



Erasmus+

GUIDE FOR ROMA YOUTH WORKERS ON MEDIA LITERACY

Erasmus+



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Glossary of terms

Avatar	an electronic image that represents and may be manipulated by a computer user
Blog	a website that contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer
Computer-mediated communication	a type of communication that occurs through the use of a networked computer (e-mail, chat, web forum)
Cookies	a small file or part of a file stored on a World Wide Web user's computer, created and subsequently read by a website server, and containing personal information
Copyright	the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (such as a literary, musical, or artistic work)
Creative Commons	a set of various licenses that allow people to share their copyrighted work to be copied, edited, built upon, etc., while retaining the copyright to the original work (often used attributively)
Cyberbullying	The mental process of actively and skillfully conceptualizing, applying, analyzing,
Critical Thinking	synthesizing, and evaluating information to reach an answer or conclusion

Introduction

It seems that there has not been a more contested time for what is true information. In the era of vastly expanding fake news, media literacy has become one of the key tools for countering this problem. However, media literacy cannot be developed overnight. Contemporary media literacy themes tend to organize around five key topics: youth participation, teacher training, parental support, policy initiatives and evidence base construction. As young generations grow up with different digital tools and rely to a great extent on these tools for received information and communicating with the world, the significance of the knowledge and skills to use these media ethically and effectively is ever more important. These new media are significantly different from traditional media outlets, such as newspapers, TV or radio. In these terms, media literacy is not a new concept, but its relevance and priority in a community expands with the expansion of new outlets and strategies for mass dissemination of information. In traditional media, mass communication is more centralized, in the sense that information is disseminated through a relatively low number of outlets. In social media, anyone can become a source of a message and disseminate content to millions of other people. This, on the one hand provides opportunities for democratization of the media, but also vastly expands the possibility for fake news and propaganda. However, with the right set of skills, individuals can functionally read these messages, and distinguish reliable from unreliable information.

Media literacy is all the more important for vulnerable groups. These groups are not only in a position to be stigmatized on different media, but also are more susceptible to unreliable information and propaganda. This is particularly relevant for members of vulnerable groups who lack access to quality education. Media literacy is an important prerequisite for functional participation in society.

Information and communication technologies (ICT) have increased access to information through systems of data storage and circulation (Internet and Intranet). These technologies have de-materialized spatial and temporal boundaries, creating new forms of mediated relationships and communication. These technologies have accelerated the globalization process: they have contributed and facilitated the global interdependency increasing circulation of goods, ideas and values. However, this access to information has created new forms of exclusion, exacerbating older forms and sources of social inequalities. Another consequence these processes have brought an overload of information so that people are less capable to metabolize and verify its reliability (Ranieri, 2011, p. 10).

In the majority of the world, the Internet has become the dominant technology for performing different activities. Parallel to this, there is a growing debate regarding the role of the Internet and these media on the lives of the new generations. As in most social debates, there are polarized stances. One is the position of the Luddites, defined as “apocalyptic”, which concentrate on the negative impact of media on the youth (for example, the belief that television enhances violent behavior among young people, or that computers and the Internet, and social networks produce de-socialization, etc.). The other extreme is the one of the “integrated”, which attribute new media with an inherently positive role, substantiating their claims with beliefs that young generations have new cognitive abilities which are tied to the use of media technologies.

This guide takes a middle position, aiming to uncover the risks but also benefits from new technologies and the role of media literacy education in effective use of media, and that media education is essential for “conscious, critical and effective use of media” (Ranieri, 2011, pp. 11–12).

This guide aims to support Roma youth workers for strengthening the media literacy skills among young Roma. It aims to provide insights into the concept of media literacy, its aims, strategies and methods, as well as to provide support to youth workers working with young Roma. This guide is developed as part of the project Supporting the Social Inclusion of Young Roma Through Non-Formal Education Part II, implemented by IRCA from Albania, the National Roma Centrum (NRC) from the Republic of North Macedonia, and Akademika-245 from Bulgaria. The project is supported by the Erasmus + programme of the European Union.

The first part of the guide explains the concept of media literacy, methods of work in media literacy and work with young Roma. The second part of the guide presents a training program for media literacy skills.

What is media literacy?

In our intricately complex world, it is almost impossible to operate without media. Activities like reading, listening to music, receiving daily information about relevant happenings, all arrive through some medium. Most media content actively seeks to attract attention and communicate a message. The advent of digital media is producing a strong impact on people's everyday lives, both at socio-cultural and psycho-cognitive level (Ranieri, 2011, p. 10).

Definitions of media literacy range far and wide, but common attributes include the ability to access, evaluate, analyze, assess, comprehend, review, critique, and produce information from a variety of media (Mihailidis, 2009, p. 7). A broad definition would describe media literacy as the ability to understand the content of any medium, print, audio, video or other, at both surface and deeper levels (Smiler, 2014). With other words, media literacy represents a set of skills that can be applied to any medium. The National Association for Media Literacy Education defines the concept as "the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print and non-print messages" (Smiler, 2014, p. 1).

"Media literacy was expected to struggle with vast and complicated social issues. The media were perceived to be the cause of both society's and children's troubles, with education about media literacy as the solution. Teachers were expected to be able to place themselves outside of these processes of media influence and so be able to provide pupils with skills for critical viewing that empowered them, too."

- Dafna Lemish, *Children and Media: A global Perspective*, 2015

However, basic definitions of media literacy not only refer to the vast variety of media sources these skills refer to but also the type of activities they refer to. This is the key segment of another definition of media literacy, which refers to it as "active inquiry and critical thinking about the messages we receive and create" (Hobbs & Jensen, 2009, as cited in Bulger & Davison, 2018). Therefore, we can conclude that media literacy represents a combination of different skills, which when applied in the context of interpreting and creating messages for mass communication, referred to as media literacy. The U.S. National Association of Media Literacy Education (NAMLE) defines media literacy as "the ability to access, analyze, evaluate, create, and act using all forms of communication" (Bulger & Davison, 2018, p. 3).

What is characteristic of both definitions is their focus on the interpretative responsibilities of the individual. These capacities, particularly the ones mentioned above are not something that is learned through one subject / course only. They should represent a part of the overall educational experience of a person.

In the past, as a result of the discourse of the "corrupting influence" of the media, media education primarily consisted of pedagogies focused on resistance against media. This persistent in many Western countries until 1960s, and in other parts of the world even later.

Most experts agree that the National Leadership Conference on Media Literacy in 1992 as a point for adoption of a new concept / paradigm in media literacy as the ability to access, analyze, evaluate and communicate messages in a variety of forms (NAMLE).

The definition most often cited in the US is a succinct sentence hammered out by participants at the 1992 Aspen Media Literacy Leadership Institute: Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate using messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. What is important to understand is that media literacy is not about "protecting" kids from unwanted messages. Although some

groups urge families to just turn the cell phone or TV off, the fact is, media are so ingrained in our cultural milieu that even if you turn off the technology, you still cannot escape today's media culture. Media no longer just influence our culture. They are our culture. Media literacy, therefore, is about helping students become competent, critical and literate in all media forms so that they control the interpretation of what they see, hear or interact with rather than letting the interpretation control them.

To become media literate is not to memorize facts or statistics about the media, but rather to learn to raise the right questions about what you are watching, reading, listening or contributing to. Len Masterman, the acclaimed author of *Teaching the Media*, calls it "critical autonomy" or the ability to think for oneself. Without this fundamental ability, an individual cannot have full dignity as a human person or exercise citizenship in a democratic society, where to be a citizen is to both understand and contribute to the debates of the time. Definitions, however, evolve over time and a more robust definition is now needed to situate media literacy in the context of its importance for the education of students in a 21st century global media culture. CML's MediaLit Kit™ uses this expanded definition (Thoman & Jolls, 2008, p. 42).

Media literacy can be divided into the following sections (Tuominen & Kotilainen, 2012, p. 13):

- "Aesthetic and creative skills: an ability to view, listen to, create, and interpret media contents. Pupils can develop these skills by creating media contents themselves.
- Interactive skills: an ability to communicate through media and an ability to identify with different media roles. These skills can be developed through collaborative learning and doing. Interactive skills are an indication of a readiness to express one's views and attitudes.
- Critical analyzing skills. A skill to give meanings to and to understand different media contents. A pupil can interpret and evaluate media forms and contents through different analytical tools. These skills are best developed through the study of varied media contents and genres.
- Security skills. A skill to solve problematic situations and avoid unpleasant circumstances. When it comes to online safety, the most important security skills include the protection of one's privacy and the avoidance of harmful content and contacts".

It is important to note that media constantly evolve, both in their technical qualities, but also in their forms and ways to reach audiences. This, in turn, makes the need for media literacy education continuous. We can never, at a single point in time, acquire all the skills for using and interpreting media messages that we will need throughout the rest of our lives, and we need to invest efforts to continuously update our knowledge and skills.

What is not media literacy:

- Media 'bashing' is not, as opposed to criticizing the media which belongs in the sphere of media literacy;
- Media production is not media literacy, although it presupposes the possession of some kind of media literacy of the creator;
- Presentation of different forms of media in class is not media literacy education;
- Analysis of media content for political messages is not media literacy; the concept is much broader;
- Mere consuming of media content will not automatically result in greater media literacy.

Why is media literacy important?

The importance of media literacy for our society grows with the rapid development of new and more accessible technologies for mass communication. Media literacy is important due to the fact that it has a profound impact on the way we communicate and engage with our communities:

1. “The influence of media in our central democratic processes. In a global media culture, people need three skills in order to be engaged citizens of a democracy: critical thinking, self-expression and participation. Media literacy instills these core skills, enabling future citizens to sort through political packaging, understand and contribute to public discourse, and, ultimately, make informed decisions in the voting booth.
2. The high rate of media consumption and the saturation of society by media. When one considers cell phones, social networking, video games, television, pop music, radio, newspapers, magazines, billboards, the internet, we are exposed to more mediated messages in one day than our great-grandparents were exposed to in a year. Media literacy teaches the skills we need to navigate safely through this sea of images and messages—for all our lives.
3. The media’s influence on shaping perceptions, beliefs and attitudes. While research disagrees on the extent and type of influence, it is unquestionable that media experiences exert a significant impact on the way we understand, interpret and act on our world. By helping us understand those influences, media education can help us separate from our dependencies on them.
4. The increasing importance of visual communication and information. While schools continue to be dominated by print, our lives are increasingly influenced by visual images—from corporate logos to huge billboards to cell phones to Internet websites. Learning how to “read” the multiple layers of image-based communication is a necessary adjunct to traditional print literacy. We live in a multi-media world.
5. The importance of information in society and the need for lifelong learning. Information processing and information services are at the core of our nation’s productivity but the growth of global media industries is also challenging independent voices and diverse views. Media education can help both teachers and students understand where information comes from, whose interests may be being served and how to find alternative views” (Thoman & Jolls, 2008, p. 12).

Media literacy suffers from issues that plague education in general; a relevant issue is evaluating the impact on the learners and their behavior later in life. Furthermore, many studies regarding the impact of media literacy education are criticized for not accounting for cultural and socio-economic differences underlying media use, particularly related to the clash of opinion with regards to whether media literacy education can level socio-economic contexts of access and use.

Media literacy education in the future should strive for several goals (Bulger & Davison, 2018):

- A. develop a coherent understanding of the media environment: this represents a continuous effort regarding mapping of the media environment - the responsibility for accessing high quality, reliable information does not rest solely on the individual, but also among institutions, technology platforms and governments.
- B. improve cross-disciplinary collaboration: this provides the grounds for holistic understanding of the structure of media environment and how individuals navigate it.
- C. leverage the current media crisis to consolidate stakeholders: building greater coherence in the field will contribute to enhancing the understanding of what factors contribute to successful media literacy practice

Media literacy education

Unlike many other skills, we learn media literacy often in an informal, spontaneous, and unsystematic way. Namely, many people have solid media literacy skills without passing any specific education and training on the topic. They learn by doing, or by watching others use media, in a practical and inductive way. Namely, we lose sight of the fact that “the current social context and the technological and media contexts actually impose their implicit, almost secret curriculum” (Tuominen & Kotilainen, 2012).

However, with the rapid changes in the way we engage with the media, and the emerging new methods for mass communication, learning about media in a structured and systematic manner has become ever more important. Furthermore, we must not forget that not all have the same opportunities / access to learn about media informally.

Media literacy education aims to uncover the often-invisible structures in the process of creation, dissemination and interpretation of information, with the aim to contribute to the development of watchful buyers, skeptical observers, and well-informed citizens. Media literacy has been proven to produce a positive impact in a number of areas that go beyond the mere understanding and interpretation of mass-disseminated messages: easier adaptation to sudden changes and crises (among both teachers and students), as a tool for development of critical thinking and behavior change (especially among young people), as well as recognizing and adequately responding to partisan content (Bulger & Davison, 2018).

In today’s information society, media literacy represents a fundamental skill, not only for youth, but also adults. Media literacy education is not only about teaching technical skills (how to use a program, send an e-mail, create a webpage, navigate the Internet), but also abilities for students to grasp the social implications and functions of the media, and use them (interact with them) in the most self-reflexive and responsible way (Ranieri, 2011, p. 9).

In one research of media literacy outcomes (Jeong, Cho and Hwang, 2012, as cited in (Bulger & Davison, 2018) concluded that media-related, critical thinking outcomes (awareness of messaging, bias, representation) were more likely to occur than behavior-related outcomes. Another study of 2,000 young people in the USA and another of 627 in Germany showed lesser inclination towards violence.

When speaking of media literacy education, there are eight key concepts that need to be taken into account:

1. All media are constructs. These are messages that are carefully designed by their creators. Their development often requires great skill and effort. Such is the example of motion pictures, which represent the ultimate media product that is a combination of photography, sound, montage, lighting, sound, special effects, costume, makeup, etc. The essence of media literacy is to look beyond the surface and to be able to identify how and why they are constructed.
2. Media offer constructs of reality. Very often audiences take media messages ‘for granted’, they perceive them as mere expressions of reality, not realizing these are representations of reality deriving from a perspective on reality.
3. Interpretation of media messages is not uniform. Different audiences react differently to media messages, depending on their worldview, their level of media literacy. When teaching media literacy it is important to note that students need to be open to multiple interpretations of texts, and aware that reaction to a text is a product of both the text itself and all that the audience brings to the text in terms of its accumulated experience of life.
4. Media have a tangible impact on our culture, for example, by promoting consumerism. Students of media

literacy must realize that a great amount of media content is created not simply to inform, but to promote a certain type of behavior and lifestyle.

5. In this context, media contain and promote ideological and value messages. For example, most feature films promote what is called The Hollywood Dream, in which love conquers all. Different media address different audiences, which are sometimes clearly ideologically profiled.
6. Media have a place in the political battles. Mass communication outlets can have a powerful role as facilitators and promoters of social action and social change. Media messages can be used very effectively to mobilize masses for some causes. Detecting the social and political implications of media texts is an important skill in mass communication analysis.
7. Form and content are closely related in the media. Sometimes our perception of an event or an issue is influenced by the media. People who read different newspapers form different impressions about the same news stories.
8. Each medium has its own unique aesthetic form. Analysis of mass communication texts should enhance students' ability to enjoy and be entertained as they grow in understanding of how media texts work. (Adapted from Media Literacy Resource Document, the Ontario Ministry of Education, Toronto, 1989).

An important element of media literacy is information literacy. The term information literacy refers to a set of competencies for obtaining, understanding, evaluating, adapting, generating, storing, and presenting information for problem analysis and decision-making.

Information literacy refers to the possession of several crucial skills: critical thinking, analyzing information and using it for self-expression, independent learning, producing, being informed citizens and professionals, and participating in the governance and democratic processes of their societies.

Hence, people which are information literate, are able to gather, use, manage, synthesize and create information and data in an ethical manner.

Information literacy includes the following skills (Tuominen & Kotilainen, 2012, p. 11):

- “Identifying/recognizing information needs: What do I want to find out? What kind of problem am I trying to solve?”
- Identifying sources of information: Do I use the internet, books or television? Do I use primary, secondary or tertiary sources?
- Locating or retrieving information: Where should I look for information? Who can I ask for help?
- Analyzing and assessing the quality of information: How do I know the information is reliable?
- Organizing, storing, or archiving information: How do I efficiently organize information from multiple sources?
- Using information in an ethical, efficient, and ethical way: How do I take copyright into account?
- Creating and communicating new knowledge: How do I present my information?”

Media literacy education will be effective only through full participation of the student and providing opportunities for immersion in the media content. To this end, it is important that during the learning process the students get the opportunity to experience and understand the different roles in the media production and interpretation. The learning process must include age-appropriate, fun and engaging practical exercises, that would increase the motivation for learning. Furthermore, setting clear goals for each class / session and communicating these to the group of students, so that they will be able to assess themselves whether they have achieved these goals.

Core Principles of Media Literacy Education (adapted from Core Principles of Media Literacy Education in the United States (Scheibe & Rogow, 2012)).

Media literacy education requires active inquiry and critical thinking about the messages we receive and create

MLE¹ teaches students to ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages.

MLE emphasizes strong sense critical thinking, i.e., asking questions about all media messages, not just those with which we may disagree.

MLE trains students to use document-based evidence and well-reasoned arguments to support their conclusions.

MLE is not about replacing students' perspectives with someone else's (your own, a teacher's, a media critic's, an expert's, etc.). This includes presenting media literacy videos, films, books, or other curriculum materials as a substitute for teaching critical inquiry skills.

MLE teachers do not train students to ask IF there is a bias in a particular message (since all media messages are biased), but rather, WHAT the substance, source, and significance of a bias might be.

For MLE teachers, fostering critical thinking is routine. MLE calls for institutional structures to support their efforts by actively encouraging critical thinking in all classrooms.

Simply using media in the classroom does not constitute MLE.

¹ MLE will be used as an abbreviation of media literacy education.

Media literacy education expands the concept of literacy (i.e., reading and writing) to include all forms of media.

Like print literacy, which requires both reading and writing, MLE encompasses both analysis and expression.

MLE enables students to express their own ideas through multiple forms of media (e.g., traditional print, electronic, digital, user-generated, and wireless) and helps students make connections between comprehension and inference-making in print, visual, and audio media.

MLE takes place in a variety of settings, including, but not limited to: schools, afterschool programs, online, universities and colleges, religious institutions, and the home.

MLE welcomes the use of a broad range of media “texts,” including popular media.

MLE recognizes that evolving media forms, societal changes, and institutional structures require ever new instructional approaches and practices.

MLE intersects with other literacies, i.e., is distinct from but shares many goals and techniques with print, visual, technology, information, and other literacies.

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Media literacy education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.

Media literacy is not a “have it or not” competency, but rather an ever-evolving continuum of skills, knowledge, attitudes, and actions.

The requirements of MLE cannot be addressed by a single event, class, day, or even week-long intervention. Rather, MLE teachers seek to provide students with numerous and diverse opportunities to practice and develop skills of analysis and expression.

MLE engages students with varied learning styles.

MLE is most effective when used with co-learning pedagogies, in which teachers learn from students and students learn from teachers and from classmates.

MLE builds skills that encourage healthy lifestyles and decision making; it is not about inoculating people against presumed or actual harmful media effects.

MLE teaches media management in a way that helps students learn to make informed decisions about time spent using media and which media they choose to use.

Media literacy education develops informed, reflective, and engaged participants essential for a democratic society.

MLE promotes student interest in news and current events as a dimension of citizenship.

MLE is designed to create citizens who are skeptical, not cynical.

MLE gives students the skills they need to take responsibility for their own media use.

MLE invites and respects diverse points of view.

MLE explores representations, misrepresentations, and lack of representation of cultures and countries in the global community

MLE values independently produced media.

MLE trains students to examine how media structures (e.g., ownership, distribution, etc.) influence the ways that people make meaning of media messages.

MLE recognizes that HOW we teach matters as much as WHAT we teach. Classrooms should be places where student input is respected, valued, and acted upon.

MLE is not a substitute for government regulation of media, nor is government regulation a substitute for MLE.

MLE is not a substitute for media meeting their responsibility to serve the public interest. At the same time it is not about media bashing, i.e., simplistic, rhetorical, or over-generalized attacks on some types of media or media industries as a whole.

Media literacy education recognizes that media are a part of culture and function as agents of socialization.

MLE integrates media texts that present diverse voices, perspectives, and communities.

MLE includes opportunities to examine alternative media and international perspectives.

MLE addresses topics like violence, gender, sexuality, racism, stereotyping, and other issues of representation.

MLE shares with media owners, producers, and members of the creative community responsibility for facilitating mutual understanding of the effects of media on individuals and on society.

MLE does not start from a premise that media are inconsequential or that media are a problem.

Media literacy education affirms that people use their individual skills, beliefs, and experiences to construct their own meanings from media messages.

MLE is not about teaching students what to think; it is about teaching them how they can arrive at informed choices that are most consistent with their own values.

MLE helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values

MLE is not about revealing to students the “true” or “correct” or “hidden” meaning of media messages, nor is it about identifying which media messages are “good” and which ones are “bad.” In MLE, media analysis is an exploration of riches, rather than “right” readings.

MLE recognizes that students’ interpretations of media texts may differ from the teacher’s interpretation without being wrong.

MLE uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.

MLE recognizes and welcomes the different media experiences of individuals of varying ages. MLE uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.

MLE facilitates growth, understanding, and appreciation through an examination of tastes, choices, and preferences.

The influence of media on values, attitudes and stereotypes

Media have a powerful conveyor of on values and attitudes. Namely, media not only mirrors societal debates and conditions, they also participate in the process of battling narratives. One example is the media influence on gender roles. Traditionally, superheroes have been male figures, while women were portrayed as the subject of the male attention. Such media stereotypes reinforce some social positions regarding the nature and roles of the different genders. Media stereotypes can be easily exposed particularly on subjects on which viewers have no personal experience. However, people form stereotypes also on the more familiar topics — for instance, gender — through media contents. Stereotypes are not always negative, often they help us understand the world. However, these stereotypical portrayals have often served as the basis for the social critique of these traditionalist stances and to promote different narratives and ideas regarding the social roles of the members of the different genders.

Using media in media literacy education

Media literacy is best learned through engagement. Engagement means providing the student with the opportunity to experience, analyze and use different types of media. Scheibe and Rogow provide guidelines for using media in media literacy education (Scheibe & Rogow, 2012, pp. 97–98):

1. Use “rich” media contents. This involves making an assessment of the preferences of the group of students to be able to effectively integrate media content that would be interesting and engaging for the group. However, these have to be in line with your learning goals, and to be able to provide you with feedback on whether the students have achieved the objectives of the session. Often the deepest insights will occur with media that your students already use regularly but haven’t thought much about, and students themselves can be encouraged to bring in examples from the media that they find intriguing, inspirational, confusing, misleading, or just plain wrong.
2. When addressing decoding skills, make sure you use different types of media. Use both historic and contemporary contents, both commercial and independent, professionally created and user generated, and representative of different media genres and media forms.
3. Make sure that you address copyright issues appropriately.
4. Prepare in advance relevant background information about some media genre or form.
5. Remember that less is more and that it is better to focus multiple sessions on one particular goal or type of media literacy skill, that to go over as many over a short period of time. When using media “rich” content, make sure it is short and fitting for work with regards to the technical, spatial and temporal limitations of the sessions.

Decoding media messages

Decoding media messages represents a key media literacy skill. Below are presented a few guidelines when working on this topic in media literacy education:

1. Provide background and context for the analysis prior to decoding work. Make sure that when working of rich audiovisual media content, the content is of short duration. Prior to the beginning of the decoding, elaborate to the group what type of discussion will follow after the decoding sessions, so that they will get small hints on what to look for and analyze in the decoding process.
2. Always start the decoding with a question. The questions may be general, to start and instigate debate among the student. Opening questions are important because they set a tone and direction to the discussion and the decoding process. Here are several examples of such questions:
 - a. What messages do you get?
 - b. What did you feel while watching / reading / listening this?
 - c. Does anyone want to comment on his / her impressions to start the discussion?

Later on, more specific questions may be asked:

- d. Who is the target audience for this, and how do you know?
- e. Who might benefit from this message? Who might be harmed?
- f. Is this fact, opinion, or something else?
- g. What techniques does the media maker use to convey messages about the topic?

3. Follow-up students answers with questions that refer to evidence of their claims. For example, you can ask questions like:

- a. Where do you see that?
- b. What makes you say that?
- c. How do you know?

4. When appropriate, ask additional questions, which may provide insight into key perspectives and content points:

- a. Expansions (“Tell me more about that...”, “What do you mean by that...”)
- b. Interpretations (“How would you describe that...”)
- c. Clarifications (“So, you are saying...”, “Do you mean...”)
- d. Restatements (Asking to restate a concept or point)
- e. Affirmations (“This is interesting”).

5. Make sure you involve other participants in the session as well:

- a. Anyone else has an opinion on this?
- b. Do you agree or disagree?
- c. Aurora, what do you think?

6. Be respectful when asking the questions. Use positive affect and nonjudgmental responses as much as possible to create a welcoming atmosphere where students will feel comfortable expressing their opinions, even when other students (or you) may disagree. Always keep in mind the role you play as a model for your students. Also consider how you might configure desks or chairs in ways that facilitate discussion (e.g., in a circle so everyone can see everyone else and so that everyone’s attention isn’t just focused on you) (Scheibe & Rogow, 2012, pp. 101–102).

Teaching media literacy to youth from disadvantaged groups

Media literacy is particularly important to disadvantaged or at-risk students – “young people whose potential for becoming responsible and productive adults is limited by challenges within the ecology of their lives.” Students belonging to this important population, also referred to as underserved, may have problems collaborating in media literacy classes, especially with adults and under their guidance (Friesem, 2014).

When working with disadvantaged students, the trainer has to be aware of the possible challenges they will face during the training process. Students with fewer opportunities and coming from financially challenged families are likely to have less experience and knowledge of different types of media compared to their peers. Furthermore, many of them recognize this, and feel ashamed or may be stigmatized by their peers.

Hence, when planning a training in media literacy with a group of disadvantaged young people, it is recommended that you do an assessment of the level of media literacy of the group prior training, and to plan additional time to address these challenges during the training sessions. Many students will not have hands-on experience with some technology for the first time and should not be treated as something extraordinary. The key is to make the students comfortable with the group, comfortable with the technologies you will be using, and comfortable with participation. They will develop ownership of the process and eagerly take part in the learning and achieving the objectives of training.

Assessment grid for media literacy (Tuominen & Kotilainen, 2012).

Level	Skills
Elementary level	No skills or very poor skills in reading and writing
	Basic skills in technical use of media
	Very little or no opportunity to use media at home
Basic level	Moderate reading and writing skills
	Experience on technical media use (using email, web browsing, change online)
	Possibility to use various media at home
Advanced level	Good reading and writing skills, experience on self-expression through media (video, TV, radio)
	A lot of practice with technical devices
	Possibility to use various media at home

Media literacy has particular relevance for young people belonging to disadvantaged groups for several reasons. One is related to the growing importance of media literacy for full and effective participation in society. In the contemporary age, media represent a key tool for accessing information and communication with institutions, other members of the community, etc. Media literacy helps young people express their voices, connect with their communities and increase their civic engagement by sharing with peers and adults their opinions about socially important issues (Friesem, 2014).

Thirdly, media literacy has different meaning and significance for different generations. The generation of young people that have grown up in the digital age cannot imagine their lives without media and technology. You people belonging to the so-called Generation Z, the 'digital natives', use media as an everyday routine. There is also the gap between the persons who were born and raised in the digital age, the 'digital natives', and the persons which did not grow up with digital media around, 'the digital immigrants.' These two groups have a different attitude towards media and their role in the contemporary culture. For young people, the use of media has a strong social component. By using media they explore virtual communities, make new or stay in touch with friends and family (Tuominen & Kotilainen, 2012, pp. 31–32).

When working with disadvantaged young people make sure that:

- they are actively engaged in the learning process and are allowed to develop their own understanding of concepts;
- they will learn best when what they find the content relevant and applicable, connected to "real life" and their specific experiences;
- they will learn more effectively when their opinions – knowledge, questions – are valued and integrated in the learning process;
- they will learn more effectively if they assess you are dedicated and devoted to the topic and the goals of the session.

Elements of media literacy

Participation

Participation refers the roles young people undertake in relation to different media. Participation can have different shapes and forms, from participating in an Internet forum, creating content, writing a blog, sharing useful resources. Participation can have multiple benefits at the individual level (development of competences, exposure to different points of view), at community level and social level (community engagement and democratic participation). Jenkins (as cited in (Ranieri, 2011)) asserts that digital technologies enhance the development of “participative cultures”, with collaborative construction of knowledge which provides an opportunity for young people to develop new knowledge and skills, and can contribute to community engagement and youth empowerment. These technologies pose some risks as well, for example opening opportunities for new forms of bullying, dissemination of hate speech, etc. (Ranieri, 2011).

With regards to the topic of participation the training program (presented in the following chapters) will aim to promote skills and abilities related to:

- understanding the concept of the digital divide;
- understanding the concept of online / offline community;
- communicative skills;
- debating skills;
- analysis, evaluation and synthesis skills.

Credibility

Digital technologies provide the opportunity for access to a wide range of information, which certainly represents some of its key benefits. Nevertheless, this also poses some risks regarding the credibility and reliability of information sources. This requires the adoption of quality control mechanisms, both at the individual, but also at institutional level. Of particular relevance are the SEO mechanisms many search engines employ, but also the existence of media outlets that intentionally spread false news. Young people which extensively use these media, are most exposed to these risks. This is due to two reasons, one that their awareness of these risks can be inferior to adults and because their emotional development is less mature (Ranieri, 2011) A fundamental part of effective use of information technologies is the ability of the users to find, select, evaluate and organize information. The Internet has expanded the possibilities for access to data and information beyond belief. Databases, information sources, online tools and applications for a variety of spheres are only a few “clicks” away (Ranieri, 2011, p. 47).

How is it possible to find reliable online information?

What criteria we need to determine its credibility?

How can we elaborate and present information in a critical and creative way?

With regards to the topic of credibility the training program (presented in the following chapters) will aim to promote skills and abilities related to:

- how search engines work
- the concept of information reliability
- ability to develop a strategy in web searching

- the concept of credibility of information
- ability to critically evaluate information
- ability to organize and summarize information.

Identity

New digital media can facilitate the development of personal identity among young people, and help them explore their interests, self-expression, discuss their problems anonymously, experiment with new behaviors, and find people with similar interest to theirs.

This also entails some risks - engagement in deceitful relationships, experimentation with dangerous behavior, indulging in narcissism and egocentrism (particularly, with regards to self-presentation on social networks) and self-perception based on the feedback from other Internet users (Ranieri, 2011, p. 15).

What role can digital technologies play in the process of identity searching / development among young people? Some experts highlight the positive role that networks can have in terms of supporting self-exploration and experimentation with multiple identities with a possibility of anonymity. These technologies also provide a variety of opportunities for self-expression to young people, which can develop their talents and learn new skills.

However, these technologies can also lead to unpleasant consequences, for example, being victims of scams or performing scams themselves.

With regards to the topic of identity the training program (presented in the following chapters) will aim to promote skills and abilities related to:

- understanding the online / offline concept of identity;
- understanding the relationship between identity and roles;
- understanding the positive and negative implications of digital technologies on identity;
- ability of self-expression in online and offline contexts;
- ability for effective self-presentation.

Privacy

Perhaps one of the most important issues in the use of digital technologies is related to the issue of privacy. New digital media present unprecedented opportunities (and sometimes requirements) for sharing personal information, which raises concerns about the safety and security of user data. A lot of young people are very little or not aware at all regarding the risks of sharing specific personal information, or have knowledge about how that information can be misused. What is particularly worrying is the identifying personal information for commercial uses. Young people are a particular target of web marketing, having a precise profile of an Internet user through his actions on Internet, demonstrated preferences and, furthermore, (ab)using the users as promoters of advertising content. Furthermore, stealing and misuse of personal data means that it is particularly important to equip young people with knowledge and skills for managing their personal data on the Internet.

Privacy is hardly a static concept, and its meaning regarding what can be made public and what should remain private, what can be shown and what must not, changes over time. The concept of privacy is thus strongly influenced by the socio-cultural and technological context. Bear in mind that in some cases anonymity and the privacy provided by the digital technologies represents a relevant strategy for someone to share his / her

ideas and reduced possible risks related to these acts.

How to manage our online presence?

How much personal information should we share online?

What are the dangers of sharing information online?

The following chapter aims to broaden students' knowledge and awareness regarding the concept of privacy in the online world. Through this, the students should be able to better understand and ensure the security of their personal information, to be able to evaluate the risks related to the presentation of personal information on the Internet.

With regards to the topic of privacy the training program (presented in the following chapters) will aim to promote skills and abilities related to:

- the concept of privacy and related notions;
- the concept of privacy on the Internet and on social networks;
- ability to manage personal information online;
- ability to protect one's privacy and personal information when interacting online;
- respecting other users' privacy when interacting online.

Authorship

New technologies provide unprecedented opportunities for creating of various types of content - writing blogs, creating videocasts / vlogs, art, music, etc. The Web 2.0 has transformed audiences from mere consumers to "prosumers" - consumers and producers of content at the same time. New forms of copyrights are rising, but also problems, as illegal file sharing and downloading.

In the recent years, educators, especially in secondary and higher education, have faced the "copy and paste" phenomenon. This has become almost a regular practice among students. Due to the easy accessibility of digital content (books, articles, etc.) writing papers often succumbs to a compilation of copied narratives from different sources, without original thought presented, and often without proper referencing of the sources. Furthermore, with the advent of 2.0 technologies, Wikipedia is a one example of this. It is a project in which we never know the authors. The development of the Creative Commons licenses has also introduced a radical change into the understanding of copyrights.

With regards to the topic of authorship the training program (presented in the following chapters) will aim to promote skills and abilities related to:

- Understanding the concept of referencing / quoting
- Understanding the concept of copyright
- Understanding the concept of reusing sources properly
- Ability to use of the Creative Commons licenses

Session 1 – Getting to know each other

The topic of the session is to provide information and awareness about the different types of media used by the students.

For the trainer:

Ask the students to describe all activities they perform in one day. This exercise is to be done individually. No additional technological equipment is needed. When finished, ask the students to present their essays to the group.

For the student:

Write down all the activities you perform during a day, from the moment you wake up until you go back to bed at night. Next to each activity, write down the information you need for the task. For example, in order to get dressed you need to know the temperature outside, and in order to take the bus, you need to know what the traffic is like, etc. How important is information in your daily life?

Next, fill in the table with the corresponding information:

Time	Activity	Does the activity involve some type of media?	If yes, what kind of information do you get from that media?

Session 2 – Media throughout the ages / the digital divide

For the trainer:

The necessary equipment involves at least 1 PC per 2 students and Internet connection. It is assumed that the students can use Internet browsing, search engines and word processing. An interactive media board can be used to demonstrate visually the key points in the lecture.

The objective of the activity is to reflect on the concept of the digital divide. Make an overview of the topic of mass communication throughout the ages and ask the students to create a timeline about the development of the means/tools for mass communication. The students should work in groups of 3-4. To complete their presentation, they can use large sheets of paper, markers, stickers, glue and pictures. Ask one or two members of each group to present their work. Discuss which tools have been included with the whole group.

Discussion questions:

Are some tools/technologies omitted?

How the different technologies impact the forms and flow of communication?

How accessible were these tools to the members of society? How had/has access and control over them?

What are the consequences of this?

Lesson: The Digital Divide

The digital divide refers to a gap between those who have access to technologies for mass communication and those who do not. With regards to the digital divide concept, it refers to the access to technological equipment predominantly - this digital gap is interpreted as a type of exclusion of those persons who do not have access to ICT. However, the digital gap also refers to a social gap, which predominantly interprets it as a consequence of previous / current inequalities with regards to the access and use of ICT. Yet another perspective interprets the digital divide as a disparity in the access to content, primarily knowledge and information. This primarily refers to those who have access to such contents and those who do not have access.

The OECD defines the digital divide represents “the gap amongst people, organizations, companies, geographical areas in many different socio-economic levels with regards to their opportunities and access to ICTs and to the use of Internet for a wide range of activities. The digital divide shows many differences among countries and inside countries. People and companies’ ability to profit from Internet changes in a significant way among the countries that belong to the OECD area and those that don’t belong to it” (OECD, 2001).

Hence, the concept of digital divide, when applied to a universal level, refers to different dimensions (geographical, social, technological), and include two different problems, the access to and the use of ICTs, and represents a phenomenon influenced by the access to telecommunication facilities and infrastructures (Ranieri, 2011).

Post lecture exercise: Discussion

Divide the students in groups and ask to consider the digital divide in their own communities. Questions for discussion:

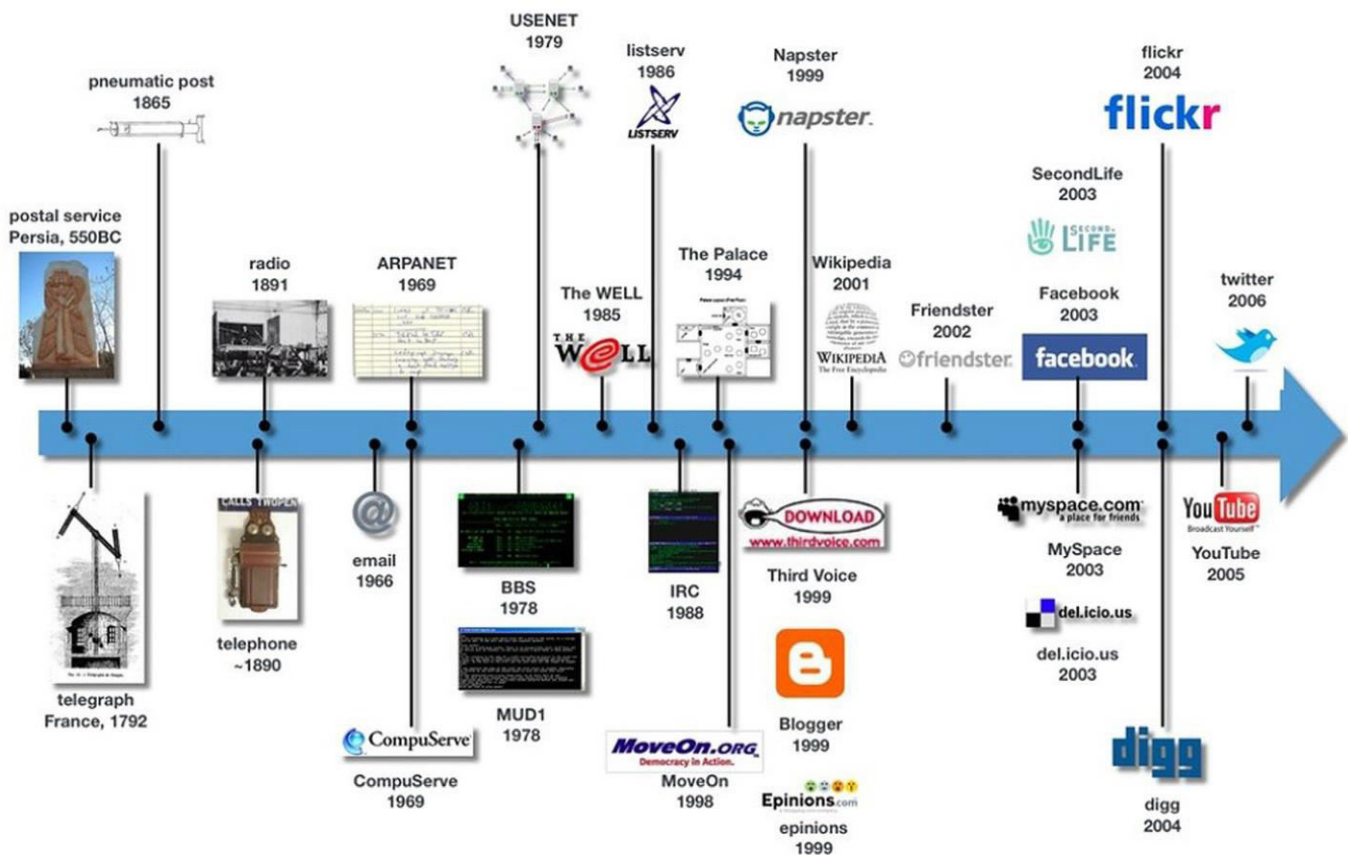
1. What groups have limited or not access to digital technologies? Why?
2. Is this an important issue? Why?
3. How does this impact their participation in society?
4. What should be done about this?

Topics for further reading for students:

- History of communication
- History of radio
- History of television
- History of the Internet
- History of computers
- History of mobile phones

Conclude the discussion stressing how the digital divide can create new types of exclusion and have a negative impact on the participation of citizens. Specifically address the impact it can have among marginalized groups and explain the multifold repercussions of this divide on their inclusion in society.

Example of social media timeline²:



²Source of image: <https://matthewmoyercomm3640.weebly.com/blog/when-and-how-did-new-media-begin>

Session 3 – Computer-mediated Communication

For the trainer:

The goal of this activity is to help students think about the most relevant aspects of Computer - Mediated Communication (CMC) as well as the responsibilities of a person towards other persons and the community to which he or she belongs when interacting online.

Lesson: Computer - Mediation Communication (CMC)

The term Computer - Mediation Communication (CMC) refers to every form of communication made possible through the use of computers. What are the main features of CMC? How CMC is different from “face-to-face communication? There are several features that distinguish CMC from other forms of communication:

- CMC communication is not limited by spatial and temporal barriers, and it provides the opportunity for both synchronous (evolving at the same time, “live communication”), and asynchronous communication (at different times).
- provides the possibility for multi-directional interactions - from one to one (such as, for example, emails), one to many (for example video streaming), and many to many (such as web forums), providing the opportunity for online work communities.
- multimediality - it can be realized through a number of forms - text, image, video, sound, video-blogging, podcasts, etc.
- absence of some forms of non-verbal elements - since this is a mediated form of communication which presumes lack of physical presence, some elements of traditional communication, such as body language, gestures and facial expressions may be lacking.
- social-relational uncertainty - this is one of the defining features of CMC, referring to the is the degree of confidence people have in their perceptions of involvement within interpersonal relationships. Relationship uncertainty is the ambiguity people feel about the state of the relationship itself (“How certain am I about the future of this relationship?”).
- the sense of belonging, referring to a new type of belonging no more connected to physical presence and territoriality, but to the shared interests and common goals.

CMC can also have some undesired manifestations, which are mainly associated to the possibility of interaction in an anonymous way. There are several types of behaviour which are related to the misuse of CMC:

- flaming: when offensive messages are sent;
- spamming: when unwanted messages are sent (commonly used in advertising);
- lurking: referring to the practice of those who, for example, join a web forum but rarely, if ever, participate in the discussion (Ranieri, 2011, p. 31).

Netiquette refers to the set of rules for conscious and responsible online communication.

Exercise:

The duration of the exercise is 40 minutes. Divide the students into groups of 4-5. Provide the groups with scenarios. Single out three students, assigning them the following roles:

- moderator - a person who moderates the debate; calls to order; tries to guarantee quality in the participation; sums up the main issues of the discussion.
- reporter - takes notes on what is being told during the debate;
- critic - makes critical observations, highlights problems or aspects not taken into consideration.

Scenario 1: Ivana has shared images from her holiday on Facebook. The tourist agency reports her photos on their Facebook page. Ivana is not happy with this and decides to contact them about it (all communication must be in the form of comments on social media).

Scenario 2: Arben, Igor and Elez share a group chat on Viber. Elez has found out that Igor has been showing their private messages to his other friends. He decides to confront him about it (all communication must be in the form of comments on social media).

Scenario 3: Elena has started working for a marketing company. Her task is to promote them on social media. She often uses her friends' social media posts to promote her company in the comments. She is confronted by her friends about this behavior (all communication must be in the form of comments on social media).

The groups play the scenarios while the special team makes notes. At the end, the special team presents the findings of their observations. Discuss these findings with the group. Ask the students to think about different rules that are or are not applied to virtual interaction as opposed to face-to-face interaction.

For the student:

This exercise involves role-play related to the way we communicate online. Follow the instructions of the trainer and complete the exercise.

Session 4 - Wikijournal

For the trainer:

The goal of this activity is to promote collaboration between the students during the use of ICT and CMC. The assignment is related to online journalism efforts, where different groups of students will need to divide tasks, roles and rules, and collaborate in the development of a joint media project. Students will be asked to create a collaborative newspaper using a wiki, or blog, or both.

Lesson: Participatory journalism

Participatory journalism, also known as “open journalism” and “citizen journalism” is a type of journalism which requires some type of collaboration or involvement from the reader, or even cases where the complete development of the journalistic work is the work of the reader. The advent of 2.0 technologies make the publication process extremely easy and immediate, thus transforming the readers from mere consumers into information producers as well. The integration of both roles created the “prosumer”.

Often citizen journalism is focused on local news, in order to increase citizens’ participation in the civic life of the community. Depending on the involvement and role of the reader in the process of news production, there are several forms of participatory journalism:

1. Simple comment from the reader;
2. Simple contribution from the reader (a link, a picture) to a professional journalist’s article;
3. More direct contribution from the reader which involves collaboration with professional journalists.
4. The blogger-citizen, a person which produces news content (usually regarding local news) and publishes them online in a newspaper or a blog;
5. Involvement in writing a piece of professional journalist article, news organization;
6. Involvement in a journalism website entirely managed by citizen journalists, writing about local events;
7. Involved in a hybrid form of journalism, collaboration between professional and amateur journalists;
8. Wikijournalism, a form where anyone can write and publish news and stories, and also edit what has been written by others.

Exercise: Duration of the exercise is at least 2 hours. Before starting the exercise, make sure that the students are well-acquainted with the technological tools involved in the activities, particularly the blog or wiki.

There are several popular tools which can be used in the development of a wiki or a blog.

Divide the class into groups of 4-5 students.

This exercise requires the following equipment:

At least 1 PC per working group (at least 1 PC per 4-5 students)

At least 2 cameras

The students need to have at least basic knowledge in text processing and photo/video editing.

A projector will also be needed to present the end results.

Explain the task to each of the groups and ask the members to agree upon different roles of all participating in the team (for example, editor-in-chief, reporter, proof reader, photographer, cameraman, video editor). Make sure the members of the groups are aware and understand the tasks and responsibilities they have in the development of the newspaper. Explain in precise terms what is expected of them in order to provide orientation. Provide a few examples of citizen journalism work and blog, just to illustrate your points more effectively.

For the student:

Your task will be to develop a wikijournal. You will work in teams.

Each team has the task of producing at least 3 short news stories on topics of their interest.

The activity is organized in several steps:

1. Defining the mock-up - the editorial team defines the issues that will be covered and delegates tasks and roles. In this step the specific type of coverage of each news will be determined.
2. News research - the team can use Internet search, interviews with other students in the classroom, collecting news out of the study room, etc.
3. Checking the sources - remind the citizen journalists that they have to verify their sources.
4. Drafting the articles in wiki - share the WikiQuette and guide the students into working effectively;
5. Reviewing the work.
6. Publishing.

End the exercise with each team presenting their work and voting the best newspaper.

How to write an effective article?

1. Place yourself in the reader's shoes - write short and simple sentences.
2. Do not forget your key point and defocus with other.
3. In writing your story, keep to the 5Ws - who, what, when, where, and why
4. Write an attractive headline (Ranieri, 2011, p. 39)

Session 5 – How do search engines work

For the trainer:

The aim of the activity is to educate students about how search engines work, as well as regarding different strategies for searching information online.

Lesson: Search engines

Search engines represent tools that allow people to find information online by searching words and phrases that are thought to be associated with the information they are looking for. How do search engines work?

When using search engines to access information, the user needs to be aware that:

- search engines analyze around 30-35% of the available web pages, while the rest belongs to the so-called “invisible web”, which consist of protected pages;
- search engines do not search the whole web. They only search for the words indicated by the user within an index automatically updated by a software;
- what can be found on the web using a search engine does not exactly correspond to what is available, since the search process is based on search engines’ own list of words, rather than what is available on the web in any given time;
- different search engines do not operate the same - they operate on different principles, and each search engine articulates these principles differently;
- advertisements highly impact the results and their ranking on a web search;
- information sources / pages ranked first do not have to be the most important or the most accurate.

While almost everyone tends to consult only the first results, this is an important thing to note.

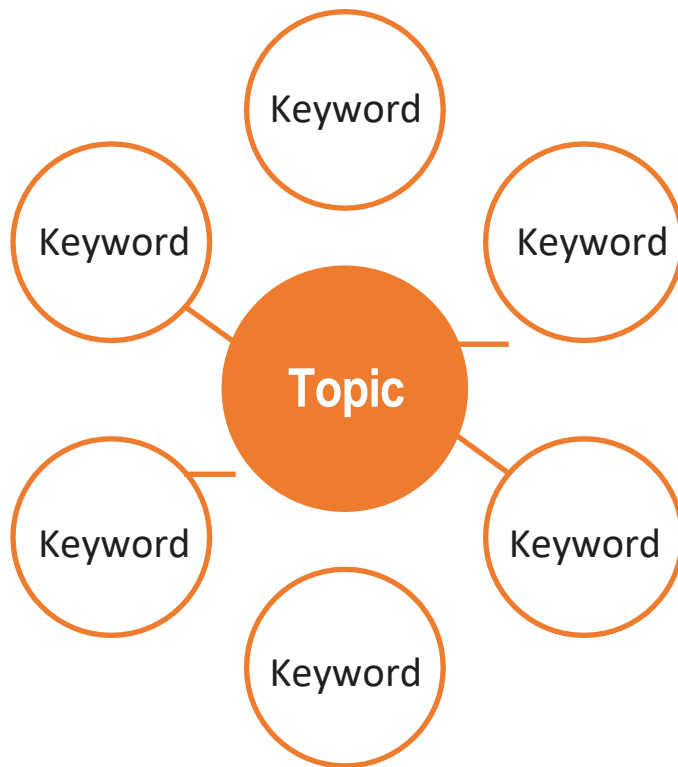
Exercise 1: Debate. The exercise lasts for 20 minutes. Ask the group of students some questions, for example:

1. Do they know what search engines are?
2. What is the purpose of search engines?
3. Do you have a preferred search engine? If yes, which is it? Why do you prefer to use this one?
4. Describe how you search information on the Internet.

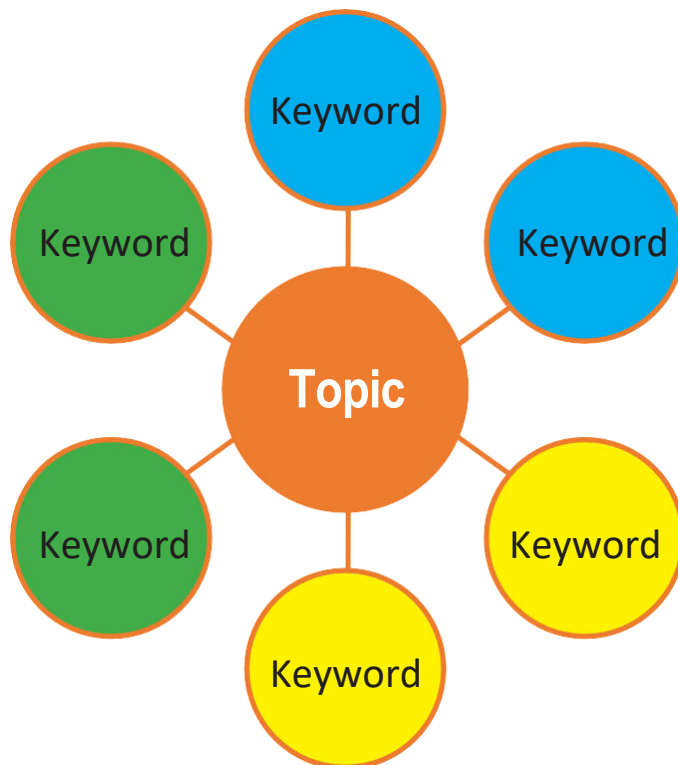
Exercise 2: Searching for information

The duration of the exercise is 15 minutes. It is preferred that the students work individually or in pairs. The necessary equipment for realization of this exercise is 1 PC or smart device per student or pair of students and a stable Internet connection.

Ask the students to brainstorm different keywords on a topic of your choice. Once finished, ask them to organize the keywords as shown in the chart below.



Ask them to organize information like this. Once they have gathered information, ask them to reorganize the results using keywords from each area, grouping closely related concepts together, and highlighting them.



Then, the students search the Internet using the browser, open a search engine and use the identified keywords to start the quest. Reading the first selection of the search quest, ask them to discover new words that can be added on the map. Then revise the list, if for example, using some keyword no results on the topic were found, then that keyword needs to be deleted.

At the end of the activity, each group needs to show the results of their own work specifying:

- How many results were used;
- How many results were selected;
- How many keywords were added; which were the most related to the topic;
- How many, and which keywords were deleted.

For the student:

Follow the instructions of the trainer and complete the exercise.

Session 6 – Information on the Internet

For the trainer:

The goal of this topic is to teach the students the relevance of credibility and reliability of information found on the Internet. The class can be started by discussing which strategies students use to determine the credibility and reliability of information found online. If needed, depending on the age of the group, you may need to explain the concepts of credibility and reliability to the group.

Lesson: Search engines

Search engines represent tools that allow people to find information online by searching words and phrases that are thought to be associated with the information they are looking for. How do search engines work?

When using search engines to access information, the user needs to be aware that:

- search engines analyze around 30-35% of the available web pages, while the rest belongs to the so-called “invisible web”, which consist of protected pages;
- search engines do not search the whole web. They only search for the words indicated by the user within an index automatically updated by a software;
- what can be found on the web using a search engine does not exactly correspond to what is available, since the search process is based on search engines’ own list of words, rather than what is available on the web in any given time;
- different search engines do not operate the same - they operate on different principles, and each search engine articulates these principles differently;
- advertisements highly impact the results and their ranking on a web search;
- information sources / pages ranked first do not have to be the most important or the most accurate.

While almost everyone tends to consult only the first results, this is an important thing to note.

Exercise: Debate. The duration of the exercise is approximately 30 minutes.

The topic of the debate are credibility and reliability of information online. Here are some sample questions you can discuss with your students:

- According to you, is online information true? Is it reliable? Is it possible to rely on what is published on the Internet? Remember to ask them to elaborate on their attitudes, and perhaps offer some examples.
- Have you ever doubted the truthfulness of some information found online? Why? Can you describe the case?
- How do you determine the truthfulness of information found online? What are your criteria?

Write down (on a board, a smart board or on projector) the criteria considered and used by the students, and compare these with some evaluation criteria presented below. Comment on the similarities and dissimilarities of the two groups of criteria.

Exercise 2: Duration of the exercise is approximately 40-60 minutes. Divide the students into pairs. The necessary equipment for realization of this exercise is 1 PC or smart device per student or pair of students and a stable Internet connection. Ask the students to analyze the first 5-6 search results from the previous exercise, using the evaluation grid below. Provide them with 30 minutes to complete the assignment.

After finishing the group work, ask each pair to present their results. After each pair has presented their results, ask the group to compare similarities and differences in evaluation.

After this, ask the pairs to return to their maps (from the first exercise) and revise it according to the credibility of the websites suggesting certain keywords (Ranieri, 2011, p. 57).

For the student:

Follow the instructions of the trainer and complete the exercise.

Criterion 1	Who is the author? Is he / she a known person? Is it a reliable and familiar or unknown organization?
Criterion 2	What is the intended audience of the source? Do you have to have some previous knowledge on the topic to understand it?
Criterion 3	What is the scope of the website?
Criterion 4	Is the information well written? Is it concise?
Criterion 5	Is the information old? Is the information updated?

Table for evaluation (Ranieri, 2011).

Website	Level of reliability	Reliability or unreliability (indicate at least two reasons for each)
Website 1	High	Reason 1: this website is reliable/unreliable because... Reason 2: this website is reliable/unreliable because...
	Medium	
	Low	
Website 2	High	Reason 1: this website is reliable/unreliable because... Reason 2: this website is reliable/unreliable because...
	Medium	
	Low	
Website 3	High	Reason 1: this website is reliable/unreliable because... Reason 2: this website is reliable/unreliable because...
	Medium	
	Low	

Session 7 – Risks on the Internet

For the trainer:

The aim of the activity is to promote knowledge and skills among the students to critically assess information. The basis of the learning process in this session will be a web quest - an activity of research based on Internet sources - whose aim is to discover which system spreads malwares. At the end of the activity the students will have better understanding of what computer viruses are and how they work.

Exercise 1. Brainstorming and discussion.

This is a short brainstorming session, to help you introduce the topic, and also to provide you with an opportunity to assess the knowledge and skills among your students regarding the topic. Sample questions for the discussion:

- Do you know what a computer virus is?
- Do you know what malware is?
- Has your computer ever been infected with a virus or malware? If yes, what happened? How did it happen?
- Do you know how to protect your computer from viruses? If yes, please explain.

You can also show several demonstrative videos, showing how computer viruses and malware work.

Lesson: Computer viruses

Computer viruses represent a particular type of malicious software which can infect your PC and perform actions it was designed for. In many cases, the user does not recognize that his / her computer has been infected. Once the virus is executed, it can replicate and create a back-door, through which the creator of the virus gains access to user's PC and cause damages to the computer.

There are different types of software which can be malicious to your computer ((Ranieri, 2011, p. 61):

- malware: a virus created with the aim of damaging the hosting computer;
- worms: this type of virus can reduce the computer's performance;
- polymorphic virus: this type of virus can change at each infection, therefore making it harder to be detected and removed;
- metamorphic virus: this type of virus can change its code completely, making it for anti-virus programs very hard to detect;
- Trojan Horse: probably one of the most known types of viruses. Technically, some do not consider them viruses because they do not replicate; they are files which once opened by the user infect the computer. To confuse the user, they often have names and icons that are similar to other computer programs.

Exercise: Divide the group into smaller groups of 3-4 students. Present three different scenarios. Ask them to summarize when and where in each scenario there are dangers of computer infection.

Scenario 1: You are downloading a movie from an illegal torrent website. Are there any dangers regarding to the safety of your computer?

Scenario 2: you have received an email from an unknown sender claiming you have won 100,000 Euros. You need to click on a link to leave your data to claim the winning. What will you do?

Scenario 3: You want to buy a sweater online. The form demands for your credit card information? What do you need to take into account before making the payment?

For the student:

Follow the instructions of the trainer and complete the exercise.

Session 8 – Our online identities

For the trainer:

The aim of this session is to promote understanding among the group regarding the concept of identity, both in online and offline contexts. At the start of the unit, as a form of warm-up exercise, ask the students to provide a small self-presentation, by creating an identity card, and then participate in a role-play exercise, facing different situations. The aim of the exercise is to show the students how a person can change depending on the context.

Lesson: Identity (online/offline)

Social life and our relationships and roles in the community create situations that can change our identity as time goes by and in different contexts. Identity construction is a process that evolves throughout our whole lives. Throughout our lives we undertake new roles and create new relationships, break off old relationships, which are situations that require adjustment. Each of these adjustments makes a dent on our identity, our sense of self, our self-perception. Sometimes these changes are done knowingly and willingly (for example, when we want to become more organized, or live a more healthy lifestyle), but often they go in the background, and we remain largely unaware of them.

But what kind of impact media have on this process, and more specifically, what kind of role do social networks play?

Social networks belong to a type of websites whose main characteristic is to promote interaction between the users. They are based on users' profiles which are navigable and where people can present information about themselves, their preferences and hobbies, and content they want to share with other people. These are virtual networks, with the most famous ones being Facebook, Twitter, Instagram, YouTube and TikTok. Each of these is specialized in some form of interaction and presentation of users. "Living on" social networks provides an opportunity for self-presentation of the user with every action being public or semi-public. This can lead to a number of problems related to construction of identity.

Exercise: The duration of this exercise is approximately 20 minutes. The exercise involves a discussion on the topic of identity. Ask your group of students the following questions (you can add other questions or change the questions if you see fit):

- What does identity mean?
- What is our identity composed of?
- What influences our identity?
- Is it possible to have more than one identity in real life?
- Does our identity change? What influences this change?
- Are there differences between our online and our offline identity?

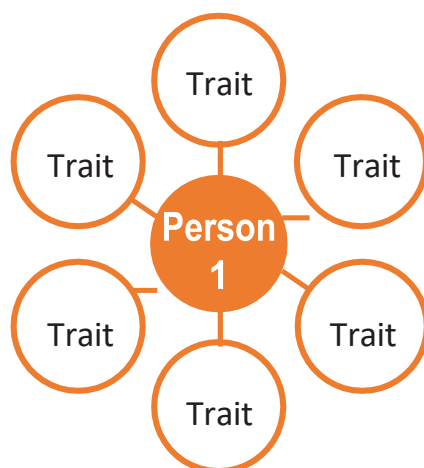
Write the most important ideas developed during the discussion on a board. Make sure you underline some crucial concepts, such as: that identity depends on the contexts; identity is constantly changing; identity construction is a selective process in which we decide what information about us we want to share with others.

After clarifying the concepts, ask the students to create a self-presentation, a form of identity card. What you will need is a large sheet of paper for each student, colorful markers, scissors, glue, colorful paper, etc. Ask them to be creative and present who they are on the sheet of paper. Give them 20 minutes to complete the exercise.

Exercise 2: Role-play. Divide the students into groups of 5-6 people. Each group needs to play a mime - they need to analyze a provided a storyline (a situation) and play it in front of the group. The rest of the group need to guess the situation. Below is a list of possible scenarios (you can add additional scenarios).

Role	Situation
Person 1, the vain one. Becomes vain in front of other people	Going shopping in the shopping mall
Person 2, the tough guy. Becomes arrogant around others	In the park with friends
Person 2, the excellent student. He /she always puts his hand up to ask questions	At school, during a class
Person 1, the older sister. She is very caring of her siblings	In a family context
Person 1, a naughty student. She speaks all the time and disturbs the lessons	At school, during a class

The group which successfully guesses the most situations is the winner. During the guessing, you should write all the traits of the persons in the scenarios on a boards or a flip chart.



It emerges that Person 2 has different, and sometimes contradictory identities. Ask the group to reflect on this issue, and in the end to develop a story in which the different roles played by Person 2 make sense. Motivate students to reflect on how this can happen, to be able to understand the difficult dynamics of the self and different identities through story making and fantasy. Make sure you underline the importance of a better self-knowledge and the influence of context on the way we act and live.

For the student:

Follow the instructions of the trainer and complete the exercise.

Session 9 – Self-presentation in the online world

For the trainer:

The aim of this session is to strengthen students' awareness about the notion of online identities and consequently identity fraud. During this session, the students will be asked to take into consideration the relation between offline and online identities, and their own presentation in the online world.

Exercise: The duration of the exercise is 30-40 minutes. To realize this exercise you will need a projector and a copy of the movie *Avatar* by James Cameron. Project selected scenes which demonstrate the dynamics between the avatar and the character behind it, which will help to introduce the concept to your students and familiarize them with the basic issues related to virtual identities.

At the end of the projection, open a debate among the students, asking questions, such as:

- Do you know what an avatar means?
- Have you ever used an avatar in online communication?
- Are you sure that behind the avatar people are who they claim to be?

Write on a board or a flipchart the key points raised by students during the discussion.

Exercise 2: The aim of the activity is to strengthen the capacities for self-presentation among the students in the online world. As a starter, ask the students to prepare a short presentation about themselves, using five key points - they can use images, text, short videos and music. The presentation needs to reflect their interests, passions and life experiences. Ask the students to work individually. At the end of their work on the individual presentations, ask each of them to deliver their presentation to a peer from the group, and then mutually evaluate the effectiveness of their presentations.

Lesson: Digital storytelling

Digital storytelling is used more than ever today, being an important tool for discovery, exploration of oneself, as well as a tool for interacting with other people and sharing one's own interests, preferences and experiences. The expression digital storytelling dates back to Joe Lambert and Dana Atchley, which back in the 1990s created a multimedia interactive system, where people could present themselves using text, sound, image, etc. One can define digital storytelling as the process by which diverse peoples share their life stories and creative imaginings with others. This newer form of storytelling emerged with the advent of accessible media production techniques, hardware and software, including but not limited to digital cameras, digital voice recorders, iMovie, Microsoft Photos, Final Cut Express and WeVideo. These new technologies allow individuals to share their stories over the Internet on YouTube, Vimeo, compact discs, podcasts, and other electronic distribution systems (Ranieri, 2011).

Exercise 3: Short Discussion. The duration of the exercise is 20 minutes.

Ask the students to describe what an autobiography is. Ask them to list several examples of autobiographies. Ask them to name several formats of presenting one's autobiography. Ask them whether they have ever written and Curriculum Vitae. Ask them to describe the difference between a CV and an autobiography.

Summarize the answers provided by the students on a board or a flip-chart.

Exercise 2: Self-presentation exercise. The duration of the exercise is approximately 30-40 minutes. Ask them to prepare a presentation about them, through answering the following questions:

- 1) I am...
- 2) what I can do...
- 3) what I like doing...
- 4) what I would like to learn to do...
- 5) what I do not like doing...

After preparing the information (answers to the questions above), ask them to transform these into a storytelling project.

Exercise 3: Creating a digital story / self presentation.

The duration of the exercise is approximately 1 hour. For the realization of this exercise, you will need at least one PC/ smart device per student and an Internet connection, a microphone, headphones. You can use different tools for digital storytelling, such as... depending on your preferences, and the computer proficiency and preferences of the group of students (you will have to estimate this in the preparation phase of this chapter). Ask the students to develop a self-presentation using text, images, music and selection of an avatar. Ask them to share their results (their presentation) with the rest of the group after they have finished.

For the student:

Follow the instructions of the trainer and create your digital story.

My picture / Avatar	Description of myself:	Work of art (music, movie, book, painting, etc.) that describes me:
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Session 10 – Online privacy

For the trainer:

Exercise 1: Discussion.

The duration of the exercise is 15-20 minutes. Instigate a discussion regarding the concept of privacy among the students. Here are several questions that can help in driving the debate (the list is not exhaustive, and you can use other questions if you find they are more suitable to the group of students you are working with):

- Do you know what privacy is?
- If yes, in what context / occasion have you heard of the term?
- Do you have any personal information that you think other people should not know of?
- What type of personal information do you usually share on the Internet?

During the discussion, write down the key points on a board / flipchart, to be used as a reminder later on during other exercises. Pay particular attention regarding what data the students indicate they are and are not comfortable sharing online.

Exercise 2: Definitions.

The duration of this exercise is 40 minutes. Select keywords related to the concept of privacy, and ask the students to provide definitions. Divide the group of students in into smaller groups of 3-4. For the realization of this exercise the separate groups will need to have at least one smart device, Internet access, a sheet of paper and pencils / markers. Explain that although they need to search for information online, the definitions they provide would have to be made in their own words, in their own understanding of what they have read. After the students have completed the definitions, ask them to present their results to the other groups.

After the presentation, provide each group with a list of definitions of the concepts that were included in the exercise, and ask them to compare with their own definitions. Discuss the differences between the students' definition and the textbook definitions.

Definitions: When we speak about privacy, we need to clarify certain related concepts.

Informed consent - we are speaking of an informed consent when a person clearly expresses his / her will to accept a certain treatment or participate in some action involving its personal information.

Personal data - personal data is the information that identifies a person in a direct way. Personal data can include: name and last name, address, personal identification number, date of birth. Personal data can also include information that can identify you directly, such as pictures, voice recordings, etc.

Sensitive data - these are data which require particular attention when presenting in the online sphere, due to the fact that they relate to personal information such as - religious belief, political opinions, health conditions, etc.

Privacy - the term privacy indicates both the right to protect your private sphere and the way you use personal data in the online world.

For the student:

Follow the instructions of the trainer and complete the exercises.

Session 11 - Online privacy 2

The aim of the activity is to increase the awareness among the students regarding different risks related to sharing their personal information online, but also to promote awareness regarding the aspects of the online presentation that need to be effectively managed. Start the session with a discussion regarding events / occasions related to the (mis)use of their personal information online. Then show them two different profiles of people online, containing some of their personal information, and ask them to identify information that may be sensitive and risky to post online.

Lesson: Privacy in the era of the Internet and social networks

Social services networks (SSN) or shortly social networks as they are being called present new challenges for maintaining privacy and securing personal data in the contemporary age. Social networks, such as Facebook, Twitter, Instagram, LinkedIn have billions of users. One of the defining characteristics of the SSNs is that if you want to be part of them you need to make certain personal information more or less available to the public. According to Boyd (Ranieri, 2011), there are several defining characteristics of privacy in the online sphere:

- 1) everything that is published online persists over time;
- 2) it is possible to search the Internet to find somebody's personal information;
- 3) one can never be sure who the audience is.

This means that whenever we post information, particularly personal information online, we have to be aware that these information will remain searchable for a greater period of time, meaning that people will probably have access to it, download it, and share it with other people. Hence, always have in mind whether the information you are posting you are comfortable with 10-20 years from now.

Exercise 1: Finding personal information online.

The duration of this exercise is approximately 30 minutes. The lecturer / teacher will lead this exercise. You will need at least one PC (for the lecturer), a projector and / or a smart board on which you will project your findings. Open a random social network page and search for a picture of a user. Download the picture and open another program (you can perform this in MS Word), and start creating someone else's profile. The aim of this demonstration is to show the students how easy it is to get possession of someone else's personal data and use it for purposes that the original user has no awareness of or has approved it.

End the exercise with a debate. Divide the students into two groups. Select one student to be the moderator, and three students to be referees. Ask the two groups to prepare presentations on the topic: using social networks is (un)safe because... One group is the pro, and the other is tasked to advocate the con side. Give the two groups 15 minutes for preparation. After that, the moderator asks questions and facilitates the debate. The referees choose which group has "won" the debate - there are no actual winners, the point of the exercise is to put the students in a position to be able to think of as many reasons why social networks are beneficial, and how they can pose a threat to users' personal information. Ask the referees to elaborate on their decision.

For the student:

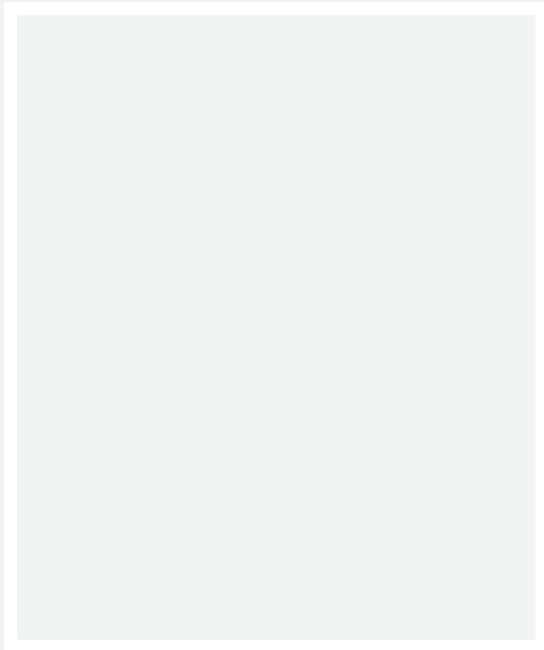
Follow the instructions of the trainer and participate in the debate.

Session 12: Online privacy: Identifying risky information

For the trainer:

The duration of the exercise is 40-50 minutes. Divide the students into groups of 4-5. Distribute preparatory materials (provided below), and ask them to fill in the information requested, based on what they have learned about personal information so far.

Profile No. 1

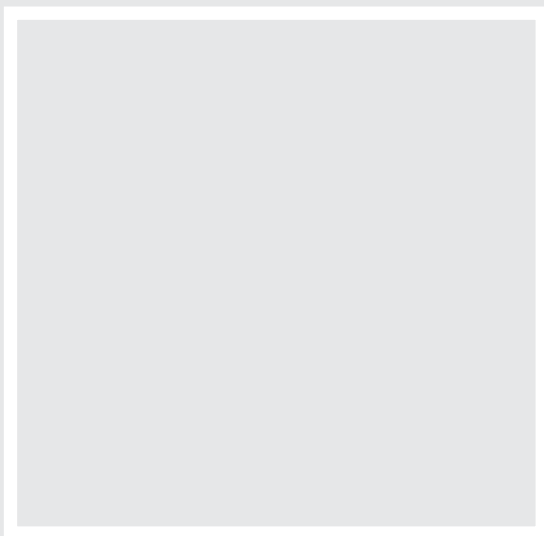


My name is Irena Skenderi. I'm a 17 and I live in Tirana. I live with my parents and my brother in a house near the centre of the city.

I am a high school student and I want to become an actress. I love spending time with my best friends Claudia and Arben. We often go to the beach together in the summer.

If you want to contact me you can write me a mail on irenaskenderi@mailmailmail.com or call me on my cell on this number: 123456789.

Profile No. 2



My name is Alen. I study computers in Skopje. I used to study abroad as well, and went on an exchange program in Barcelona.

I am planning on continuing my education in Germany. I am interested in everything related to computers. Contact me for any interesting topics or questions you have.

3Source of image: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pngegg.com%2Fpng-xxgrq&psig=AOwaw0MhH5a7A-ZULqOs5Ucecnp&ust=1596456820651000&source=images&cd=vfe&ved=0CAIQJRxqFwoTCMIVhqe_OoCFQAAAAAdAAAAABAJ

4Source of image: https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.cleanpng.com%2Fpng-creative-commons-license-robe-edward-kenway-costum-2440612%2F&psig=AOwaw0MhH5a7A-ZULqOs5Ucecnp&ust=1596456820651000&source=images&cd=vfe&ved=0CAIQJRxqFwoTCMIVhqe_OoCFQAAAAAdAAAAABAP

Information disclosed	Risk analysis
Is the name disclosed? Yes No	Can this be dangerous? Please provide an example...
Is the age disclosed? Yes No	Can this be dangerous? Please provide an example... When is it ok to give information about your age?
Is contact information disclosed? Yes No	Can this be dangerous? Please provide an example... When is it ok to give information about how people can contact you? Which information?

For the student:

Follow the instructions of the trainer and complete the exercise.

Session 13: Online security

For the trainer:

The aim of this session is to enhance students' knowledge regarding strategies for online security. Start the session with a brief introduction to the concept of online security, before moving to practical exercises that will support development of hands-on skills among the students regarding strategies and tools in online security.

Lesson: Privacy and online security

The issue of privacy and online security does not only involve personal information we have willfully decided to make public, but also information acquired by other parties. Many of the activities we perform on the Internet, whether that is Internet shopping, paying the bills, or simply logging in to a website, liking pages on social media, participating in online surveys, quizzes and games, are characterized by the use of personal information about the users. Sometimes, certain websites may require your personal information (the most basic example is that certain websites may require your date of birth to confirm that you are not underage) by filling in electronic forms; this information may be used for commercial purposes. Sometimes, the user's personal data are collected without his / her knowledge and often without specific approval through data logs and cookies.

What are data logs? When you are connected on the Internet, the provider servers automatically register the connection. The aim of these data logs is to get an insight into the browsing history; this can be used to create a user's profile which can later be used for commercial purposes.

What are cookies? Cookies are small programs which register information about the surfing preferences of the user. For example, a manager of a website can recognize the user which visits the page, analyze the frequency of the visits and gain insight into to visitor's preferences. The latest directive of the European Union requires websites to demand explicit consent on behalf of the visitor for the use of cookies, and the type of cookies being used.

What is phishing? Phishing refers to the practice of collecting information. Phishing can be, for example, sending emails to Internet users, in which the sender, pretending to be a bank or other official institution, asks the user for personal information.

Exercise: Making a guide on online privacy.

The duration of the exercise is 60-90 minutes. Divide the group into smaller groups of 4-5 students. To complete the exercise each group will need a PC, or several sheets of paper, pens / pencils, markers. Ask the students to collaborate on the production of a guide on online privacy. The guide needs to consist of a defined list of practical advice the students would give to their peers and loved ones, in order to protect themselves and their personal data online. Make sure that they are aware that they have to provide an explanation for each of the advice provided in the guide they are developing. Allow the students to do a small research and explore different solutions for online privacy.

After the end of the group work (45-60 minutes), ask the different groups to present the results in front of their peers. Ask the group to select the most useful advice and single them out on a board or a flip-chart.

For the student:

Follow the instructions of the trainer and complete the exercise.

Session 14: Using content from the Internet

The aim of this session is to raise awareness among the students about the problem of electronic plagiarism, and to teach them regarding proper use of electronic resources. Start the session by asking the students what their usual practice is of using other sources in writing a paper. Writing these down on a board or flip-chart.

Lesson: Electronic plagiarism

Electronic plagiarism, in simple terms, refers to the common “copy and paste” practice, causing great concerns about authorship and originality in the era of the Internet. To counterfeit this problem, different anti-plagiarism software solutions have been developed, with varying success. However, some experts propose different strategies for dealing with this issue, focusing more on prevention, i.e. on understanding what is proposer use of other sources and how can it be effectively and properly used in content development. Plagiarism can happen due to a variety of reasons - from intention for committing a fraud, to lack of understanding of how referencing works, to incapacity to express original ideas.

Plagiarism is not a problem that not only poses dangers to originality of thought and innovation, but is also very damaging to intellectual rights.

Exercise 1: Discussion.

The approximate duration of this exercise is 20-30 minutes. The topic of the discussion is using other electronic sources when writing and the concept of quoting. Below are some examples of questions which can help stir the discussion:

- Do you know what quoting means?
- Have you ever used some electronic resources when doing homework / writing a paper?
- When you use electronic resources, do you quote from them?
- If you quote, do you indicate the author of the quote? If yes, how?
- Apart from text, is it possible to quote from other media, such as movies, songs?

Make sure that you write down the most important points on a board or a flip-chart.

Exercise 2: Searching for quotes.

The approximate duration of the exercise is 30-45 minutes. Divide the group into pairs. The students may use paper to complete the exercise, but the availability of a smart device (PC / smartphone / tablet) and Internet connection will make it easier to complete the exercise and conduct the research effectively.

Provide the students with handouts for this exercise (presented below). These handouts consist of quotations from famous authors. The students' task is to find the source of the quotation and the date of the text. Once the students have identified the authors, ask them to use the provided quotations to write a short text. After the end of the work in pairs, ask the students to present their research results and read the short texts using the quotations.

After the exercise, explain proper quoting, and demonstrate previously prepared examples of quoting.

For the student:

Follow the instructions of the trainer and complete the exercise.

Quote	Who?	When?	Source?
<p>The greatest glory in living lies not in never falling, but in rising every time we fall.</p>			
<p>The way to get started is to quit talking and begin doing.</p>			
<p>Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do.</p>			
<p>Those who dare to fail miserably can achieve greatly.</p>			
<p>A friend is someone who gives you total freedom to be yourself.</p>			

Session 15: Introduction to copyright

For the trainer:

The aim of this session is to raise students' awareness and knowledge about the concept of copyright and other concepts related to it. Before starting the lesson, ask the students whether they are familiar with the term Creative Commons. Ask the students whether they have ever downloaded or used content through torrents / illegally. Make sure you explain the implications of such infringement of copyrights.

Lesson: Copyright

Creative works (books, films, music) are protected by Copyright. Copyright refers to a set of exclusive rights of economic use of the work, as well as moral rights that protect the author's personality. A concept related to copyright is copyleft. The copyleft provides a different interpretation of copyright, assigning rights to people in a different way. For example, in Copyright, most of the rights, including reproduction and modification belong to the author of the work, while in Copyleft, these are transferred to the user. Based on the foundations of copyleft, Creative Commons was founded in 2001. Creative Commons is a no profit organization, which maintains open content licenses.

Exercise 1: Debate.

The approximate duration of this exercise is 15-20 minutes. The topic of the discussion is copyright. Ask the students what is their present knowledge about copyright. Do they know in which way copyright implicates their use of online content?

Here are several examples of questions that can be used to stir the debate. You can ask other questions, or add questions to this group:

- ***Have you ever heard of the term copyright? If yes, do you know what it means?***
- ***Do you know what copyright infringement is?***
- ***Have you heard of the potential consequences of copyright infringement?***

It is very possible that the group of students has no previous knowledge of the concept, and that you will have to provide the basic explanation. Try to use as many examples and practical, real-life situations, to make this abstract concept, more relatable and understandable. Anytime you provide an explanation, ask the group for examples, to be sure that they have understood what you are talking about.

Make sure you write down keywords and key points on a board or flip-chart.

Exercise 2: Creative Commons

The duration of the exercise is 45-60 minutes. Divide the students into groups of 3-4. The task of the groups is to evaluate three cases (provided in a separate handout), and to determine which uses are compatible with the conditions of use of the author and which are not.

Give the students 30-40 minutes for group work. After the end of the group work, ask the groups to present their findings and elaborate on their decisions.

One handout consists of explanation about Creative Commons licenses, and the other presents the three

cases which are to be evaluated.

For the student:

Follow the instructions of the trainer and complete the exercise:

Scenario No. 1

Sami wants to make a PowerPoint presentation about the tourist attractions of his hometown. He wants to include photos he found on Google Images.

Questions:

Can Sami use a picture without indicating the source? Why?

Can he use the picture on his commercial of the local hotel?

Can he modify the picture?

Scenario No. 2

Liliana is writing an essay about the climate change. She decides to do a small research online to get relevant information. Upon searching, she finds multitude of sources, among which a relevant study that write about the issues she is interested the most. She decides to use the material.

Questions:

Can Liliana copy the content in her essay? Why?

Can she use the content without indicating source?

How to indicate the source?

Scenario No. 3

Omer is doing his homework on the First World War. He decides to use some material from Wikipedia.

Questions:

Should Omer use Wikipedia content? Why?

Can he use the content without indicating source?

How to indicate the source?

Session 16: Content development

For the trainer:

The aim of this activity is to stimulate students to properly use online contents when developing their own content.

Lesson: Using online content

Today there are many websites and databases which feature contents released under the license of Creative Commons. It is important to know these sources, as well as how you can use this content in order not to violate copyrights. The list below contains some websites which feature content that can be used for free, under the Creative Commons license:

- Music: ccMixter.org, MusOpen, FMA – Free Music Archive, TeknoAXE
- Wikimedia Commons
- Flickr Creative Commons
- Unsplash
- Libreshot

Exercise 1: Creating a motto.

The duration of the exercise is approximately 120-180 minutes. To complete the exercise each student needs an access to a PC and Internet connection. Basic knowledge in word and image processing may be required, and the teacher should provide help when needed. Students are asked to develop an advertisement for a motto or slogan of their choice (they do not have to invent the slogan, they can use their favorite quotes, mottos or slogans) and create a brief commercial using multimedia materials they find online.

For the student:

You are about to work on promoting your motto.

Think about your life motto. How would you communicate it to others? It does not necessarily only have to include text – you can add images, sounds and moving animations.

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