit.pdf

groups to identify information and media sources to document their role as vendors, customers, and traffic authorities.

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

Assessment & Recommendations

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

Resources for this Module

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

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

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

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

Committee of Concerned Journalists, www.concernedjournalists.org/tools/principles/rights

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

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

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

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

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

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

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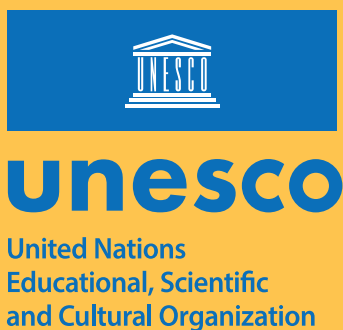
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World Trends in Freedom of Expression and Media Development, <https://en.unesco.org/world-media-trends>

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"... the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives..."

– Extract from UNESCO Constitution

"Media and information literacy is an essential dimension of moral and civic education. It is also a fundamental right of every citizen, in any country of the world, and thus it enables everyone to protect their privacy and find their place in a society whose technological environment is changing faster and faster."

– Audrey Azoulay, Director-General of UNESCO,
at the International Consultative Meeting on
Media and Information Literacy Curricula,
on 13 September 2019, in Belgrade, Serbia

