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## Media and Information Literacy. Fresh Air: Analyse, Interpret, React

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# Media and Information Literacy

# Fresh AIR:

Analyse, Interpret, React

Divina Frau-Meigs  
Irma Velez  
Pascale Garreau



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# Media and Information Literacy

## AIR - Analyse, Interpret, React

### Authors:

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# I. Introduction

## Media and Information Literacy Curriculum

This curriculum offers 10 lesson plans that cover some of the major themes of Media and Information Literacy (MIL) in the digital era. The lesson plans are written as a teaching guide and combine core knowledge content with “MILAB” activities that enable educators to explore further how to incorporate MIL in the classroom.

### Curriculum rationale

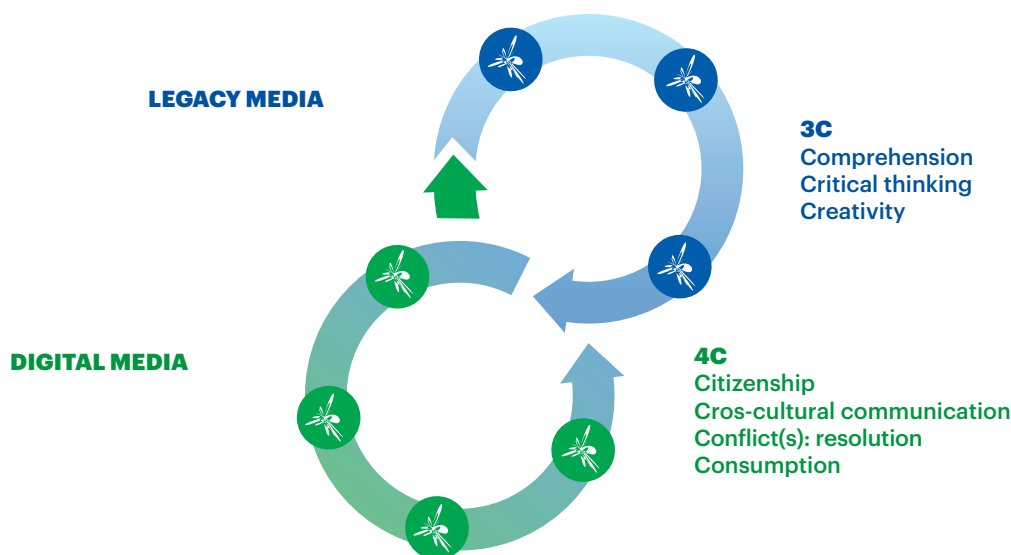
The lessons plans (LP) cover 10 major themes and are intended to give an immediate and rapid understanding of the key points on each. All the lesson plans are presented in a similar manner, and they can either be followed from 1 to 10 or used in a different order. They don't have to be all used and taught in a single school year, leaving space for adaptation to national educational systems. The curriculum is project-based and provides many suggestions to teachers so as to encourage them to adapt examples to local situations. It is also based on an evolving vision of MIL as a subject for understanding and critically using and sharing media content.

The curriculum is student-centred and project-based, with a pedagogical progression in 3 stages:

- **Stage 1 (15-16):** Acquiring the Fundamentals of MIL
- **Stage 2 (16-17):** Consolidating MIL Acquisitions and Competences
- **Stage 3 (17-19):** Enhancing and deepening MIL Acquisitions and Competences

Each lesson plan contains ‘MILAB’ activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students’ critical thinking skills ((Analyse/Interpret/React or ‘AIR’). They provide “teacher tips” with optional media creation activities and links to recommended tools.

The curriculum uses Savoir\*Devenir ‘7Cs’ as key MIL competences. They are defined in the LP that exemplifies them as well as the glossary. They are associated to 5 main human right values that are specifically addressed with MIL: freedom of expression, dignity, privacy, participation and education.



**Figure 1: The 7 C**  
Source: Savoir\*Devenir

Each competence is broken down into sub-categories and indicators in the lesson plan where it is tested.

LP	Competence	Human rights value associated
LP1	Comprehension	Freedom of expression, participation
LP2	Critical thinking, citizenship	Freedom of expression, participation
LP3	Cross cultural communication	Dignity, participation
LP4	Comprehension, creativity	Freedom of expression
LP5	Collaboration/conflict resolution, Cross cultural communication	Freedom of expression, participation
LP6	Critical thinking, Collaboration/conflict	Dignity, freedom of expression, participation
LP7	Consumption/consumer awareness	Privacy, freedom of expression
LP8	Citizenship, collaboration/conflict resolution	Participation, freedom of expression, education
LP9	Citizenship	Freedom of expression, dignity, education
LP10	Citizenship, consumer awareness	Privacy, freedom of expression, dignity

## General objectives and aims of the curriculum

### Contents

- Give a clear and applied approach to MIL definition, MIL competences, MIL values
- Provide understanding of key MIL themes, using several tools,
- Propose a progression scheme according to high school age groups and pedagogical progression (Stages)
- Encourage trainers' autonomy by embedding MIL in their own practices and projects
- Help build learners' agency with Students Critical Thinking Skills (AIR)

### Outcomes

- Raise awareness to the major issues of media ecosystem in the digital era
- Make learners want to engage in societal issues
- Give learners a basic foundation of knowledge that will allow them to have the keys to understanding the constant changes in media ecosystems
- Provide learners with the knowledge to choose their MIL competences with specific learning objectives



● **Module 1: Information factory and new information formats**

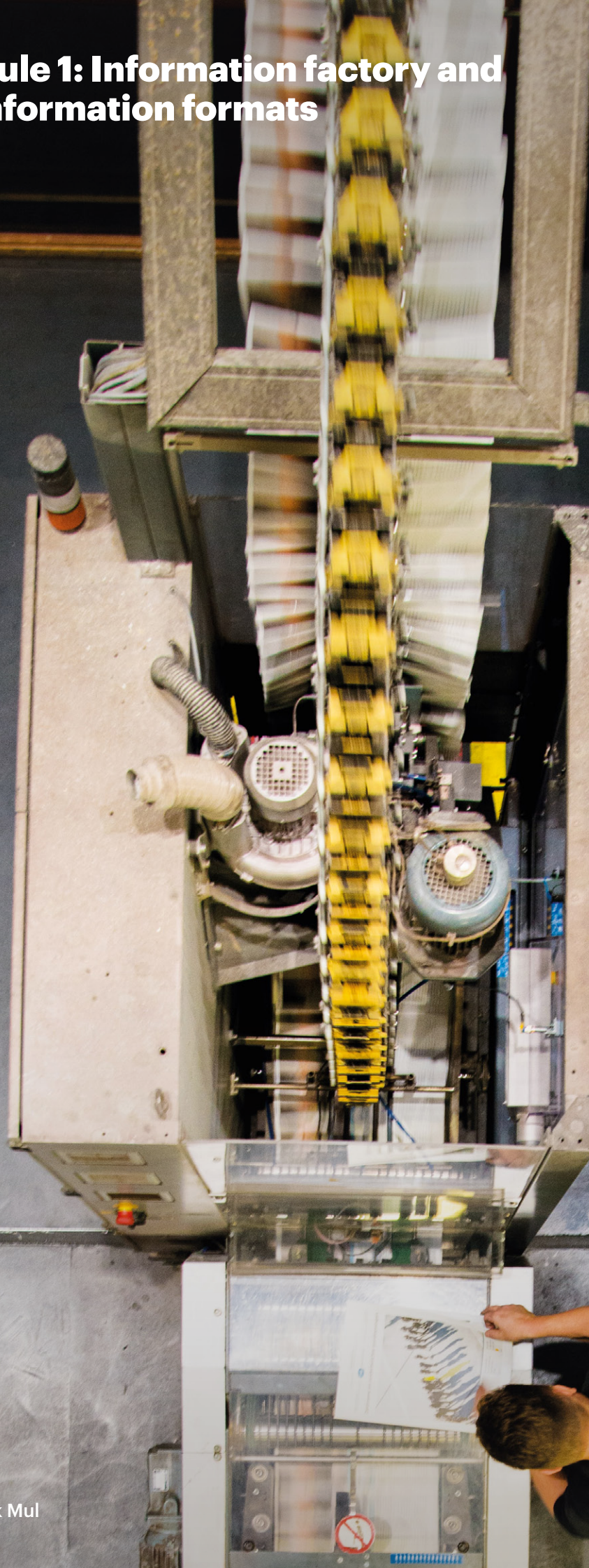


Photo: Henk Mul



# ● **Module 1: Information factory and new information formats**

The first part of this lesson plan deals with knowledge about the way information is produced and MIL added value (citizenship competence).

The second part of this lesson plan, the MILAB, contains a hands-on approach to teaching the information factory.

## **A few definitions (see glossary)**

- mass media
- social media
- information contract
- sharing contract
- public opinion

## **Outline**

### **PART I Knowledge building**

1. Information factory before digital media
2. Information factory in the digital world
3. Characteristics
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training support materials

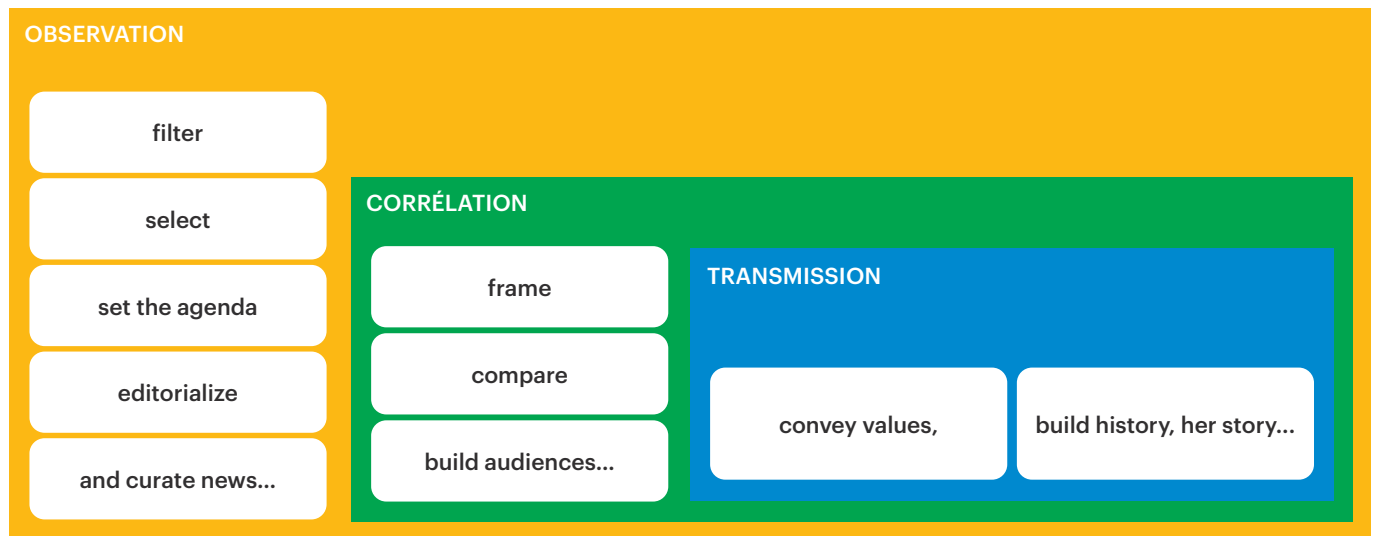
### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

**PART I** (4x45min sessions)  
**1. Introduction** (20 min)

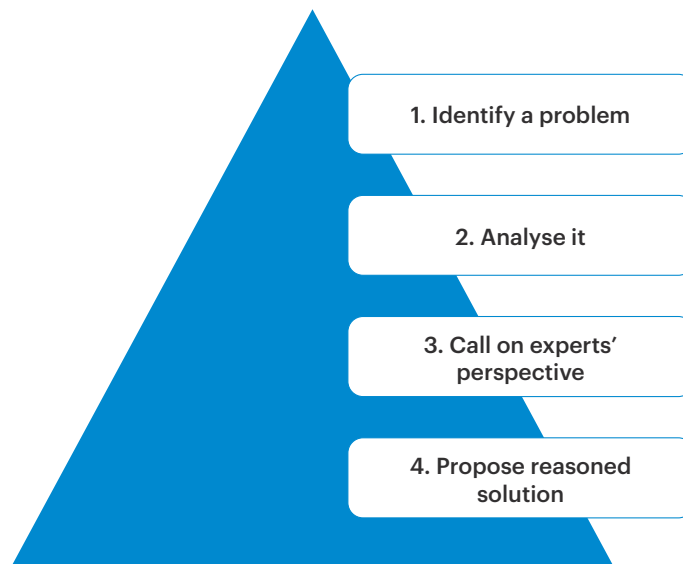


According to Harold Lasswell (in "The Structure and Function of Communication in Society", 1948) mass media has 3 functions:



Over time, mass media has built information around an information contract.

**Information contract:** a professional journalist will tell a "story", according to 4 phases, through investigation and using "neutrality" or "objectivity" (based on fact, not opinion):



**Figure 1. information contract**  
 Source: Divina Frau-Meigs, 2019/Savoir\*Devenir

**Key criteria** for assessing the quality of information:

reliability; accuracy; authority; timeliness; presence or not of bias; transparency of editorial line; pluralism of points of view.



**Teacher tip:**

Have the students define some of these concepts and bring specific examples.

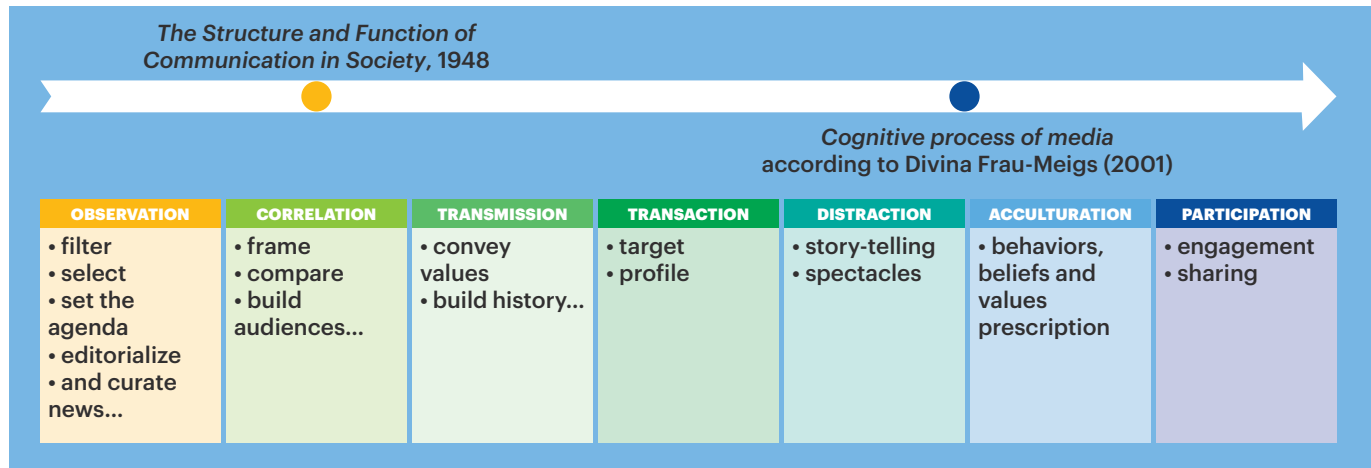


## 2. The information factory in relation to the digital world (25 min)

❖ What is new with the information factory in the digital world?

Social media converges with mass media :

1. **Observation** (filter, select, set the agenda, editorialize and curate news...)
2. **Correlation** (frame, compare, build audiences and communities...)
3. **Transmission** (convey values, build history...)
4. **Participation** (profile, share, mix, navigate, ...)



**Figure 2. Media functions**  
Source: Divina Fau-Meigs, 2001



### Teacher tip:

Stress on the participation process as it affects *learning by doing* as you go through the specifics of social media, to anticipate some of their uses in the classroom:

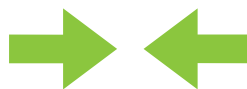
Example: how to curate content through social media in a specific subject matter?

### Mass media and social media: Convergences and Complementarity

#### Mass Medias

- Agenda setting
- Editorial line
- Political & social mediation
- Audiences
- (Advertisement)
- (Financial grants or government aids)

- Linearity of broadcast
- Catalogues of content
- Public obligations



#### Social Medias

- Agenda setting/curation
- Editorial line/algorithms
- Political & social mediation
- Active audiences
- Ad/psychometric advertisement
- (Financial grants or government aids)

- Non-linearity of bandwidth
- User-aggregated content
- Few public obligations
- Community
- Data mining

**Figure 3. Mass media/social media: Convergence and Complementarity**

Source: Divina Frau-Meigs, 2018

But they still have some specificities, which ends up in two complementarity systems:

- Mass media are consumed in a programmatic, scheduled, linear manner whereas social media are not linear and content can be consumed without media chronology (ex: series are seasonal and episodic on TV, but all seasons and episodes are accessible online).
- Mass media have built catalogues of contents over time (stock programmes) that constitutes a financial boon (they can broadcast several times) whereas social media do not have catalogues and rely on user-aggregated content (ex: business model of Netflix showing series from major networks and building its own catalogue only recently)
- Mass media, even commercial ones, obey some public service obligations (paying attention to minorities, showing news programmes, giving equal time to candidates during elections...) whereas social media have none of these (except “take-down” in some cases).
- Mass media don’t have online communities (except their followers once they go online) and have limited access to data mining. Consequently they have less access to the sharing contract, that is specific of social media, originally.

**Sharing contract:** a non-professional or an amateur tells a “story”, according to 4 phases, through a personal and authentic experience:



**Figure 4. Sharing contract**  
Source: Frau-Meigs 2019/Savoir\*Devenir



**Teacher tip:**

Compare the online and offline versions of a media outlet or article before introducing these ideas. Figure 4 is inspired by Steve Denning, *The Secret Language of Leadership*, Jossey Bass, 2007

### 3. Characteristics

❖ **Discussion:** (15 min)

What are the characteristics of the information factory in digital age according to you? (suggested responses)

- From scarcity to abundance of information in all formats
- Using diverse sources
- Citing diverse opinions
- The information contract and the utility of journalism
- The sharing contract and the role of algorithms and data-driven platforms



**Teacher tip:**

Comparing online and offline versions of a media / article before introducing this scheme may help

## ❖ Formats and examples of information factory in relation to citizenship competences

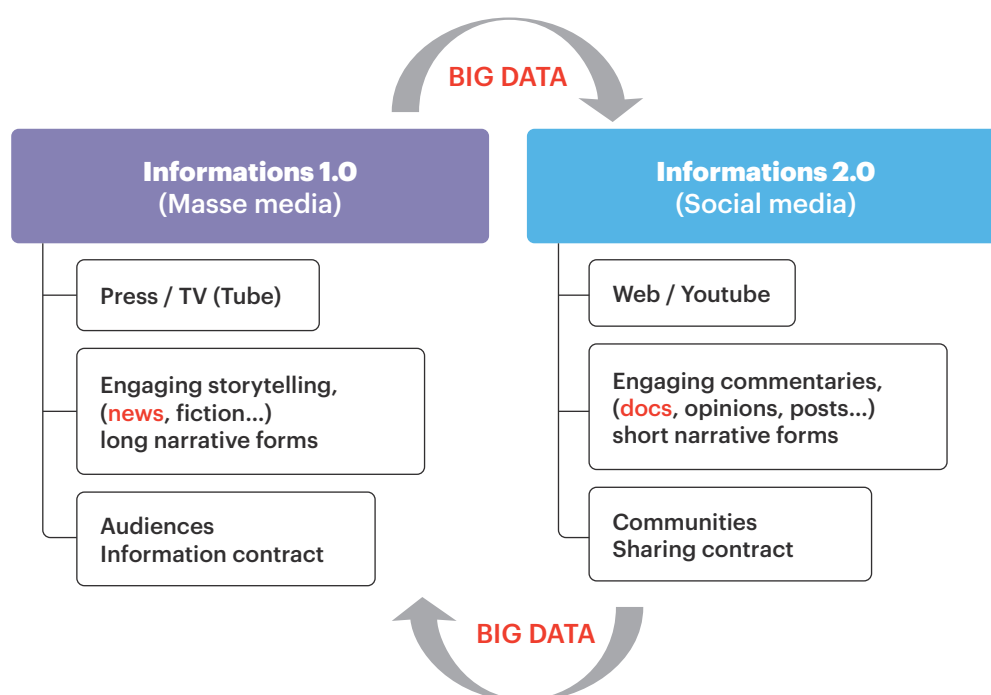
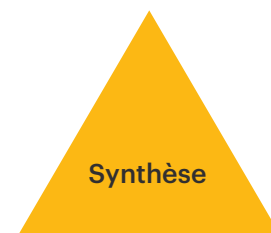
- Blogs and websites for opinion sharing and shaping
- Video, radio and podcasts
- Discussion forums
- Television and live news
- Citizen journalism
- News games (news using the codes of video games)
- Data journalism

The information contract, then and now. (see figure 1)

The sharing contract as it emerges, challenges and complements the information contract (see figure 4)

The role of an “independent press” in democratic societies.

The complementarity between mass media and social media, as they all exist online (see figure 5)



**Figure 5. The complementarity between mass media and social media**

Source: Divina Frau-Meigs 2018

- The complementarity relies on three cultures of “information”: information as news, information as docs (files in all sorts of formats containing knowledge) and information as data (that need to be mined in order to yield results)
- Mass media still retain the production of “news” and storytelling using long narrative forms (series, documentaries, ...) while social media tend to circulate many “docs” (files that allow templates, image creation, ...) and they tend to provide conversation in short narrative forms (posts, tweets, ...) that often respond to the contents of mass media (controversies on series “finales” as in the case of Game of Thrones for instance).
- Mass media still measure their audiences (ratings, ads) and rely on the information contract while mass media build on communities (groups, followers, influencers,...) and rely on the sharing contract.
- For mass media as for social media, the interaction between the two yields a lot of big data, that are used to understand the users, profile them and elaborate predictive strategies (for marketing, political campaigning, learning analytics...).



## 4. Opportunities and risks of the information factory?

Session 3:  
45 min

### ❖ Discussion: How do you use information? (15 min)

Have the students answer a set of questions and build with them the table for information literacy:

How do you look for information?

How do you know it is good, reliable?

How do you use it?

INFORMATION LITERACY (see information quality criteria)

1. Identify a question/problem
2. Search for information
3. Choose source(s) of information
4. Evaluate the quality of the source(s)
5. Incorporate information in your problem solving (and remember MIL added value)
6. Communicate

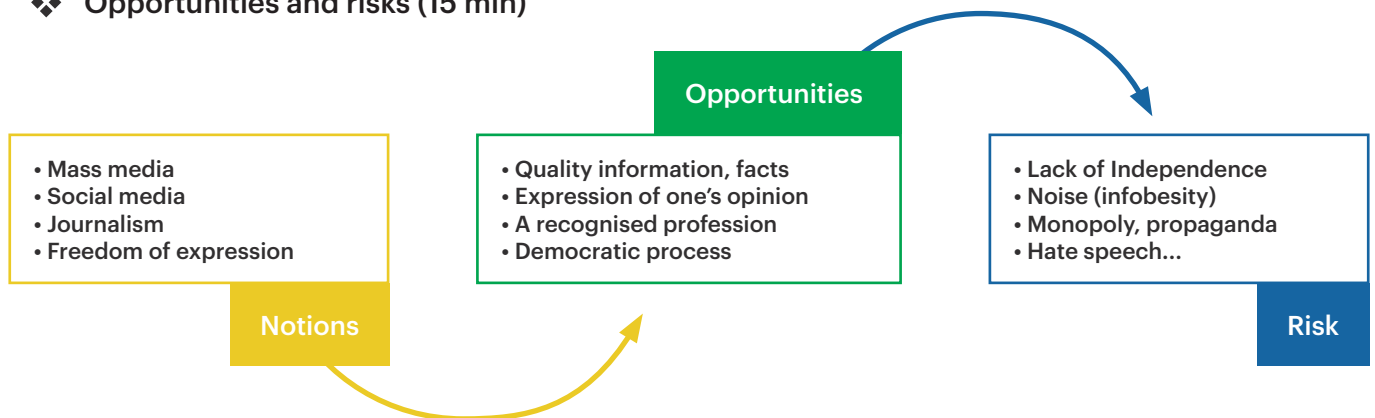


#### Teacher tip:

Have the students consult a good tutorial online for information verification:

[https://video.lanecce.edu/media/Evaluating+Internet+Sources/O\\_sif447ew/32267962](https://video.lanecce.edu/media/Evaluating+Internet+Sources/O_sif447ew/32267962)

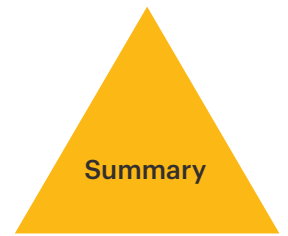
### ❖ Opportunities and risks (15 min)



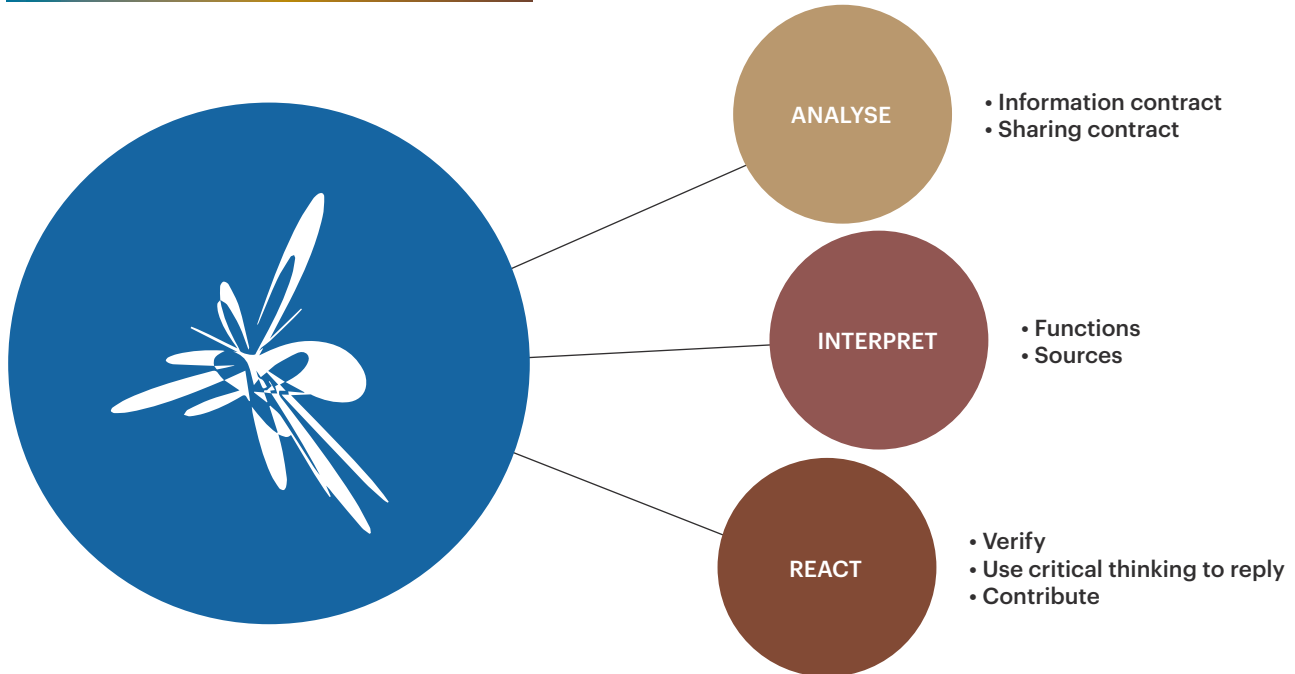
#### Teacher tip:

Students could replace each stage in a specific order to generate debate and question the order.

- The information contract from before and of today. See figure 1
- The sharing contract and how it started, strengths and weaknesses of the information contract. See figure 4.
- The role of 'independent' media in democratic society.
- The link between mass media and social media, which coexist online, and the phenomenon of the back-and-forth between information 1.0 and information 2.0. See figure 5.

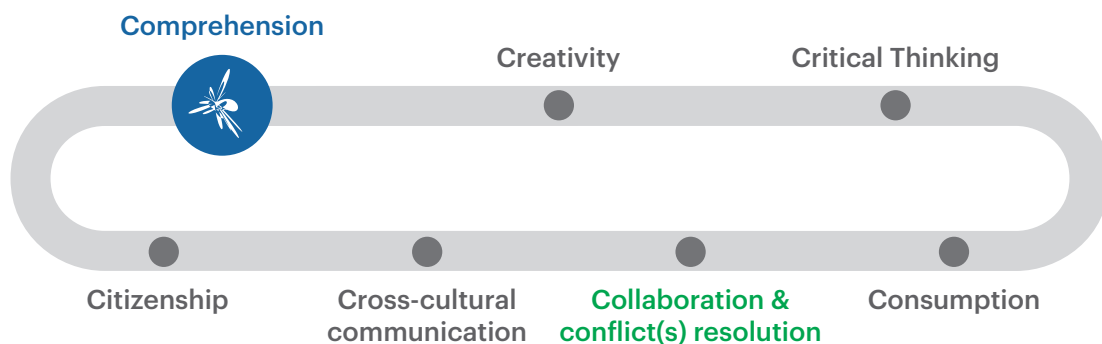


**Building Students' critical thinking: AIR**



**5. Focus on Comprehension (7C) (15 min)**

❖ **Comprehension** is the competence that enables learners to understand the basic notions, functions and values of information.



**See introduction and glossary**  
Source: Savoir\*Devenir

## ❖ MIL competence break-down categories/indicators for Comprehension

Students should be able to

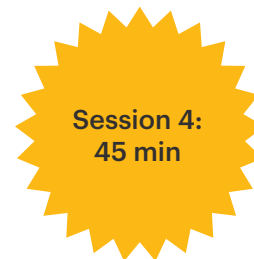
- Describe how information is constructed
- Understand the way mass media and social media are organized and disseminate information
- Make choices about one's information diet and pluralism of sources
- Exercise critical thinking (verifying, contextualizing, cross-referencing)
- Contribute information when appropriate on mass and social media
- Pay attention to others' opinions and exert their rights as citizens

## ❖ MIL added Human Right value

- ✓ Freedom of expression
- ✓ Participation

## 6. Evaluation (45 min)

*In small groups: look at an online article and search for key criteria*  
*All class: compare and discuss*



## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

#### **Exploring COMPREHENSION:** **Contribution to freedom of expression via several formats**

#### **STAGE 1 (15-16):**

Understanding the information factory

##### ► **Reporting scenario:** Imagine you are a journalist... 3 x 45 min

- Agenda setting (choosing a topic)
- Investigation (choosing experts, testimonials, going on the field = gathering different points of views + reading existing literature)
- Editorializing (realizing the design constraints, word count, title, ...)
- Produce your article checking your key criteria for quality of information

##### ► **Evaluation** 45 min

- ✓ *Hold a week log about information consumption and information providers: number of hours; type of media; purpose of use (learning, leisure...)*
- ✓ *Write a report about it*
- ✓ *Discuss the report in class and consider strengths and weaknesses of the consumption and use patterns*

#### **STAGE 2 (16-17):**

Mastering the information factory

##### ► **Disaster scenario:** car is set on fire during a suburb protest/riot 3 x 45 min

- Ask the students to search online for newspaper or tv reports of such an event (in their country or abroad)
- Who are the people involved?
- How is the audience being targeted?
- Do you agree with message (negative view, propaganda, bias...)?



#### **Teacher tip:**

Choose examples where images of young people are involved; follow same information as treated by one reference newspaper and one social media. For example, riots in the suburbs (or downtown cities according to country) are often shown as led by young people...



STAGE 2 (continued):

► **Evaluation**

45 min

Consider the disaster scenario and answer following points:

1. How was information collected?
2. What were the quality criteria used?
3. How was it organised?
4. How was it communicated?

Give your own rating of the article



**Teacher tip:**

Alternately, you can make the students play a news game.

See My Life as a Refugee serious game:

<https://mylifeasarefugee.org/game.html>

See "Be my saviour", the news game to save jobs:

<https://www.youtube.com/watch?v=tA2sf4BTw3s>

**STAGE 3 (18-19):**

Building a sustainable knowledge of the information factory (citizenship & comprehension)

► **Elections scenario:** Build a campaign for a new, young candidate

3 x 45 min

► Have the students work in small groups to decide:

- Types of media involved and their ownership
- Types of message (text, visuals...)
- Types of electors targeted...

► **Evaluation** - Research

45 min

- ✓ *Look at the campaign and play the information contract vs the sharing contract*
- ✓ *What type of message would you chose for information, for sharing?*
- ✓ *Write them down and compare them.*

Campaign's arguments under the information contract	Campaign's arguments under the sharing contract
1.	
2.	
3.	
4.	

● **Module 2: Information disorders**  
**(fake news, conspiracy, rumours, radicalisation...)**



# ● **Module 2: Information disorders (fake news, conspiracy, rumours, radicalisation...)**

The first part of this lesson plan deals with knowledge about information disorders, the strategies to combat them (fact-checking, counter-discourse) and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to information disorders.

## **A few definitions (see glossary)**

- information disorders
- information contract
- sharing contract
- fact-checking
- cognitive biases
- democratic societies

## **Outline**

### **PART I Knowledge building**

1. Information disorders before digital world
2. Information disorders in the digital world
3. Characteristics
4. Opportunities and risks of information contract and sharing contract
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training support materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

## PART I (4x45min sessions)

### 1. Information disorders before the digital era (20 min)

Rumours, propaganda, persuasion techniques, image manipulation, scandal or scare-mongering/slander campaigns...  
e.g. the cold war and images of the United States vs USSR

Session 1:  
45 min



#### Teacher tip:

Is erroneous news 'fake news'?

The definition of 'fake news' actually excludes journalistic error, since there needs to be the intention of conveying false information for it to be 'fake news'.

### 2. Information disorders in relation to the digital world (25 min)

❖ So what's new with information disorders?

**Discussion:** Take well known example of 'fake news'.

Examples:

- there is wood in grated Parmesan cheese;
- the Pope supports the Trump election;
- the Roma migrants are camping in Christian cemeteries.
- ...

➤ What do you observe?

➤ What formats do you notice (rumour, urban legend, hybrid threat, pseudo science...)?

Factors that facilitate fake news: departure from information factory

- Algorithms and their logic: they promote popular news not quality information
- Clickbait: catchy headlines draw more attention and more adverts based on amount of clicks they generate
- Nudging and ranking: promote e-reputation and induce users to amplify or create fakes
- Cognitive biases: rely on people's stereotypes and mindsets, specially confirmation bias.
- Social media bots: automatically amplify news including fake news and can give the feeling that there is a huge following and support for marginal or minority ideas
- Transborder effect: play on the international nature of the internet to facilitate political intervention from other countries
- Trolls and troll farms: some individuals are paid to click and amplify fake news

What are the consequences of the above according to you?

- the ease in which images can be modified in a digital world;
- the ease of amplification of ideas;
- the ease of trolling to give a false feeling of crowd support for marginal ideas
- ...



#### Teacher tip:

Have the students come up with their favourite fake news.

Keep it for analysis at each step of the course so that they can see all the aspects (from rhetoric to purpose to counter-discourse)



❖ The rhetoric of information disorders (still using the same examples)

- **us vs. them:** if you are not with us it means you are against us, with no middle ground
- **prove that we are wrong:** putting the burden of proof on the other camp
- **no smoke without fire:** a rumour does not exist without an element of truth
- **many people think like us:** using the argument of numbers without evidence
- **emotion in relation to information:** use of emotional language vs rational reasoning
- **exploitation of common cognitive biases** (confirmation bias, authority bias...) often relying on old myths, stories (“it was better before”; the illuminati control the world...)



**Teacher tip:**

Have students consider examples of information disorder rhetoric during the last elections in their country.

Try and compare results with another country

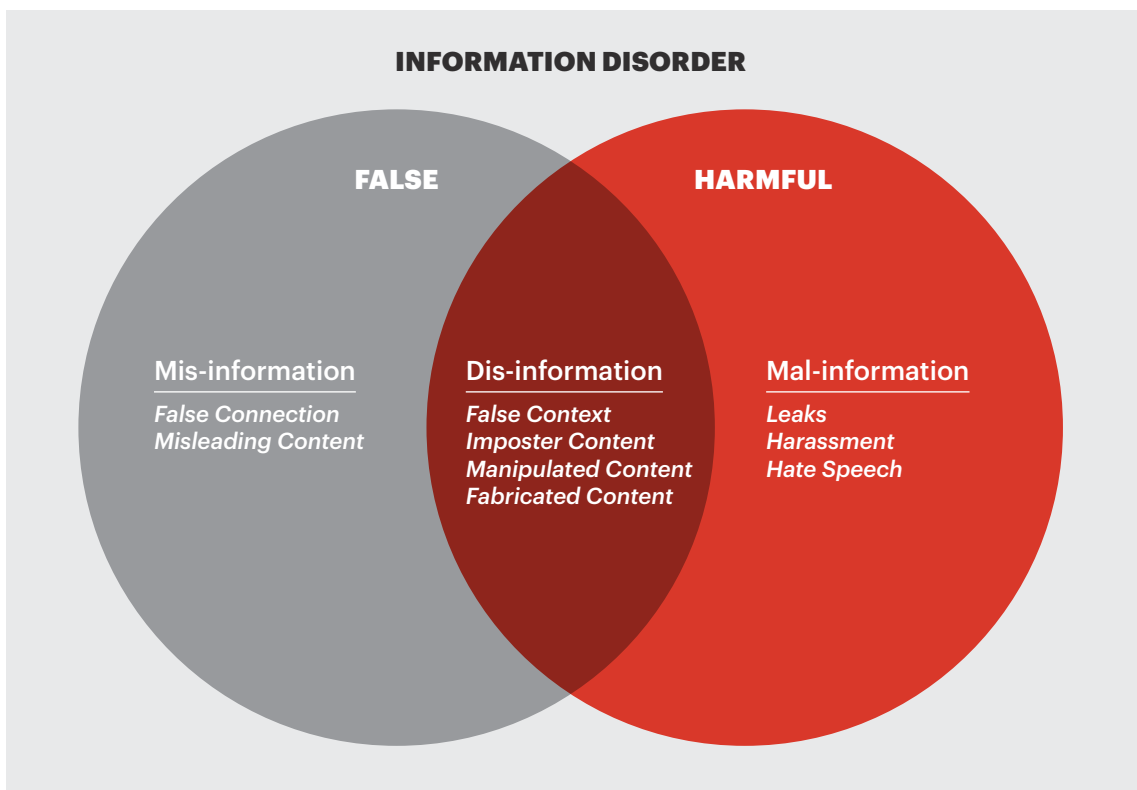
Discuss how communication has become more ritualistic, that is, not “the act of imparting information but the representation of shared beliefs” (cf James Carrey, 1989, *Communication as Culture: Essays on Media and Society*, London: Routledge.)

### 3. Characteristics and motivations behind information disorders:

- Building an online reputation (having fun, educating...)
- Interfering with national politics (destabilising, polarizing...)
- Sharing content (private and public conversations, comments, amplification)
- Selling clickbait online and generating traffic and profit.



Consider this modelling of information disorder:



**Figure 1. The information disorder matrix**

Source: Claire Wardle and Hossein Derakhshan, *Information Disorder: Toward an interdisciplinary framework for research and policy making*, Strasbourg: Council of Europe, 2017, p. 5, <https://rm.coe.int/information-disorder-toward-an-interdisciplinary-framework-for-research/168076277c>

Compare the rhetoric of each mechanism with the following **Information disorders scheme** that takes into account the sectors and actors that have most at stake with creating and amplifying ‘fake news’. Note the responsibility of mass media and social media in the process.

Secteur	Type of actor	Type of motivation	Type of fake news	Impact
MEDIA	Mass media	Traffic, Profit, Ads	Click bait	soft
	Social media	Traffic, Profit, Ads	Satire, Parody	soft
POLITICS	Personalities	Power	Conspiracy theories	hard
	Political parties	Power	Propaganda	hard
	Small groups	Political interference	Extremism	hard
	Rogue agent / Third party	Destabilisation	Hate speech, hybrid threat	hard
SOCIETY	Civil society group	Reputation	Urban legend	soft
	User	Recognition	Sensationalism	soft
	Influencer	Influence	Rumour, satire	soft

**Figure 2. Information disorders scheme**  
 Source: Divina Frau-Meigs, ‘Faut-il avoir peur des “fake news”?’ (‘Should we be scared of fake news?’) 2019



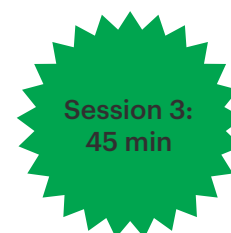
**Teacher tip:**

Have the students explore the website of the The European Centre of Excellence for Countering Hybrid Threats, created by Council of Europe, in Finland. Ask them to discuss the definition of “hybrid threats”. See how the members of the Centre put it in the context of “hard” impact and address the threat to democratic societies.

## 4. Opportunities and risks of information disorders?

❖ **Discussion:** (15 min)

- Have you been exposed to information disorders?*
- What’s your best/worst experience?*
- How did you come across the fake news?*
- How did you recognize it was fake?*
- How did you react: debunked? forwarded to friends? ignored?...*

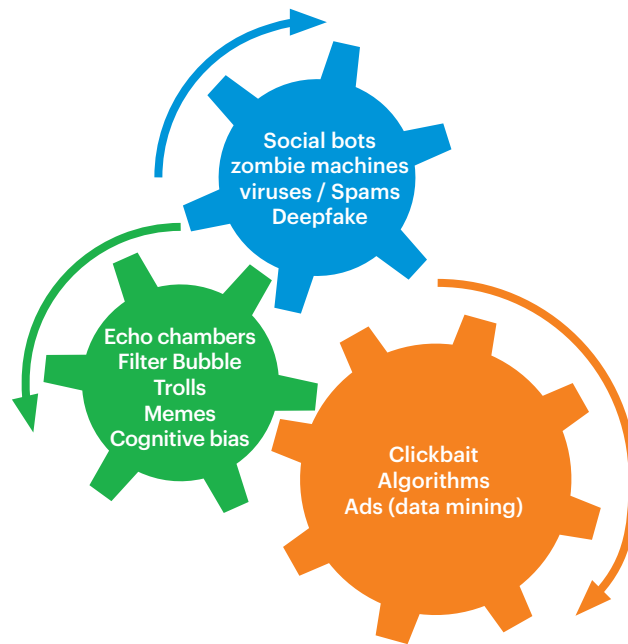


**Teacher tip:**

Keep the fake news that the students have selected in the earlier section of the course. Have them fill in the information disorders scheme (fig 2), where it applies to their case.

- ❖ Make the students be aware of the 3 mechanisms of information disorders (see glossary for terms):

- Publicity
- Virality
- Automation



**Figure 3. The three mechanisms of fake news**

Source: Divina Frau-Meigs, 'Faut-il avoir peur des "fake news"?' ('Should we be scared of fake news?') 2019)



**Teacher tip:**

Pick a topic and make the students browse and find the rhetoric of each mechanism.

E.g. Memes (virality): little vignettes that reinforce a message, like the one of Pepe the Frog (a cartoon character) adopted by the extreme right in the USA.

E.g. Clickbait (publicity): catchy titles that are "liked" and re-posted without the actual article being read or which may contain fake news

E.g. Deepfake (automation): modified faces and sounds that can make a personality say the reverse of what he/she said or that can put him/her in an embarrassing position:

<https://www.youtube.com/watch?v=Ro8b69VeL9U>

You may also want the students to go online and comment the series

"Above The Noise" by Data & Society Research Institute, directed by danah boyd

<https://www.youtube.com/watch?v=CuFKYSSZtpo&feature=youtu.be>

- ❖ Ways of debunking fake news and combatting information disorders (not exhaustive!)

Sector	Action	Impact/purpose	Examples
Journalism	Fact-checking	Source verification	Tineye, InVid
Social media platform	Signalement	Démonétisation	YouTube
Gouvernement	Regulation	Illegal speech Defamation	Law against hate speech
Civil society (Educators, NGOs...)	Debunking, Building counter-narratives	Education	Media and Information Literacy

**Figure 4. Counter strategies matrix**

Source: Divina Frau-Meigs, 'Faut-il avoir peur des "fake news"?' ('Should we be scared of fake news?') 2019)

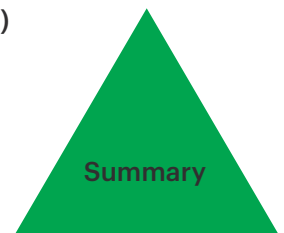
- Some solutions (self-regulation) are adopted by the mass media and social media themselves, especially in times of elections (to preserve integrity of elections in democratic societies)
- Some solutions (regulation) are adopted by governments to prevent hybrid threat and political destabilisation and foreign interference
- Some solutions (education) are adopted by civil society actors, to build resilience among citizens and help them use their critical thinking with MIL

❖ Opportunities and risks (15 min)

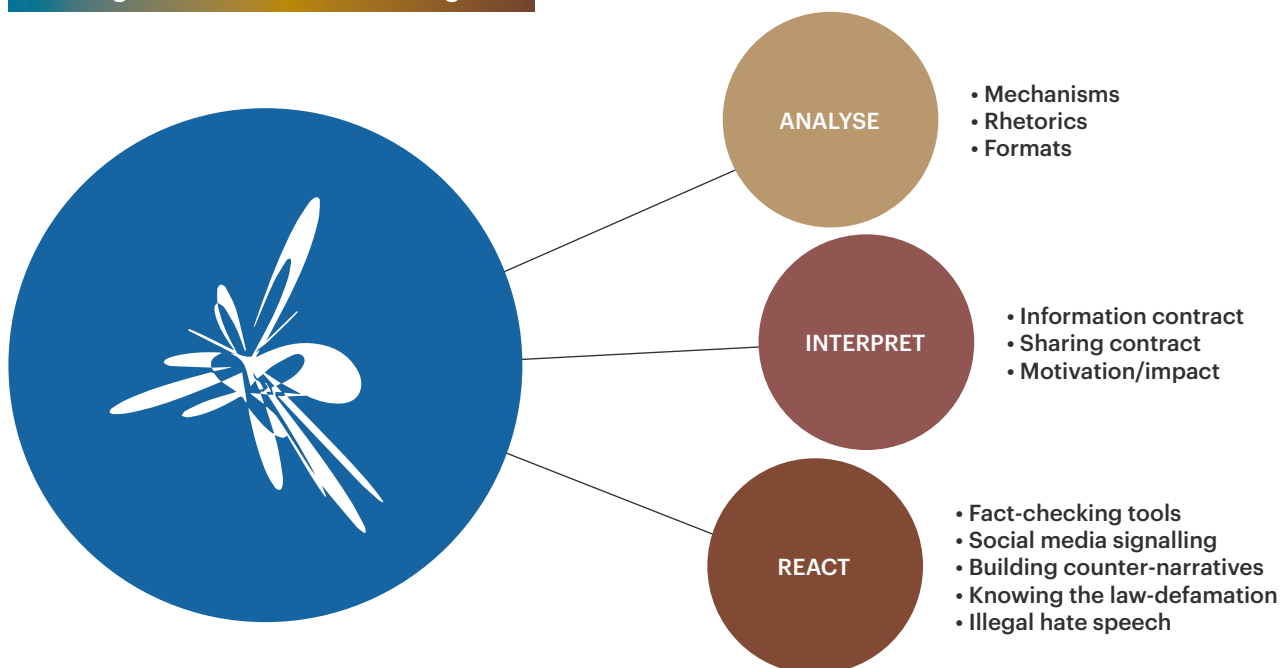
Consider the opportunities and risks of information disorders (from the perspective of the actors who create and produce them and from the perspective of the actors who amplify them)



- Fake news is a threat to integrity of information (opinion vs fact, manipulation ...)
- Fake news is a threat to democratic societies (impact on elections, political interference from foreign countries...)



Building Students' critical thinking: AIR

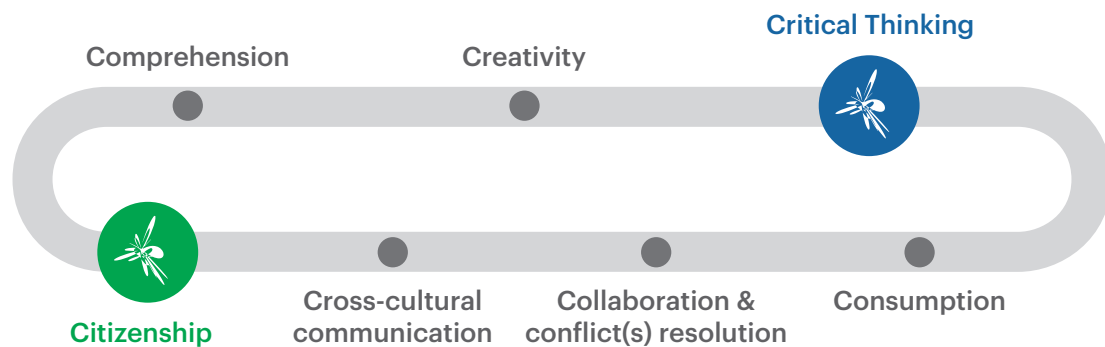




## 5. Focus on **CRITICAL THINKING** and **CITIZENSHIP** competences (7C) (15 min)

❖ **Critical thinking** enables users to master the codes of digital media and to be self-reflexive about their navigation and their participation online. The cognitive skills implied relate to information search and validation as well as emotional understanding of complex communication situations, such as fake news and information disorders.

❖ **Citizenship** is the competence that allows users to be actively responsible online, knowing their rights and their responsibilities and building resilience against information disorders while enjoying the benefits of online presence.



**See introduction and glossary**  
Source: Savoir\*Devenir

❖ MIL competences break-down categories/indicators for critical thinking and citizenship

Students should be able to

- Understand and describe the mechanisms of information disorders
- Respond to information disorders and debunk them (fact-checking tools)
- List ways of combatting disinformation
- Protect themselves from excessive risks of amplification and virality
- Promote healthy online presence through active participation

❖ MIL added Human Right value

- ✓ Freedom of expression
- ✓ Participation

## 6. Evaluation

Choose one example of fake news and answer the following questions using the information disorder scheme (fig. 2 and fig. 3): Who created the fake news? For what purpose? Using what format or type of fake news? Using what mechanisms?



Session 4:  
45 min

## 7. Training support materials (see additional section to Lesson Plans)

- ▶ References to other materials and resources
- ▶ Useful links for pedagogical animation
- ▶ Glossary
- ▶ Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

### EXPLORING Refutation Strategies FOR CITIZENSHIP & CRITICAL THINKING: Contribution to social media via tweet, post, story...

#### STAGE 1 (15-16):

Understanding the types of information disorders

#### ► "Bad faith" Competition

3 x 45 min

The purpose of this exercise is to sensitize learners to the traps and tricks of cognitive biases (see glossary). First, ask students to go to a website that provides a list of cognitive biases

Then, in small groups, ask students to

- Create a fake news story
- Elaborate the arguments that will reinforce the cognitive bias of their choice
- Plan the strategy for dissemination and amplification

Still in small groups, have the students work on a counter-narrative

Finally have a presentation in class and rank the worst (most convincing) fake news. Consider what would happen if it was published.



#### Teacher tip:

Look for any website that offers fun presentations of cognitive biases. By default, you can use the Wikipedia article.

- **Play the fake news game:** drop all ethics and pretend you are an unscrupulous media magnate



#### Teacher tip:

Look for the online game "getbadnews" available at [www.getbadnews.com](http://www.getbadnews.com)

- **Evaluation**

45 min

Take examples of conspiracy theories, e.g. *Michael Jackson is still alive* or *the idea that man never walked on the moon*.

Look for videos on YouTube and analyse according to the information disorder scheme (fig 2 and Fig 3):

- Who are the actors?
- What is the typology?
- What is the motivation?
- What are the mechanisms?

**STAGE 2 (16-17):**  
Mastering “fake news”

► **Analysis of plot theory**

3 x 45 min

Choose a website that talks about a conspiracy theory

First, in small groups, have the students

- Chose a conspiracy theory
- Elaborate the arguments that reinforce the rhetoric of the theory: us vs. them; prove that we are wrong; no smoke without fire; many people think like us ; emotion in relation to information ; exploitation of common cognitive biases...
- Plan the strategy for dissemination and amplification

Then, the whole class chooses one of the conspiracy theories found by the groups and debunk it:

Use one of the fact-checking tools (InVID plug-in for instance)

(see fig. 4: counter strategies matrix)

Write (and publish if all agree) a refutation argument against a conspiracy theory

► **Evaluation:** Web detective role play:

45 min

Imagine you are a web detective. Compare three fact-checking resources from your country and list their strong points. Justify your own use of these resources to be a thorough reporter.



**Useful resource:**

You may want to get inspired by the poster in the link below, leading a “deceptive detective” to find answers: <https://d1e2bohyu2u2w9.cloudfront.net/sites/default/files/tlr-asset/document-cs-education-fake-news-poster-release-lr.pdf>

**Or**

*Deceptive detective scenario: Find an example of fake news and imagine that you have to debunk it. Observe, analyse and display at least 5 reasons that prove the piece to be fake news.*



## STAGE 3 (18-19) ;

Building a sustainable strategy against fake news

### ► Analysis of a hybrid threat

2 x 45 min

Consider the tables below produced by the Council of Europe's Stratcom. They show the topics that are most amplified on social media in Baltic countries. One table shows the topics amplified on the social network VKontakte and the other shows those amplified on the social network Facebook.

Consider the most "popular topics": what issues are emphasized?

Why do themes like World War II and USSR appear?

Compare their prevalence in VKontakte (a Russian social network) vs Facebook (an American social network).

What does this amplification reveal in terms of manipulation and rhetoric? Use the list of fake news rhetoric below to argue your point:

- us vs. them
- prove that we are wrong
- no smoke without fire
- many people think like us
- emotion in relation to information (nostalgia, fear, ...)
- exploitation of common cognitive biases (confirmation bias, authority bias...) often relying on old myths, stories (it was better before...)

[See diagrams on next page]



#### Resources:

Example of fact-checking resources:

- **the Verification Handbook** offers a comprehensive guide to verifying user-generated content during emergencies, disasters and other breaking events.  
<http://verificationhandbook.com/>
  - **First Draft News** is a site dedicated to providing free training resources for verifying eyewitness and social media.
  - The TED Talk by Markham Nolan entitled "**How to Separate Fact and Fiction Online.**"  
<https://www.youtube.com/watch?v=sNV4ylyXXXO>
- More resources here: <https://ijnet.org/en/story/11-tools-verification-and-fact-checking-2016>  
Or here: <https://factcheckingday.com/>

### ► Refutation strategy

45 min

Choosing one of the "macro-topics" in the tables above, write and publish a refutation argument countering the popularity of the topic (example : you may want to address the question of the "non citizens" ( migrants? minorities?...); or the potential link between "USSR" and "Russia"...)

### ► Evaluation

45 min

*Imagine what hybrid threat could be put in place in your country.*

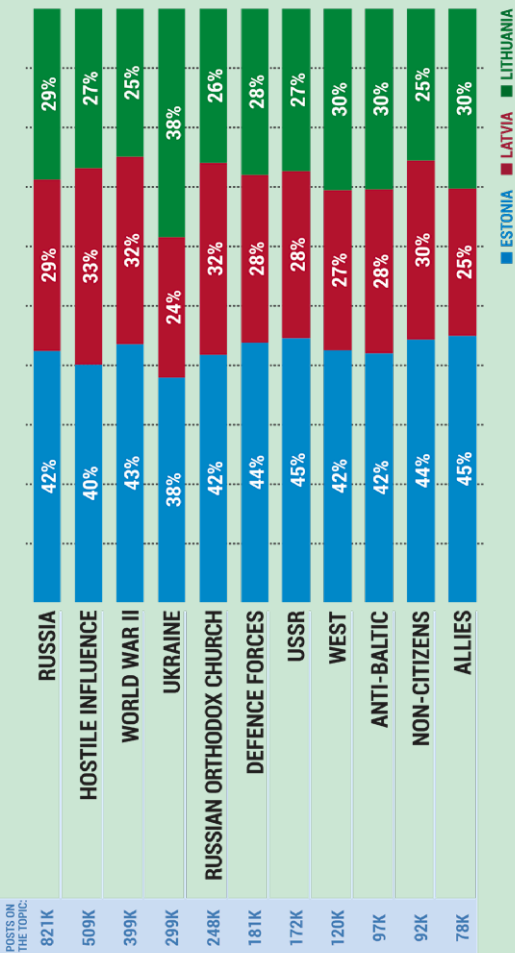
According to the EU Parliament an hybrid threat is a "phenomenon resulting from convergence and interconnection of different elements, which together form a more complex and multidimensional threat. Hybrid conflict and hybrid war are two specific categories whereby some hybrid tactics are used by a state to achieve its strategic ends."

Source: <https://epthinktank.eu/2015/06/24/understanding-hybrid-threats/>

*Write a short article about state affiliated hackers, their motivations, their goals and interests in destabilizing your country.*

## RELATIVE POPULARITY OF MACRO TOPICS

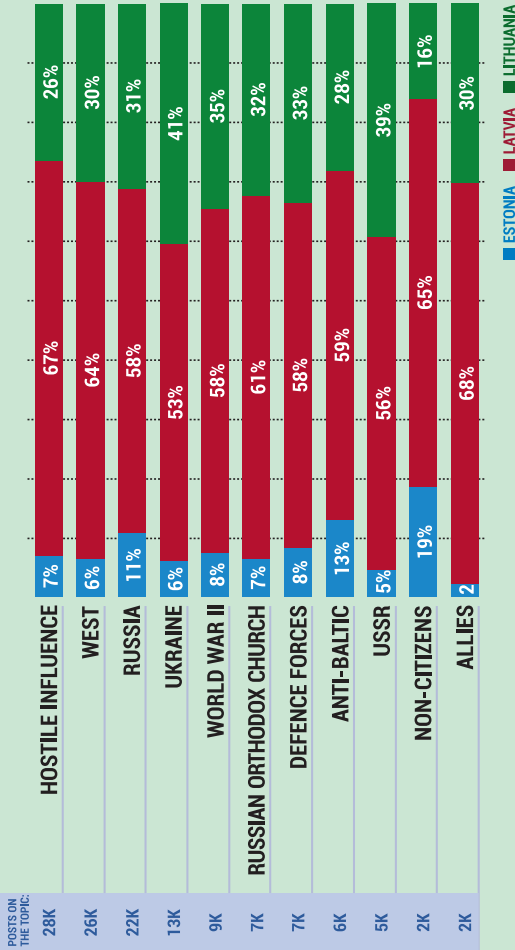
Public posts counted in the period from 2013 to 2017. Normalised by the number of users who wrote at least one post.



■ ESTONIA ■ LATVIA ■ LITHUANIA

## RELATIVE POPULARITY OF MACRO TOPICS

Public posts counted in the period from 2013 to 2017. Normalised by the number of users who wrote at least one post.



■ ESTONIA ■ LATVIA ■ LITHUANIA



THEMATIC ORIENTATION

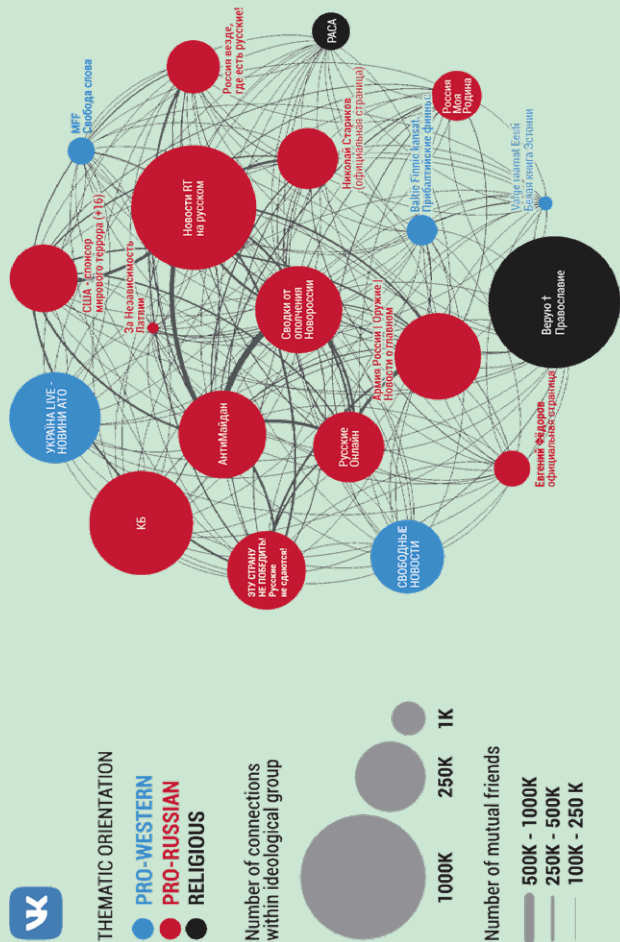
- PRO-WESTERN
- PRO-RUSSIAN
- RELIGIOUS

Number of connections within ideological group



Number of mutual friends

- 500K - 1000K
- 250K - 500K
- 100K - 250K



THEMATIC ORIENTATION

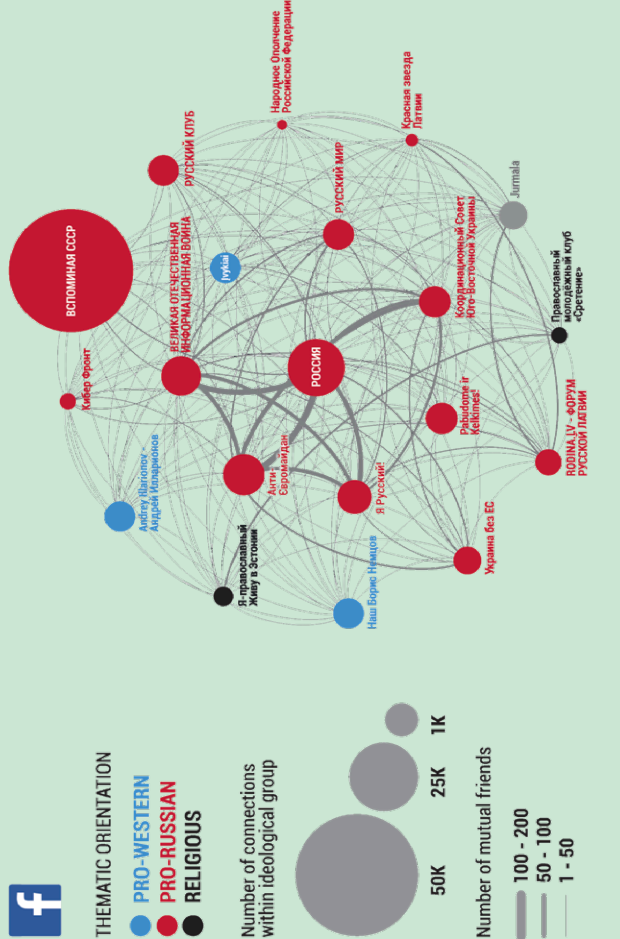
- PRO-WESTERN
- PRO-RUSSIAN
- RELIGIOUS

Number of connections within ideological group



Number of mutual friends

- 100 - 200
- 50 - 100
- 1 - 50



## ● Module 3: Media ecosystems and the geo-strategy of internet



# ● **Module 3: Media ecosystems and the geo-strategy of internet**

The first part of this lesson plan deals with knowledge about digital media ecosystems and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about digital media ecosystems.

## **A few definitions (see glossary)**

- mass media
- social media
- data
- big data
- digital divide
- open source standards

## **Outline**

### **PART I Knowledge building**

1. Before digital media ecosystems
2. Digital media ecosystems in the connected world
3. Characteristics
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

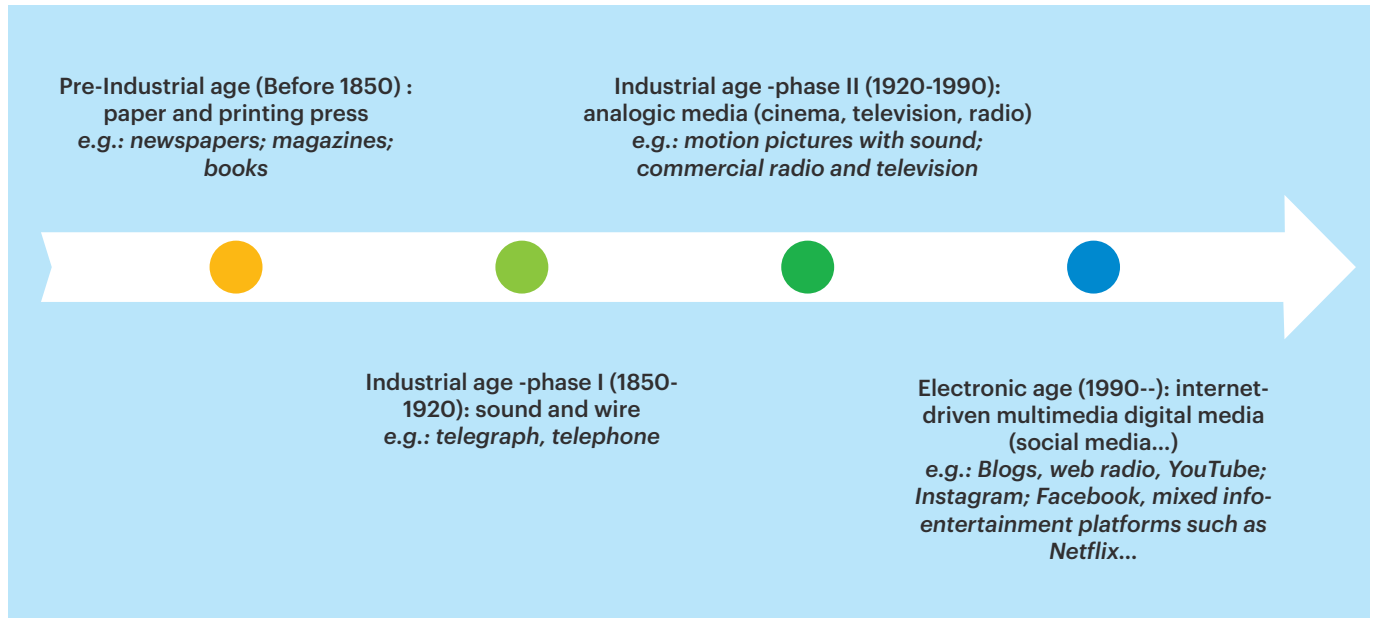


## PART I (4x45min sessions)

### 1. Before digital media ecosystems (20 min)

Session 1:  
45 min

Discuss media before the digital age. Look at technologies that aid information sharing and communication: faster and better access + democratization. Have the students make a time freeze as follows:



**Figure 1. Time freeze of the evolution of media**

source: D. Frau-Meigs/Savoir\*Devenir

In the future: transmedia convergence, AI-driven media, ... and other emerging technologies

- immersive media, game and simulation related media...



#### Teacher tip:

Have students work on a digital timeline maker to place local names of companies at each "age".  
Ask students to find a free Timeline Creation Tool for this project

### 2. Digital fundamentals in relation to the digital world (35 min)

- ❖ What's new with digital era? A transborder system based on a solid infrastructure of root servers and data centres

#### Basic internet infrastructure and geo-politics

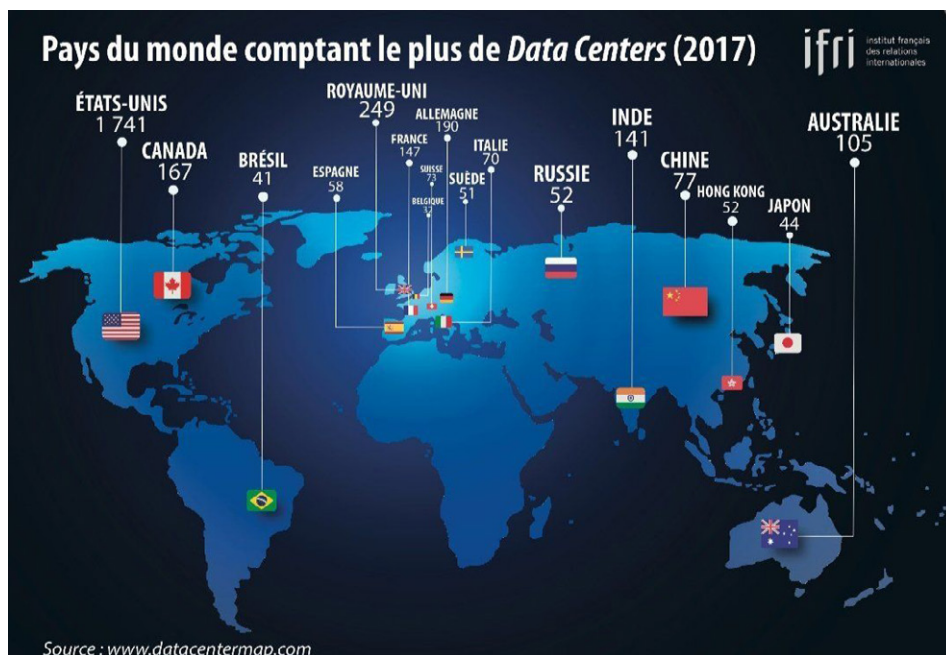
**Root servers:** are the nodes that support the open system of the internet since its origins. There are 13 in total : 10 of them are in the USA, divided between the the two coasts in order to protect the information and data integrity in case of a foreign attack; 3 of them are in countries allied with the USA (England/Netherlands, Sweden, Japan).



**Figure 2. Root servers map**

Source ; ICAAN, <https://www.icann.org/resources/unthemed-pages/roberts-testimony-2001-02-14-en>

**Data centers:** they are the surface infrastructure that enables the use of internet and all its applications (including the World Wide Web). They are the places where most of the industries of the world connect for their data processing.



**Figure 3: countries counting most data centres (map available only in French)**

Source: [datacentermap.com](http://datacentermap.com), IFRI, 2017

### 3. Characteristics of the digital media ecosystem



❖ **Discussion:** Characteristics of the digital media ecosystem according to you (25 min)

(Suggested responses)

- Connecting people across borders
- Gathering data from all countries around the world, sometimes without the citizens of these countries knowing or accepting
- Democratizing information by spreading it widely
- Reflecting the cold war oppositions? (USA-West vs rest of the world)
- Repeating great imbalance not unlike neo-colonial situation (whole areas and continents are devoid of data centres)
- ...



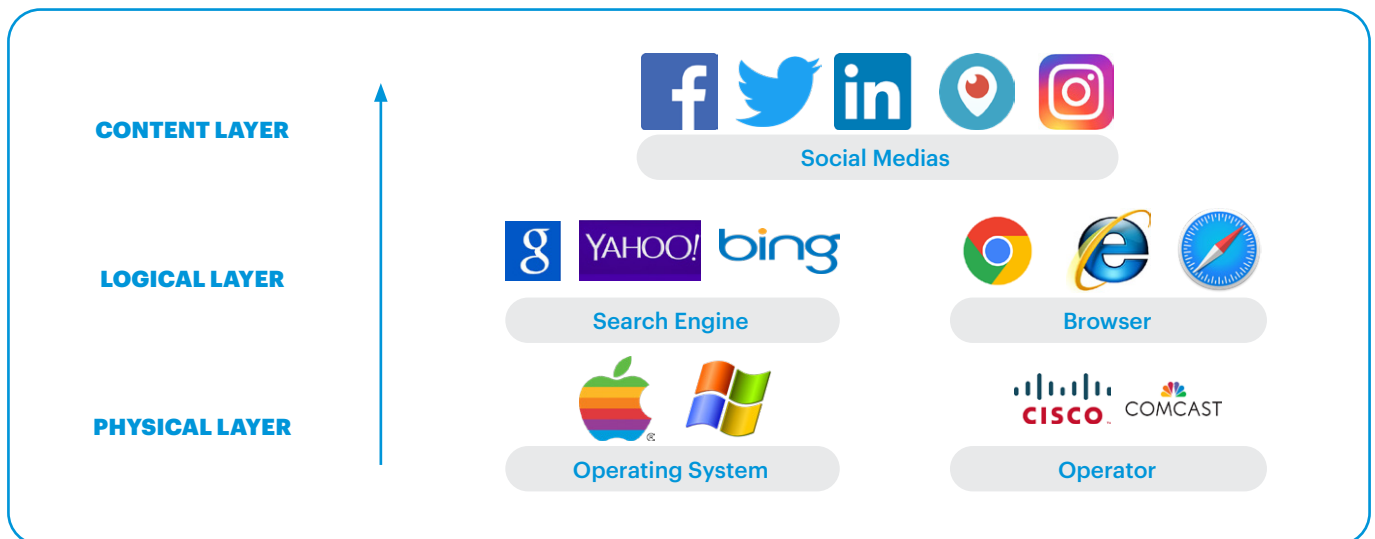
**Teacher tip:**

You may want to have the students reflect on historical issues such as the Cold War (blocks, ideologies;...) beyond the mass media era. You may also want the students to look at maps of colonial exchanges to see the logic of Empires, building infrastructures in colonized countries only to extract materials and minerals, hence putting the emphasis on coastal harbours...

❖ **Formats and layers**

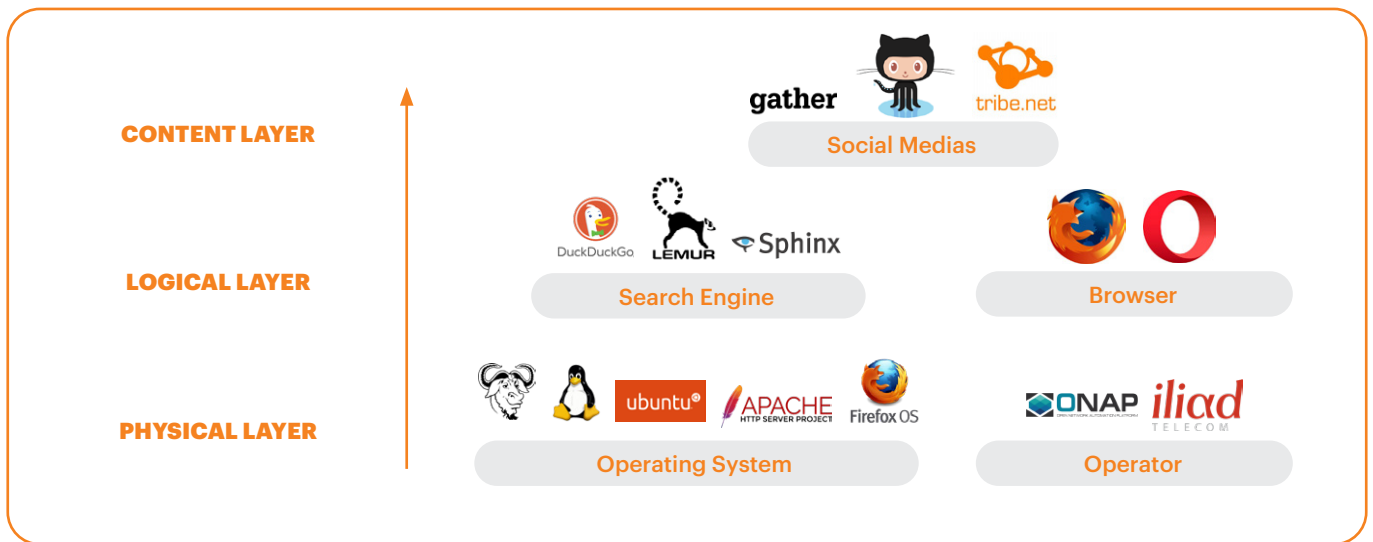
Internet is not just about the “physical layer” that supports the infrastructure of root servers, data centres and telecom operators through which information travels. There is also the “logical layer” of codes and protocols that control the infrastructure (software, apps, ...) and the “content” layer that contains the information that travels through the networks (cf Yochai Benkler, 2011).

These layers help understand the new geo-politics created by ubiquitous networks, beyond national sovereignty. In particular it shows the dominant existence of a commercial internet sphere (see figure 4), with proprietary standards and the alternative existence of an open standards sphere (see figure 4b) that promotes the information commons, that is to say the idea that information and knowledge should be accessible to all.



**Figure 4a: The commercial sphere of the internet**

Source: D. Frau-Meigs, 2019



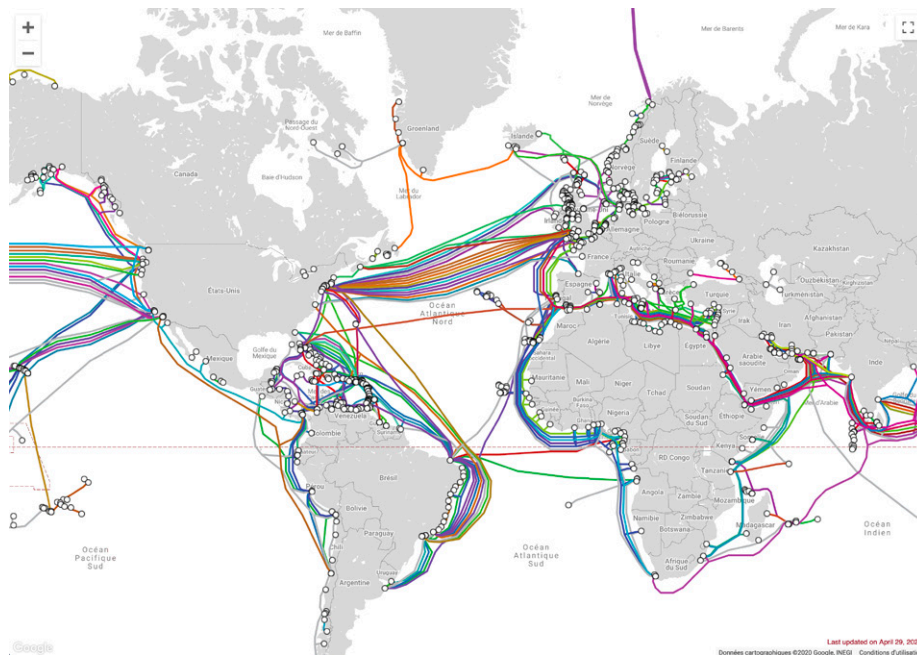
**Figure 4b: The alternative open standards sphere of the internet**  
Source: D. Frau-Meigs, 2019

## 4. Opportunities and risks of digital media ecosystem?

- ❖ **Discussion: (15 min)**  
Exploring the Digital Divide and the question of ACCESS to information

Session 3:  
45 min

A transborder and globalized access to information but also a digital divide  
Consider this Submarine Cable map of internet route (you can follow the link to see an interactive version.) Try to point to who has access to the internet? What do these main routes suggest to you?  
According to you, who controls the access to the internet and why? What countries and continents are left behind? Which ones benefit most from the network?



**Figure 5. Internet cable routes/old commercial routes**  
Source: <https://www.submarinecablemap.com/>

❖ **Discussion: (15 min)**  
Exploring the heavy ecological footprint of digital media

Mass and Social media have an environmental impact. Pollution is one of the issues with data centres (they are powered by fossil fuels like diesel; they are cooled in places like the bottom of the ocean or the Nordic countries). The same applies to the cloud, a nice metaphor that hides the infrastructure of server farms that depend on water for energy production and cooling. Mass media and social media are slow at converting to renewable energy use and many online services are increasing their emissions through the expansion of data centres. For instance, Loudoun County in Virginia handles about 70% of the world's online traffic but its energy provider, Dominion, relies on only 3% of its energy from renewables. Therefore Dominion is strongly lobbying to push for fracking gas, in spite of the danger to the environment. Other forms of resistance to climate change can also be explained by the geo-strategy and the economy of media, especially as corporate media shape the information delivered to people about the environment, including “fake” climate news.



**Teacher tip:**

You can have the students look at the article published by J. Harris in The Guardian (July 17 2018) “Our phones and gadgets are now endangering the planet”.

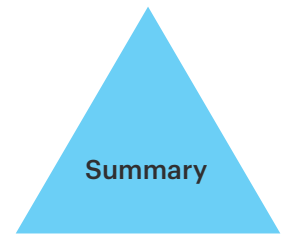
Retrieved from <http://www.theguardian.com/commentisfree/2018/jul/17/internet-climate-carbon-footprint-data-centers>

❖ **Opportunities and risks (20 min)**

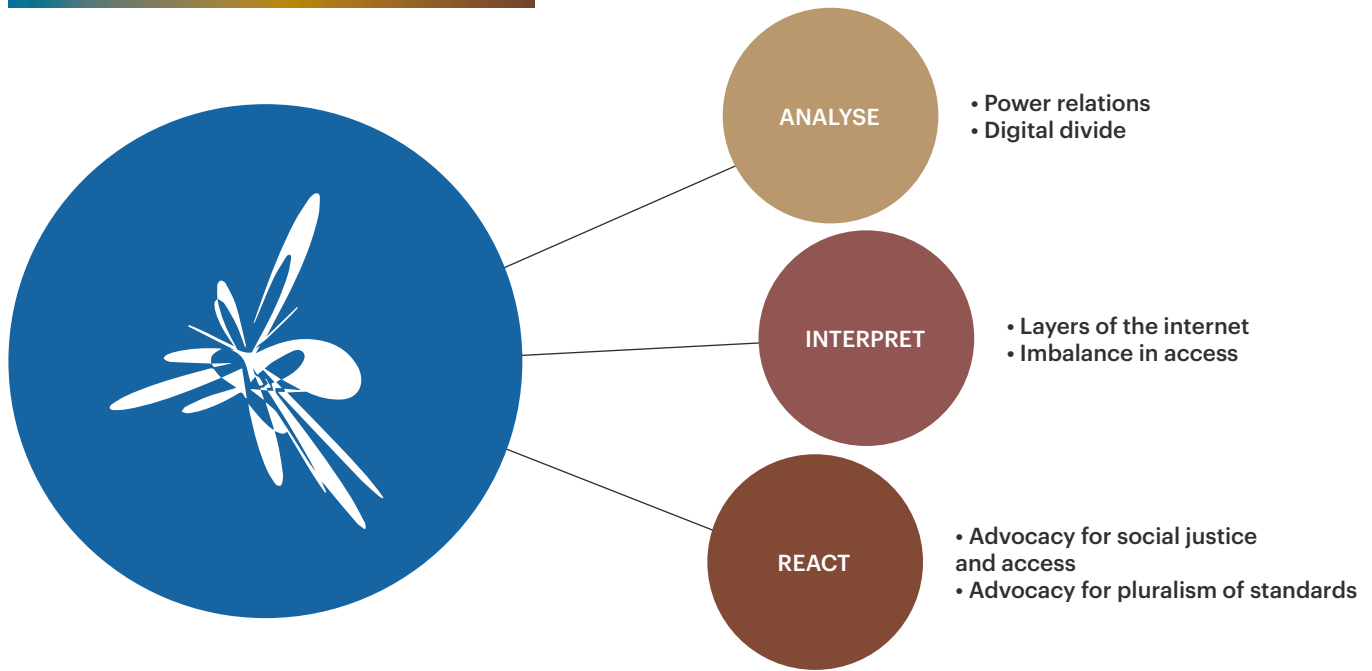




- The digital divide can be explained with the geo-politics of the internet (combination of cold war and colonial legacies)
- The open source standards as alternative options and counter-balance to commercial proprietary standards (you need to buy the software and hardware to have access to the service)
- The digital media contribute to pollution: they have a heavy carbon footprint (using rare minerals, fuel fossils, water cooling...); they tend to under- or mis-represent issues and people related to climate change and the global environment

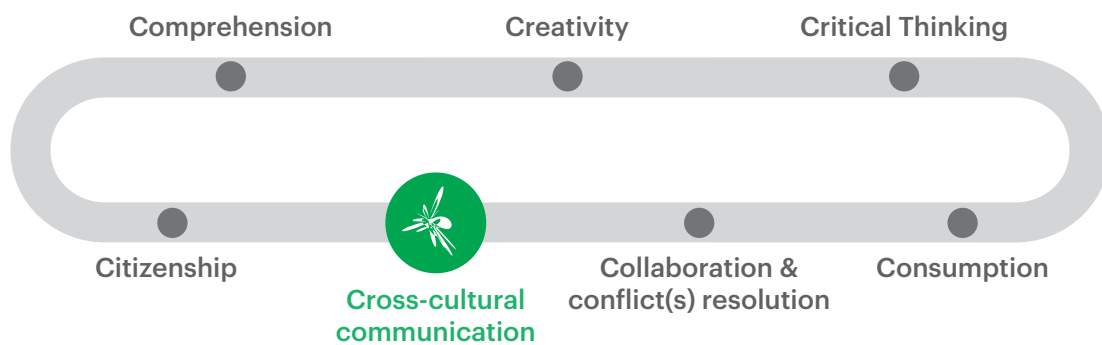


**Building Students' critical thinking: AIR**



**5. Focus on cross-cultural COMMUNICATION COMPETENCE (7C) (10 min)**

- ❖ This competence allows citizens and users to understand the cultural and physical infrastructure of the internet and to be aware of power relations and divides. It also lays the emphasis on empathy for others and implies tolerance, respect for dignity, as well as an awareness of the geopolitics of exchanging online and to engage for cultural diversity and openness.



**See introduction and glossary**  
Source: Savoir\*Devenir

## ❖ MIL competences break-down categories/indicators: MIL cross-cultural communication competence

Students should be able to

- Put media into historical and geopolitical perspective
- Understand the way mass media and social media are organized, disseminate content and collect data
- Choose what types of media to use for personal/collective use
- Produce and evaluate a presentation of self that respects the dignity of others
- Communicate with others across borders (tolerance to ambiguity, cultural diversity...)

### ❖ MIL added Human Right value

- ✓ Dignity
- ✓ Participation

## 6. Evaluation

*Discuss the digital divide: in your country. How does it compare to the neighbouring nations? How do you feel about it? How could you remedy the risks?*



Session 4:  
45 min

## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

#### **EXPLORING ACCESS and Cross-cultural communication: Contribution to social media via tweet, post, story...**

#### **STAGE 1 (15-16):**

Understanding the geostrategy of internet

##### ► **Comparison tasks**

3 x 45 min

Have the students look at figure 3. Make them look for the map of the data centres in their country. Analyse their location, their data power, their environmental footprint. What conclusions can be drawn: is their country richly endowed (compared to other countries such as USA, UK, France)? is there a digital divide inside the country? What are their feelings about it? Have them write an advocacy letter to their local representative listing the arguments in favour of more access, more social justice

##### ► **Evaluation**

45 min

Write a comparison between the commercial sphere of the internet (figure 4) and the alternative open standard sphere (figure 4b).  
or  
Choose one example of commercial social media (Facebook, Instagram...) and compare with an open standards social media (Mastodon, Tribe...)

#### **STAGE 2 (16-17):**

Mastering the economics of internet

##### ► **Business and advertising model in the commercial sphere** (figure 3)

3 x 45 min

In small groups, make the students search for and go to websites of Google AdSense and Facebook Audience Network. What do they notice? What do these services promise in terms of how to monetize contents posted by the users (statistics, payment per views, additional earnings)? ...

Discuss with the whole class the advertising offers from Google and Facebook. What are the advantages offered by the monetization of content? What are the drawbacks?

Alternatively:

- Ask the students to take their favourite YouTuber or search for "top ten YouTubers" (e.g. PiewDiePie...)
- Examine the number of their followers, try to find out about their business model (view per clicks, product placement,...). Search articles about them and how they have established their online marketing identity. Discuss the advantages and drawbacks of branding yourself online.

► **Evaluation**

45 min

Find online the charter of the top largest media groups in the world. Look at their corporate profile online, via Wikipedia. Write a post for a blog about it, insisting on how they control the physical layer, the logical layer, the content layer of the internet. Publish it



**Teacher tip:**

These maps are easily available on sites like Statista.com. You will notice that among the top ten are companies that control the physical layer (like Comcast), the logical layer (like Google) or the content layer (like Disney)... The students should recognize them too...

**STAGE 3 (18-19):**

Building a sustainable environmental view of the internet

► **Developing ecological advocacy with MIL**

3 x 45 min

How is it possible to make the internet more eco-friendly?

Have the students work in small groups: go to self-declared “eco-friendly” search engines such as Lilo or Ecosia (they tend to be part of the open standards sphere, see figure 4). How do they contribute to making the internet more eco-friendly? Is it real or is it ecological “greenwashing” to avoid regulation?



**Teacher tip:**

Greenwashing is a term coined after brainwashing: it means making people believe that some companies are ecologically-minded (“green”) when in fact they provide minimal attention to the issue and fit in the minimally required standards.

Alternatively:

Have the students explore all the ways they can change their use of the internet to make it more eco-friendly and to reduce their ecological footprint. For example, how often do they clean their email inbox and actually delete all the contents of their trashed mails?



**Teacher tip:**

There are some sites and some tutorials that provide tips on how to.

► **Evaluation**

45 min

Write a blog or a post about eco-friendly initiatives by NGOs such as Clenabit (Apeldoorn “Internet forest” in 2008) or Climate Neutral (with Computel society).

What lessons can you draw from this contribution to the environment? Is it real or is it ecological “greenwashing” to avoid regulation?



● **Module 4: Digital storytelling: decoding media languages (text, image, sound)**





# ● **Module 4: Digital storytelling: decoding media languages (text, image, sound)**

The first part of this lesson plan deals with knowledge about media languages and MIL added value.

The second part of this lesson plan, the MILAB, contains a hands-on approach to teaching about different media languages.

## **A few definitions (see glossary)**

- Representations
- Storytelling
- Long narrative forms
- Short narrative forms
- Creativity

## **Outline**

### **PART I Knowledge building**

1. Media languages before
2. Media languages in the digital world
3. Characteristics of images and texts
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

## PART I (4x45min sessions)

### 1. Media languages before (20 min)

Session 1:  
45 min

- ❖ Before the digital era? from text to text as visual

From text...

- Purpose of textual information: dissemination of information, organization of ideas, archiving information, indexing information (for example libraries and media centres)
- Elements of textual information: words, glossaries, paragraphs, titles, styles...
- Types of textual media: Text takes many formats (books, magazines, newspapers, posters)



#### Teacher tip:

You may want to introduce students to library search and types of classification, norms and conventions for citation (MLA, APA...)

... to text as visual

- ❖ Main text design elements:
  - typeface (fonts, sizes, styles...)
  - alphabets and numbers (special characters...)
  - emphasis (highlights, italics, titles/sub-titles, ...)
  - layout (text-image relationship, margins, columns, alignments in page...)
  - links and hyperlinks (bibliographies, footnotes, table of contents...)



#### Teacher tip:

Ask students to analyse the layout of a newspaper article or compare the design styles of different newspapers. For instance they can compare headlines and titles in fonts such as Helvetica vs. Times New Roman (they can explore them online or using their computer text processor).

Many of the elements of text design are pre-formatted on word processing software and it is relevant to make students aware of such software that they use without knowing the long history behind them).

- New short narrative forms exist alongside long narrative forms

These changes affect digital storytelling, the way in which news and fiction is created. The design, layout and format of different media affect the way we read and write. It is important to understand the separate characteristics of different formats (visual, audio, textual design) and their combined potential for storytelling (in video games, series, movies...). Today storytelling produces long narrative forms (TV series, book sagas, newspaper articles, graphic novels...) as well as short narrative forms (tweets, posts, "stories"...).

### 2. Media languages in relation to the digital world (25 min)

- ❖ What's new with digital media languages?

#### Visuals take over text

In a digital world visuals take over text because text becomes visualized on screens. Additionally, many visuals are embedded in text to a greater extent than ever before.

Text is used in short narrative forms in blogs, wikis, online messaging and is incorporated into social media platforms alongside still images (photography) or animated images (film, video).

Images and visuals are accessible on their own, generating documents without text (for example, Google search allows access to “images” only or data visualization to monitor the weather).

❖ **Main Visual Design elements:**

- composition (balance, focus on centre of interest, frame/off-frame...)
- movement (direction, visual flow, placement, position, patterns...)
- perspective (3D, 2D, rotation, ...)
- rhythm (added value of sound, music, text...)

**Multimedia content recombines text, image and sound**

In digital world, sound is important in storytelling: podcasts, videoclips, music streaming platforms (Deezer, Spotify), videogames ...

Many audio formats exist, like MP3 for compressing and transferring audio files or WAV (Microsoft) for video game sounds. Streaming services provide access to all kinds of musical styles and formats (Spotify, YouTube, ...)

❖ **Main sound design elements:**

- Harmony, tonality
- Sound effects (anything except for dialogue and music)
- Music
  - Mixing: combining sound elements (balance, rhythm)
- Pace and time editing (with or without images)
- Transitions (fading, silence/sound)

### 3. Characteristics of media languages

❖ **Discussion:** Characteristics of media languages according to you?  
(25 min)

- Building digital stories and editing them
- Being a “creator” (conceiving, mixing, remixing, creating play lists... even as an “amateur” or a “pro-am”)
- Uploading content (mixing, remixing...)
- Sharing content + information contract (comments, collaboration with others)
- Participatory funding platforms (such as Kickstarter, GoFundMe and Indiegogo)
- Being aware of copyright issues



**Teacher tip:**

You can focus on only one of these themes.

You can have the students explore platforms like [Patron.com](https://www.patron.com/), [Koffee.com](https://www.koffee.com/) to see how they can contribute to funding their favourite authors.

❖ **Formats and examples of media languages and digital storytelling (20 min)**

- video game
- infographics and data visualization
- webcasting and podcasting



**Teacher tip:**

Let the students know that using peer-to-peer software can be a security risk to their computer, as viruses are often distributed by attaching them to music and image files.

## 4. Opportunities and risks of media languages? (15 min)

❖ **Discussion:** What do you know about copyright?

In 1996 more than 100 countries signed two World Intellectual Property Organization (WIPO) treaties regarding the intellectual property of digital content.

- In the EU, the Directive on copyright in the digital age was adopted in 2019. A creator of content automatically has copyright unless he/she waives it, including online.
- In the USA, “fair use” in copyright allows the citation of long extracts, with exceptions for educational purposes.
- Creative Commons is a non-profit alternative to full copyright (like share-alike, where content can be used free of charge provided any changes are also shared with others). It tends to respond to the advent of the sharing contract with social media platforms and to the non-commercial sphere (see LP 1).

There are ethical considerations to copyright issues, and in particular plagiarism (due to the ease of mixing and remixing contents on social media platforms).



**Teacher tip:**

You may start by having the students reflect on how they use online resources themselves, and see if they are aware of copyright issues. Draw their attention on the risks of plagiarism as software to detect it is more and more available in schools and universities.



**Resource:**

“The artist in you”, in the handbook *The Web We Want* (<http://www.webwewant.eu/fr/web/guest/inicio>) provides a range of activities that lead young people to examine their own creativity and to learn more about plagiarism, copyright and much more.



**Resource:**

When you will have to publish a project online you may want to consider asking your students to pick a common licence of their choice: <https://creativecommons.org/licenses/> The site is translated in many languages.



## ❖ Opportunities and risks (20 min)

Everyone should be careful with illegal content. It can take many forms such as child pornography, defamation and incitement to hatred against minorities. In media languages, it can take the shape of online hate speech or non-consensual “sexting”, defined as the act of sending suggestive and explicit content (often images and video messages, via phone, computer, webcam or other devices). It has legal consequences but it can also impact e-reputation and e-presence (because of the amplification on social media).

Illegal content can put freedom of expression and opinion to the test: it touches the limits of what is acceptable or not acceptable in society, what is tolerated or not tolerable, for instance certain forms of hate speech.



### Teacher tip:

Many countries have a hotline for reporting illegal content.



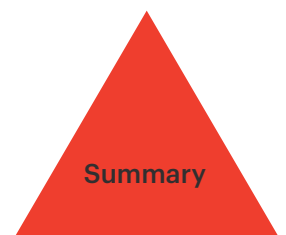
### Resources:

In the EU, INHOPE is a network of national hotlines. The hotlines work together with internet service providers (ISPs) and the police and can help you deal with illegal content.

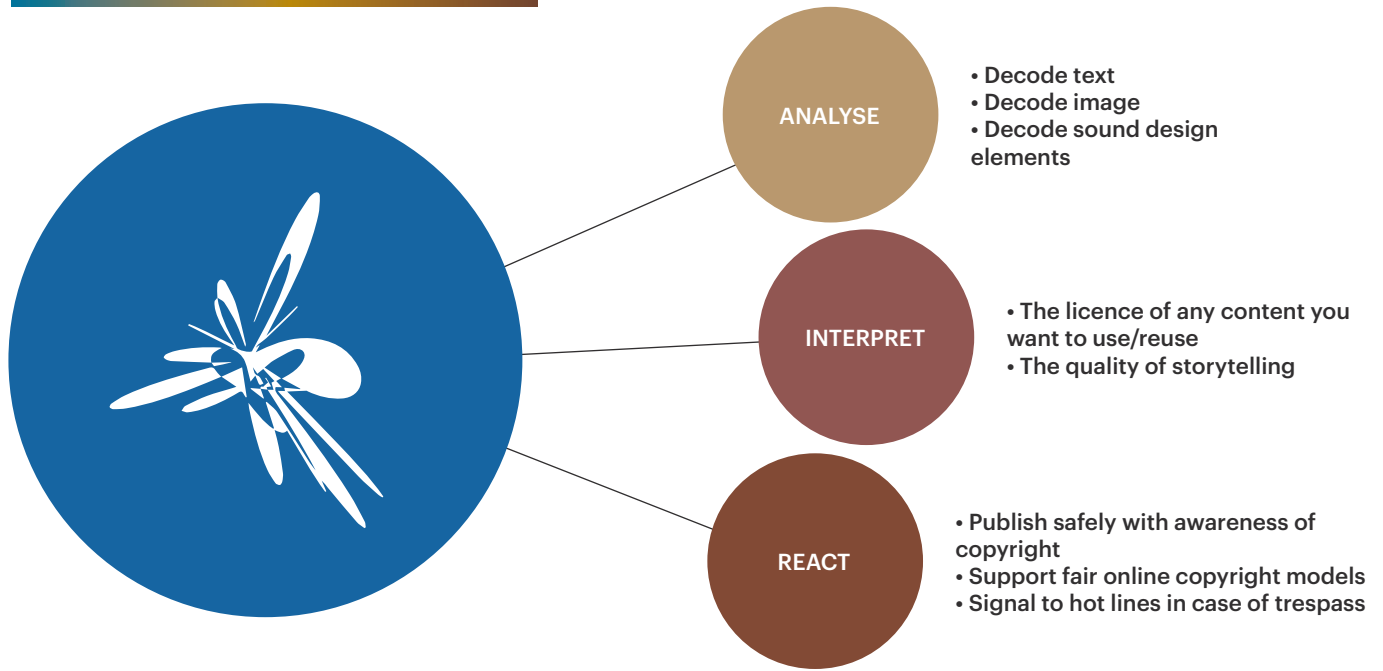
## ❖ Opportunities and risks



- Consumption of multimedia content has changed considerably with the arrival of the internet. People don't have to buy a full CD, TV series or book, they can select separate elements and pay in itemized manner (for example, buying individual songs rather than an album on iTunes).
- The business models for publishing and the music industry have also changed, from purchasing to subscription based on unlimited streaming on platforms.
- Decoding complex multimedia design is important for understanding the information factory and information disorders.
- Digital storytelling is the capacity to produce long and short narrative forms using digital media languages, to convey messages to a target public. Beyond literature and the arts, it has become a tool in many sectors such as politics (to manipulate opinion) or social advocacy (to call attention to a cause).
- Digital storytelling can combine the expectations of the sharing contract (emotion, authenticity, proximity) and the requirements of the information contract (quality, source verification, problem-solving).

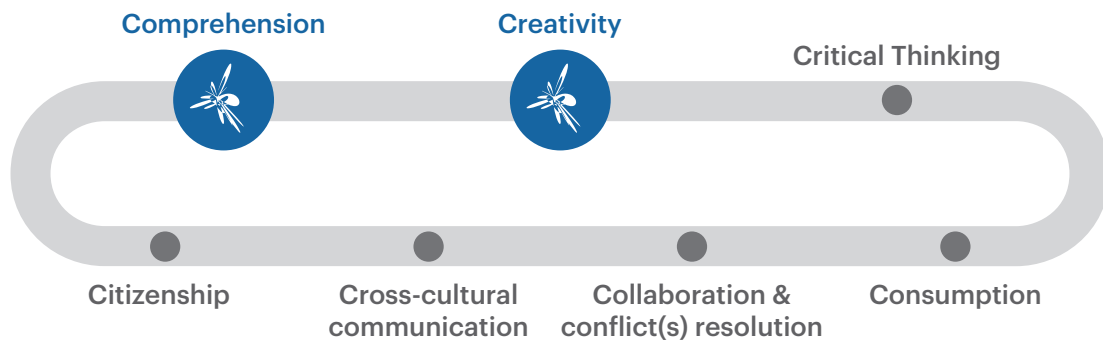






## 5. Focus on **COMPREHENSION** and **CREATIVITY** competences (7C) (10 min)

- ❖ **Comprehension:** the competency that allows learners to understand the notions, functions and values of information.
- ❖ **Creativity** enables users to master a range of higher cognitive skills, from analyzing data sources to sorting the meaning of text/image/sound and interpreting information.



**See introduction and glossary**  
Source: Savoir\*Devenir

These are all higher cognitive skills that rely on learning through play and self-directed projects.

## ❖ MIL competences break-down categories/indicators of Comprehension and Creativity competences

Students should be able to

- Describe the codes and conventions of media languages (text, image, sound)
- Understand the way media messages are organized and disseminate content
- Choose the type of language and codes to apply for personal/collective use
- Describe how media languages are produced and disseminated
- Produce and evaluate creative multimedia storytelling using media languages
- Examine critically and identify the effectiveness of the information conveyed
- Recall the choices of copyright, fair use and Creative Commons regarding online outputs

## ❖ MIL added Human Right value

- ✓ Freedom of expression

## 6. Evaluation (45 min)

Go to an online website for a newspaper/magazine and ask students to evaluate the text, images and the design principles (at least 2) they recognize, following the **media content and design grid below** (to be reused during MILAB)



Areas	Question	Evaluation by student:
		Describe and assess coherence. Justify your answers
<b>Design principles</b>		
Image	<i>Composition?</i>	
Sound	<i>Rythm?</i>	
Text	<i>Word Emphasis?</i>	
<b>Audience &amp; message</b>		
Producer	<i>Who wrote or produced this message?</i>	
Target	<i>Who is the target audience/community?</i>	
Purpose	<i>Why was the example produced?</i>	
Key message	<i>What is the key message of the example?</i>	
Medium	<i>What medium was chosen? What platform was used?</i>	

## 7. Training support materials

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING Multimedia design and CREATIVITY:**  
**Contributing to multimedia presentation/digital storytelling presentation (text, visuals, sounds) via script, storyboard and infographics.**

#### STAGE 1 (15-16):

Understanding sound and storytelling

##### ► Sound analysis and storytelling

45 min

Videoclips on YouTube (the MTV of the digital era, motto: "Broadcast yourself")

Ask students to get into small groups. Make them choose a music video they like. Have them fill the key elements of sound content and design:

- ✓ purpose of audio information
- ✓ elements of audio information
- ✓ visuals associated
- ✓ comments associated (engagement, rankings, likes...)
- ✓ copyright issues



#### Teacher tip:

YouTube is the default global site for music sharing among young people. You may want to also point them to Bandcamp, SoundCloud, Deezer or Spotify for alternatives.

##### ► Sound analysis and storytelling (continued)

45 min

Have the small groups continue exploring their video clip of choice.

Make them go online to gather as much information as possible on their chosen song, especially its uses of storytelling for "social advocacy".

#### Resources:

"Apes\*\*t" The Carters (2018)

<https://www.youtube.com/watch?v=kbMqWXnpXcA>

"Born this Way" Lady Gaga (2011)

[www.youtube.com/watch?v=wV1FrqwZyKw](http://www.youtube.com/watch?v=wV1FrqwZyKw)

"God's Plan" Drake (2018)

<https://www.youtube.com/watch?v=xpVfcZOZcFM>

"This is America" Childish Gambino (2018)

[www.youtube.com/watch?v=VYOjWnS4cMY](http://www.youtube.com/watch?v=VYOjWnS4cMY)

"Lemonade" Beyonce

[https://youtu.be/gM89Q5Eng\\_M](https://youtu.be/gM89Q5Eng_M)

##### ► Evaluation and feedback

45 min

Listen to music pieces from the 60ies like "We Shall Overcome" (Pete Seeger or Joan Baez, 1963) or "Blowin' in the Wind" (Bob Dylan, 1963). Show how they are part of "politicized rock" and use music as storytelling for counterculture. Discuss how they denounce the Vietnam war and plead for Civil rights.

Alternately:

Pick an example of politically engaged music from your own country and present it to your classmates.

## STAGE 2 (16-17):

### Mastering visual infographics and interfaces

#### ➤ Visual analysis and storytelling

45 min

#### Memes: Pepe the frog

Have your students get into small groups and look at a famous meme: Pepe the frog (the underground avatar of Kermit the frog, created by Matt Furie).

Explore its meme bank: [https://commons.wikimedia.org/wiki/Category:Pepe\\_the\\_Frog](https://commons.wikimedia.org/wiki/Category:Pepe_the_Frog)



See its origins (teenager cartoon); explore its different avatars (Trumpepe) and how they are used in politics (for example, during elections).

Help the students discuss the following ideas applied to Pepe:

- ✓ **purpose** of visual information: attract attention, synthesize many points, create new meanings, help memorize...
- ✓ **elements** of visual information : line, contrast, texture, colour, shape, volume and thickness, 2D or 3D...
- ✓ **types** of visual media for memes : still images, animated images, infographics charts, comic strips...
- ✓ **copyright** issues: Matt Furie (he sued for abuse of copyright and tried to “kill” his character.)

#### ➤ Visual analysis and storytelling (continued)

45 min

#### Memes: meme banks

- Focus on memes at large, beyond the precise example of Pepe the frog.
- Explore similar outputs online to further compare: for example, look at other meme banks about local politicians and consider their visual efficiency.

#### ➤ Making infographics (continued)

45 min

#### Memes: advocacy campaign

##### Team study (2 or 3)

- ✓ *Identify a theme that has social or ethical or political implications (in MIL), around the digital footprint, the digital divide, stereotypes, cyber-bullying for instance*
- ✓ *Construct a meme for a local campaign (anti cyber bullying, pro-environment ...)*
- ✓ *Choose a publishing tool*
- ✓ *Assemble the facts in a visual manner, using some visual design principles (reuse a meme if need be) and some available infographics (stats, charts...)*
- ✓ *Publish it (if you feel comfortable with it)*

► **Evaluation and feedback**

45 min

Ask students to evaluate their project according to the media content and design grid:

Areas	Question	Evaluation by student:
		Describe and assess coherence. Justify your answers
<b>Design principles</b>		
	Image	Composition?
	Sound	Rythm?
	Text	Word Emphasis
<b>Audience &amp; message</b>		
	Producer	Who wrote or produced this message?
	Target	Who is the target audience/community?
	Purpose	Why was the example produced?
	Key message	What is the key message of the example?
	Medium	What medium was chosen? What platform was used?

**STAGE 3 (18-19):**

Building a sustainable multimedia storytelling

► **Multimedia production on social media**

45 min

Use mobile phones to record and exchange videos on cultural aspects of the students' country (musical scene, theatre scene, exhibits...).

Make them deal with notions of fair use, permissions and credits (photo, video)

► **Production audiovisuelle sur les médias sociaux** (continued)

45 min

Once they have their "story" (for Instagram, Snapchat...), make them reflect on the media content and design grid:

- ✓ purpose of multimedia information
- ✓ elements of multimedia information
- ✓ types of multimedia storytelling: Facebook live, Snapchat stories ...
- ✓ copyright issues

► **Multimedia production on social media** (continued)

45 min

Have the students revise their "story" according to compliance with media content and design grid and feedback from others

Have them publish their "story", if they feel comfortable with it

When possible, have them follow up on comments, engagements, likes...



**Teacher tip:**

You can encourage your students to create interactive activities (quizzes, surveys...) with software and websites such as Quia ([www.quia.com/web](http://www.quia.com/web)). They can create interactive stories with Active Worlds or Sim City simulation games

► **Evaluation and feedback**

45 min

Have the students write a short essay in which they reflect and evaluate the effectiveness of their "story". They can use the media content and design grid to focus on the items they felt more important.



● **Module 5: Social media  
(e-presence, e-reputation)**



**Photo:** John Schnobrich



# ● **Module 5: Social media (e-presence, e-reputation)**

The first part of this lesson plan deals with knowledge about social media and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about online presence, digital footprint and e-reputation.

## **A few definitions (see glossary)**

- e-presence or online presence
- identity
- e-reputation
- participation

## **Outline**

### **PART I Knowledge building**

1. Before social media
2. Social media in the digital world
3. Social media characteristics
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

## PART I (4x45min sessions)

### 1. Before social media (20 min)



Media was “social” before social media platforms existed. There was always inter-personal communication and channels of information between people and media but they were limited. Previously there was a top-down, linear model, from media to the public without much feedback from audience and users (e.g. letters to the editor). It was part of the information contract, with experts (journalists, librarians,...) conducting and controlling the media flow.

#### ❖ Discussion:

How did pre-digital media affect your country in the past:

- cinema; printed press ...
- relation to freedom of expression, censorship, propaganda
- relation to business (and jobs such as journalism...)



#### Teacher tip:

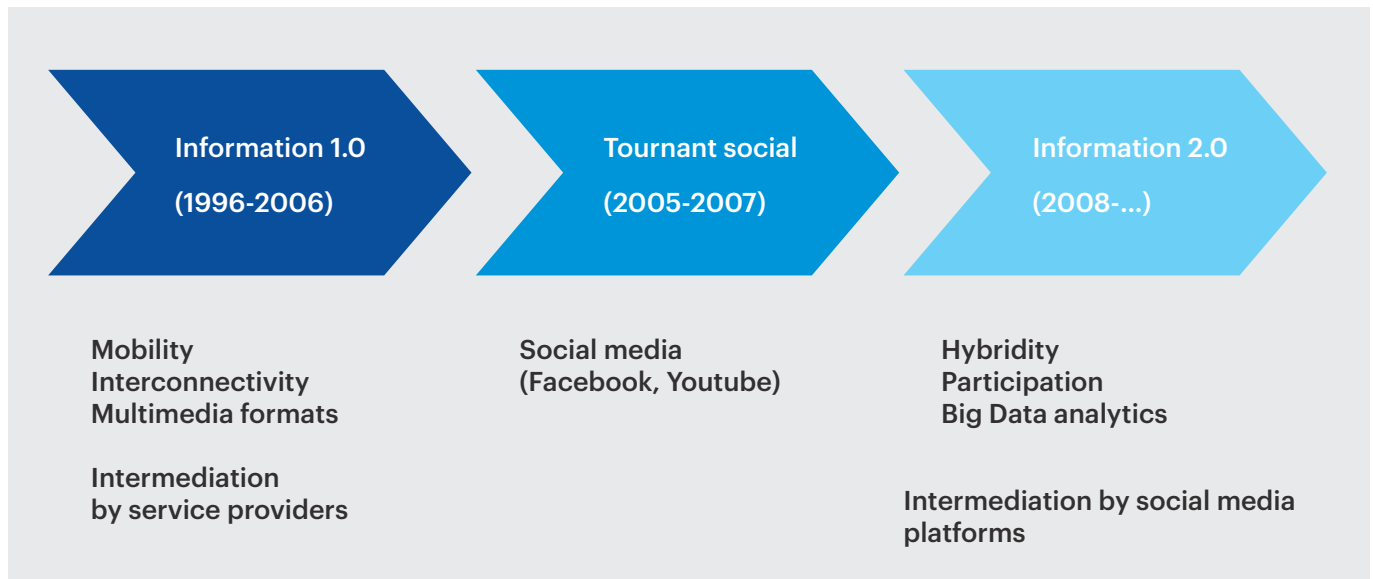
To create self-awareness amongst students about their use of media and the associated political and societal issues, ask them to give specific examples of different media they use

Alternatively, they can keep a log for a week and share some of the main patterns they see in class.

### 2. Social media in relation to the digital world (25 min)

#### ❖ What's new with digital social media?

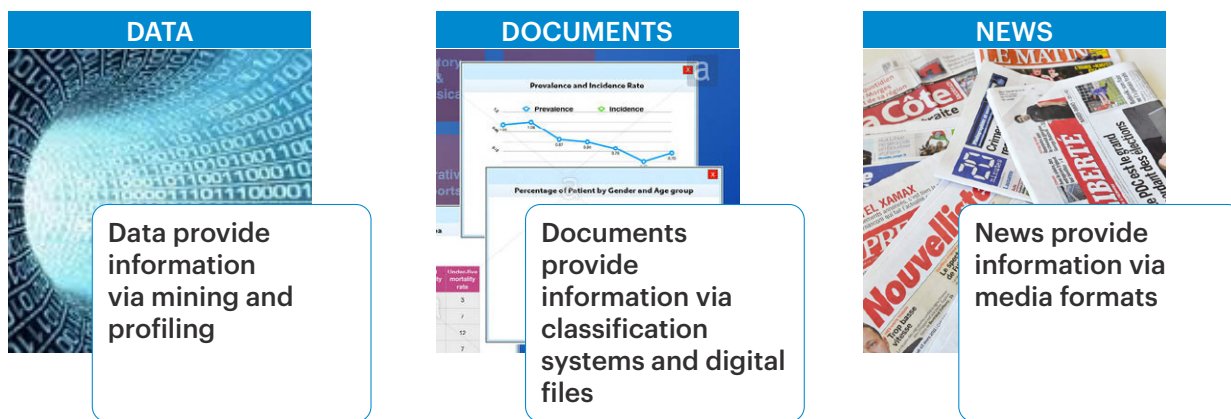
Individuals have been empowered to create media content and to give feedback, comment and edit thanks to interactive features of digital network technology.



**Figure 1: The social turn**

Source: D. Frau-Meigs, 2018/Savoir\*Devenir

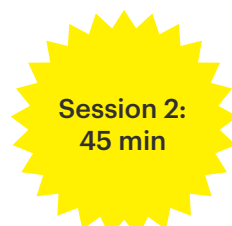
❖ Understanding the new evolution about the word “information”: news, docs, data



**Figure 2: Information culture**  
Source: Savoir\*Devenir

### 3. Social media characteristics

❖ **Discussion:**



**Characteristics of social media according to you (25 min)**

- Building personal profiles and curating them (personal details, pictures, links, comments, stats, publication and security parameters)
- Connecting with friends and people (including tracking and nudging by sites themselves)
- Uploading content (original productions, mixing, remixing...)
- Sharing (private and public conversations, comments, ratings, recommendations, collaboration with others)
- Buying and selling online
- Being a “citizen”: liking, voting, recommending... (similar or not to political vote?)
- ...



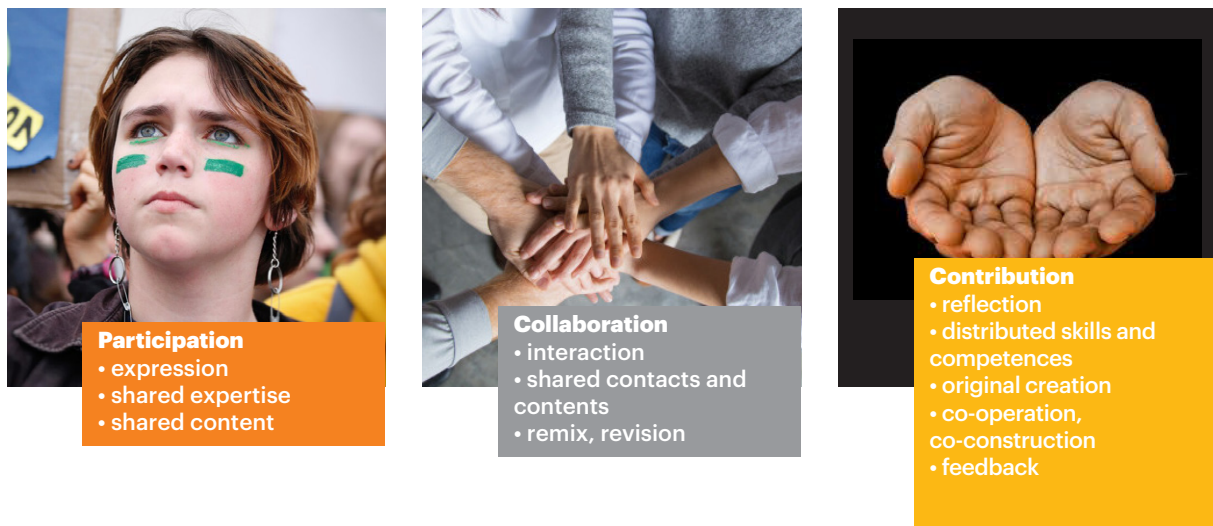
**Teacher tip:**

For a source of statistics on social media and information in different countries, refer to the 2019 Digital Report: <https://wearesocial.com/uk/digital-2019>

❖ **Thinking about active participation:**

**Question participation with students:**

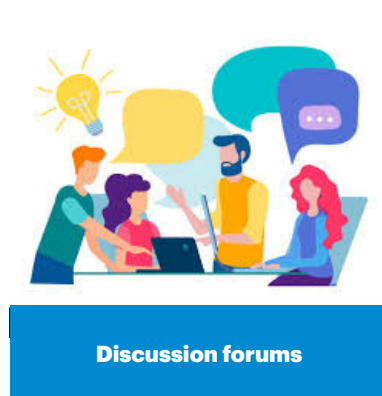
- *Is it about self-expression? About online presence at all cost?*
- *Is it about trolling and influencing?*
- *How can it contribute to democracy? In schools? Outside schools?*
- *Do you prefer a minimalist form of participation (just browsing or clicking)? Or do you prefer to be involved in online communities (publishing, contribution, discussing)? How many? How often?*
- *How do you go from a minimalist form of involvement to a more active stance?*



**Figure 3: From participation to contribution**  
Source: Savoir\*Devenir

❖ **Formats and examples of social media (20 min)**

- Social networking (e.g. Facebook)
- Micro-blogging (e.g. Twitter)
- Media sharing (e.g. Pinterest)
- Discussion forums (e.g. Wikimedia)



**Figure 4: Formats and examples of social media**  
Source: Savoir\*Devenir





**Teacher tip:**

There is no final classification of social media. New formats are continually emerging (such as private networks like VPNs or additional platforms like TikTok or Discord). Check for new formats and keep the students on the look-out. And don't forget that video game sites and platforms (Steam, Origin...) are increasingly behaving like social media where players can chat while they play.

Create a map of your favourite social media and complete it in terms of high or low levels of participation, collaboration, contribution.

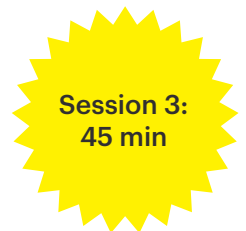
Type	missions	Examples	Characteristics of participation
General public	Connecting friends	Facebook, Twitter, Snapchat	Mostly participation Little collaboration No contribution
Content sharing	Publishing user-generated contents, stocking, mix, remix	YouTube, Pinterest, Instagram, SlideShare	Mostly participation Little collaboration No contribution
Messaging	Communication	Skype, Facebook Messenger, WhatsApp	Mostly participation
Professional links	Networking	LinkedIn	Mostly participation
Social bookmarking	Organizing bookmarks	Pearltrees, diligo, delicious	Mostly participation
Pedagogical tools	Creating content	Izi Travel, Padlet	Mostly participation
Wikis	Sharing open source contents	Wikipedia, wikio, wikidia	Mostly participation

**Figure 5: The type of participation according to the social media used**  
Source: Savoir\*Devenir

## 4. Opportunities and risks of social media

❖ **Discussion:** (15 min)

- ✓ How do you use social media?
- ✓ What's your best/worst experience?



**Teacher tip:**

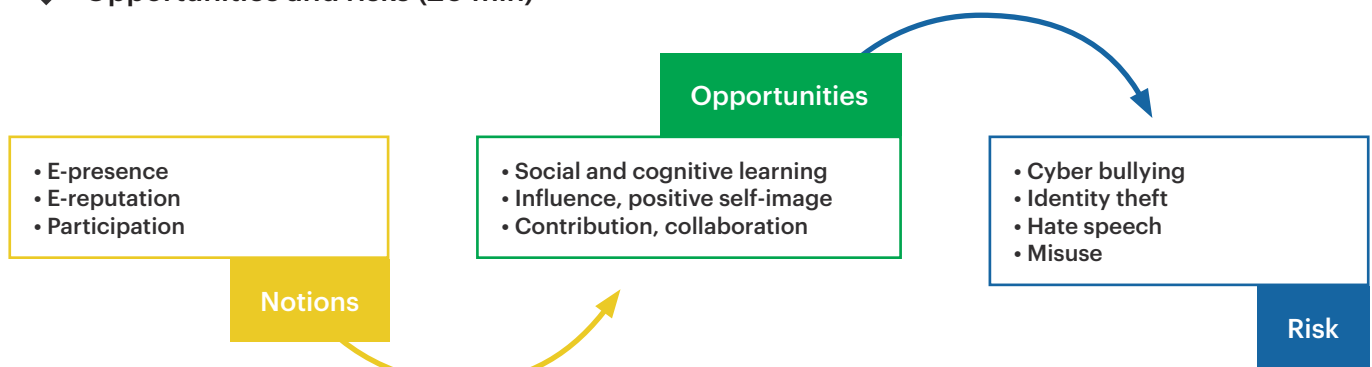
You can make the students produce a word cloud of this comparison, with emphasis on opportunities or risks.



**Resources:**

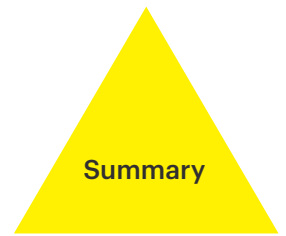
Example of free word cloud online tool:  
<https://wordart.com/> and <https://www.nuagesdemots.fr/>

❖ **Opportunities and risks (20 min)**

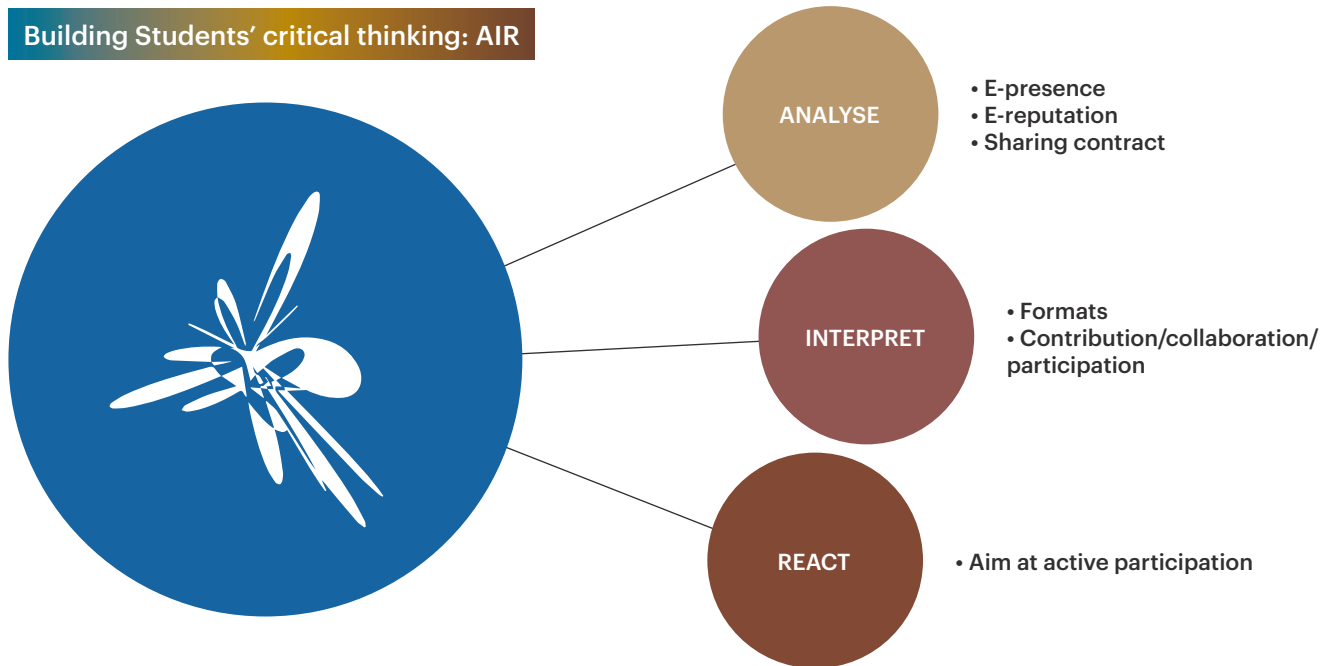


From participation to collaboration to contribution: stepped forms of engagement online

- **Participation** is about involvement and establishing a sustained personal online presence
- **Collaboration** is about sharing content with others
- **Contribution** is about creating original content with others and making a difference

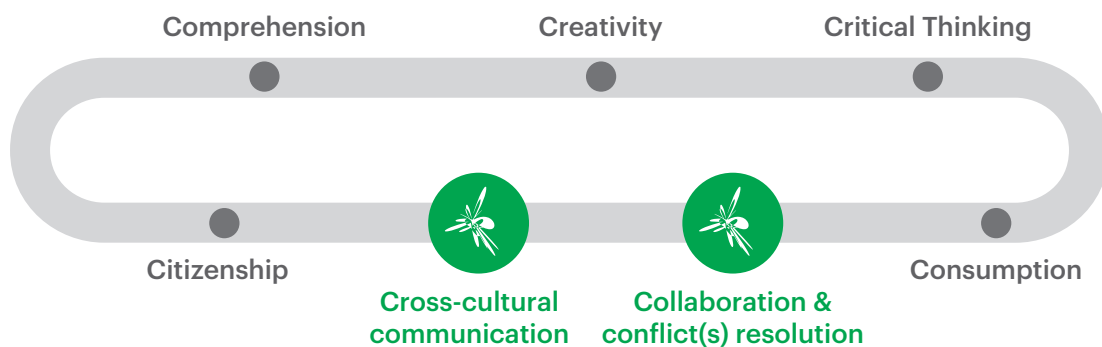


**Building Students' critical thinking: AIR**



**5. Focus on COLLABORATION/CONFLICT RESOLUTION and CROSS-CULTURAL COMMUNICATION competences (7C) (10 min)**

- ❖ **Collaboration** is close to participation and implies a healthy interaction with other people in online communities, via wikis, blogs, games and social media. It implies values and attitudes related to active collaboration and to conflict resolution. Media can be causes of conflict (they convey stereotypes, polarize...) and they can also help solve conflict (countering hate speech, amplifying debate..).
- ❖ **The cross-cultural communication** is a competency which allows citizens and users to understand the cultural and physical infrastructure of the internet and to be conscious of the relations of power and gaps in access. It puts emphasis on empathy where other competencies focus on tolerance, respect and dignity of the person and also an understanding of the geopolitics of online exchanges.



**See introduction and glossary**  
Source: Savoir\*Devenir

❖ MIL competences break-down: categories/indicators of collaboration/conflict resolution and cross-cultural communication competences

Students should be able to

- Describe the uses of social media
- Understand the way social media is organised, disseminates content and collects data
- Choose which social media to use for personal/collective situations (e-presence and e-reputation)
- Recognise and list the various types of participation/collaboration available online
- Engaging in meaningful and constructive activities online

❖ MIL added Human Right value

- ✓ Freedom of expression
- ✓ Participation

## 6. Evaluation and feedback (45 min)

*Ask students to write a presentation of themselves in a chosen social media (post) in which they present one of their cultural interests (music, games, history etc.). Each group chooses one of the posts and exercises their critical thinking about it, providing suggestions on how to improve it. Discuss if it can be published and why.*



Session 4:  
45 min

## 7. Training support materials

(see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING collaboration/conflict resolution and cross-cultural communication competences  
Contribution to social media via tweet, post, story...**

#### STAGE 1 (15-16):

Understanding the logic of networking and e-presence

##### ► E-presence and networking

2 x 45 min

- ✓ Look at three social media: e.g. Facebook, Twitter and Instagram
- ✓ What are their functionalities?
- ✓ How do they promote networking?
- ✓ Is there moderation?
- ✓ How do you get to see your analytics and statistics?
- ✓ What do they tell about yourself? Are you happy, unhappy about it?

##### ► Considering negative consequences of e-presence: cyberbullying

45 min

Use Mentimeter or Beekast or similar app to get students to vote on whether the following statements are true or false:

- Cyberbullying is like bullying.
- Cyberbullying has no real life consequences.
- Cyberbullying can be stopped if signalled in time.

Count the results of vote and discuss in class.



#### Teacher tip:

For sensitive subjects voting anonymously may elicit more genuine answers.

##### ► Evaluation

45 min

Look at the top ten Instagram accounts by country on Wikipedia:

[https://en.wikipedia.org/wiki/List\\_of\\_most-followed\\_Instagram\\_accounts#By\\_country](https://en.wikipedia.org/wiki/List_of_most-followed_Instagram_accounts#By_country)

Compare to those in your country.

What similarities, differences do you see?



#### Teacher tip:

You may have discussions on global youth culture as propagated by social media. Let the students choose the social media account they want to examine and help them develop a critical view of what they are being exposed to.

## STAGE 2 (16-17):

### Mastering e-presence and e-reputation

#### ► E-reputation

45 min

#### Online search:

- ✓ Ask students go on to Google or any search engine and search for their name or the name of somebody famous they like (a YouTuber or influencer).
- ✓ What do they notice about this person? Page ranking, likes, comments are all to be taken into account.
- ✓ Have a general discussion in class on how they could improve their e-reputation...

#### ► Considering the negative consequences of e-reputation: hate speech

2 x 45 min

#### Role play:

- ✓ *Split the class into small groups and have each group write a script where a student is being harassed online and subjected to hate speech.*
- ✓ *With the class together, have a discussion about the feelings and emotions that arose, on the offline consequences, and on the legal implications.*

#### ► Evaluation

45 min

**Essay writing:** *a person you know has discovered lies about himself/herself online. How would you help him/her address the situation?*



#### Teacher tip:

In many European countries, hate speech is illegal and can be reported.



### STAGE 3 (18-19):

Building a sustainable e-reputation and curating it

#### ► Building an e-reputation (I)

45 min

##### Creating an online e-portfolio:

- ✓ Have the students go on WordPress and start creating their profile
- ✓ Ask them to think about the types of content they would like to post

#### ► Building an e-reputation (II)

2 x 45 min

##### Creating an online e-portfolio:

- ✓ *Have the students publish a document of their choice (from past courses or other classes)*
- ✓ *Observe the comments and responses on WordPress*
- ✓ *What trends can the students observe and why?*

#### ► Evaluation

45 min

*Have the students write a post about what they have learnt about Social Media. In a collaborative writing session, have them help each other revise the post. After editing it, encourage the students to publish it where most appropriate (it can be in school newspaper or blog, the blog of a national newspaper...)*



##### **Teacher tip:**

Make up a collaborative grid of evaluation assigning points for each of the three parts: collaboration, participation and contribution.

● **Module 6: Stereotypes and hate speech**





# ● **Module 6: Stereotypes and hate speech**

The first part of this lesson plan deals with knowledge about stereotypes and MIL added value

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about stereotypes and hate speech

## **A few definitions (see glossary)**

- Stereotypes
- Hate speech

## **Outline**

### **PART I Knowledge building**

1. Stereotypes before digital world
2. Stereotypes and hate speech in the digital world
3. Characteristics
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities



## PART I (4x45min sessions)

### 1. Stereotypes before digital world (20 min)

Consider Mona Lisa... over time

What stereotypes does she evoke? Beauty? Fashion?

Session 1:  
45 min



**Figure 1. Mona Lisa through the years**

Source: Mona Lisa through the years | MONA LISA | Funny memes...  
[pinterest.com/pin/401313016780630030](https://pinterest.com/pin/401313016780630030)

*In small groups, imagine some “hateful comments”.*

*Discuss them in class, choosing a student as “rapporteur” to note down the key points of discussion...*

*Are they justifiable? Has technology made stereotyping easier? Bullying and hate speech easier?*

*How can it be avoided or countered?*



#### **Teacher tip:**

Stereotypes are often culturally situated, so you can choose other examples in your national context. Try making several groups dealing with different stereotypes including gender, race, social representations they would be familiar with.

Meme banks are full of stereotypical images (see the meme of Pepe the Frog in LP 4, [https://commons.wikimedia.org/wiki/Category:Pepe\\_the\\_Frog](https://commons.wikimedia.org/wiki/Category:Pepe_the_Frog))

### 2. Stereotypes in relation to the digital world (25 min)

#### ❖ What’s new with stereotypes?

Social media, as a mainstream cultural phenomenon, amplifies stereotypes and creates echo chambers on topics about women, minorities, migrants...

Anonymity and the urge for e-reputation and recognition (likes, comments, clicks...) may push for stereotypical exaggerations.

Social media can foster hate speech and spread it virally.

The sharing contract on social media can amplify stereotyping: sharing images, creating emotional visuals, pushing comments that try to influence opinion...

Tracing online stereotypes can also show who has an interest in reinforcing them.

Stereotyping can be signalled and can be exposed by producing counter-narratives.

Ask students to find examples of online stereotypes they have noticed on their favourite social network or video game.



**Teacher tip:**

Echo chambers is a term that describes an online situation in which people are exposed only to opinions of one type, or opinions that are similar to their own because they stay in one specific community. There can be echo chambers for anti-migrant policies, anti-feminist claims, ... (and conversely, some are pro-migrant, pro-feminist).

### 3. Characteristics of stereotypes (25 min)



Session 2:  
45 min

❖ **Discussion:** Characteristics of stereotypes according to you

- Representing power relationships and their biases between various societal groups (young vs old; women vs men; nationals vs migrants...)
- Fostering group cohesion, stressing the value of belonging to the in-group by contrast with the out-group (us vs them)
- Aims: reinforcing behaviours and values of inclusion/exclusion
- Risks: exclusion, hate speech; lack of respect; exclusion and ostracism;
- Under-representing groups or making them invisible in the public eye (minorities...)
- Creating or reinforcing inequalities among groups in a given society (power relations)

❖ **Formats and examples of stereotypes conveyed by image, text, sound (20 min)**

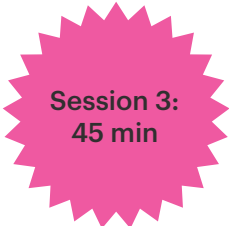
- Videogames (us vs them, ultra-masculinity, ultra-femininity)
- Videoclips (ultra-masculinity, ultra-femininity, violent situations...)
- Micro-blogging (effect of short sentences on exaggeration of stereotypes)
- Videos online (influencers and reinforcement of “Lolita effect” for girls selling beauty products, i.e. young under-aged oversexualized girls addressing their peers, but gazed at by older people)
- Instagram, Snapchat visual stories (and their reliance on stereotypes)
- Discussion Forums (shaming and commenting on people’s looks, behaviour, ethnicity...)



**Teacher tip:**

Have students give specific examples of stereotypes for each format listed and maybe find some others non listed here to expand the exercise and stimulate their critical thinking.

### 4. Opportunities and risks of stereotypes?



Session 3:  
45 min

❖ **Discussion:** (15 min)

*How do you use stereotypes?  
What’s your best/worst experience?*



**Teacher tip:**

Ask the students about the avatars they use in their videogames. How do they construct them? What accessories did they select? Avatars and their accessories are extremely “gendered”, often over-emphasizing force, sexiness, etc.

Alternatively, if they don’t have an avatar, make them create one. And have them compare the results of their choices. Go to an avatar-making site and see how they go about choosing features such as hair, eyes, skin colour... <https://avatarmaker.com/>

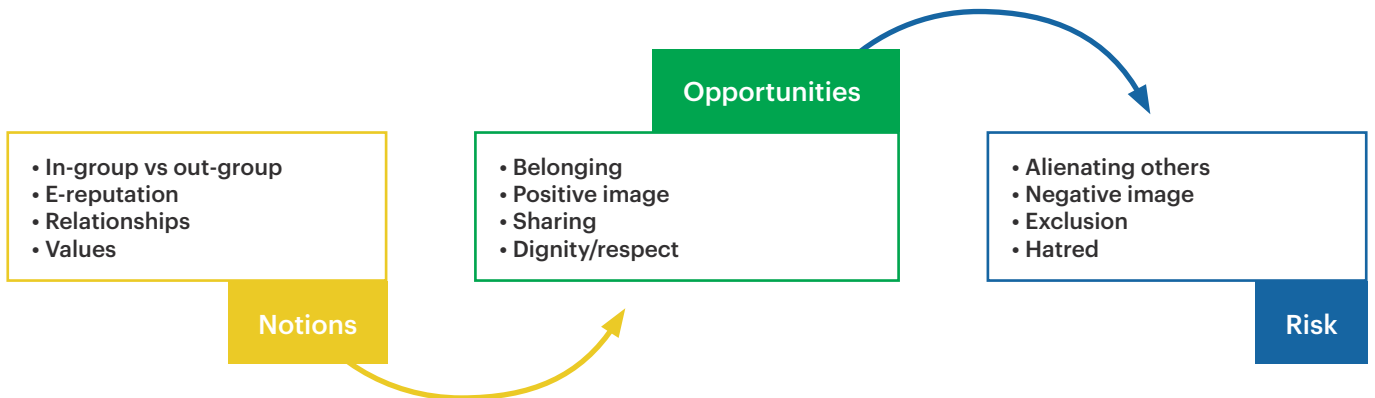




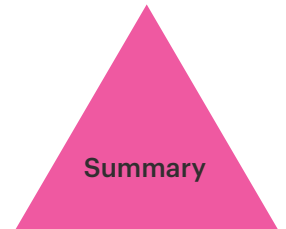
**Resource:**

Research shows that customizable avatars in non-gaming worlds (where users tend to choose freely) tend to show bias towards lighter skin colours and against darker skin colours (Lisa Nakamura. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. Routledge, 2002).

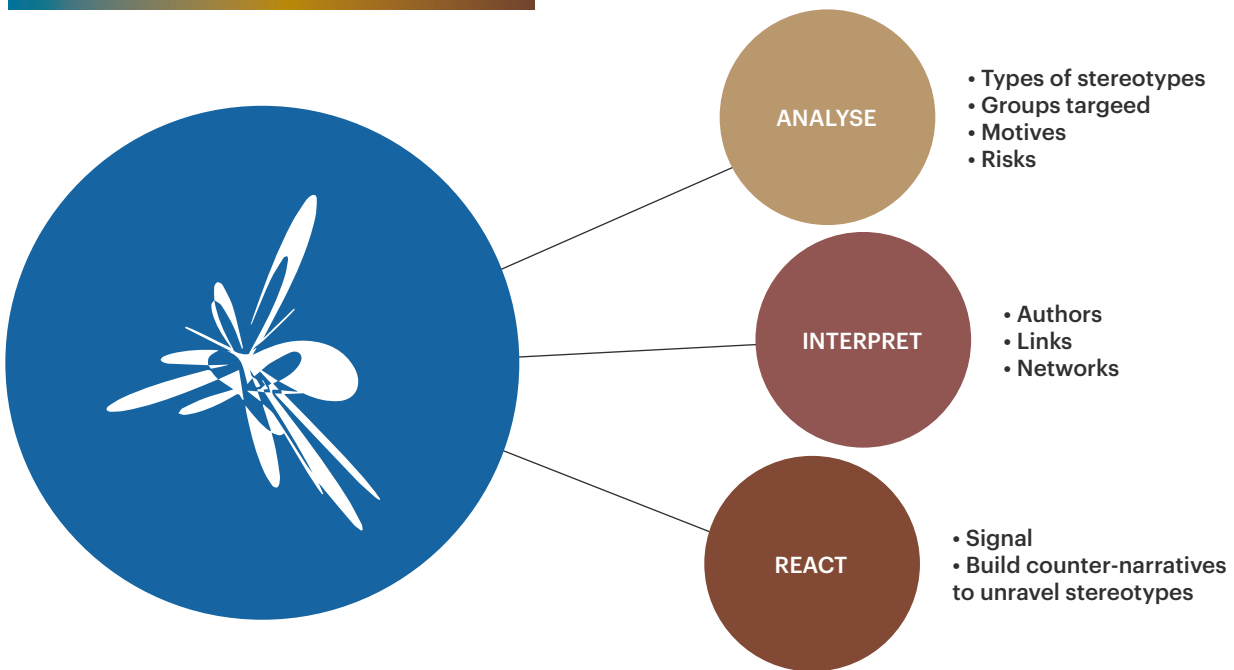
❖ Opportunities and risks (15 min)



- Power of media and information in representing stereotypes, in reproducing them and viralizing them; conversely media can help combat stereotyping and help conflict resolution.
- Need for ethics when communicating so as not to hurt others and not be hurt in return.

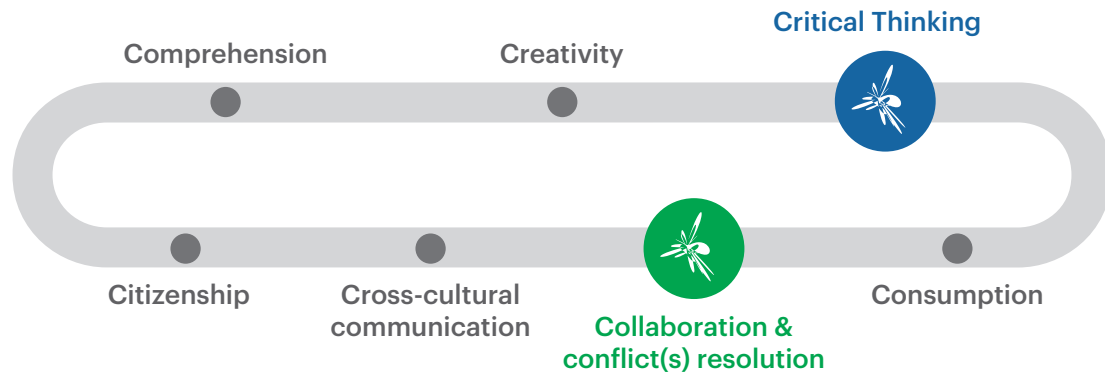


**Building Students' critical thinking: AIR**



## 5. Focus on **CRITICAL THINKING** and **COLLABORATION/CONFLICT RESOLUTION** competences (7C) (15 min)

- ❖ **Critical thinking:** the competency which allows people to master digital media codes and to reflect on their navigation and participation online. The cognitive capacities needed for research and checking information and with the emotional understanding of situations in complex communication, such as information disorders.
- ❖ **Collaboration/Conflict resolution** is linked with collaboration as it fosters a healthy interaction with other people in online communities, via wikis, blogs, games and social media. It implies values and attitudes related to active collaboration and contribution as well as the tools for producing counter-narratives such as digital storytelling and online rebuttals.



**See introduction and glossary**  
Source: Savoir\*Devenir

- ❖ **MIL competences break-down categories/indicators of critical thinking and collaboration/conflict resolution competences**

Students should be able to

- Identify stereotypes in mass and social media
- Understand the way mass and social media create a balance of power between in groups (dominant) and out groups (minority)
- Use critical thinking to recognise points of views of the various parties and their polarizing tendencies
- Identify the sources that foster conflict between parties
- Find sources that provide objective information on different groups
- Develop strategies for the prevention of hate speech (breaking stereotypes)
- Produce a counter-narrative for conflict resolution

- ❖ **MIL added Human Right value**
  - ✓ Dignity
  - ✓ Freedom of expression
  - ✓ Participation

## 6. Evaluation and feedback (45 min)

**Essay:** From Mona Lisa to Lara Croft, passing by Virginia Slims (see figure 2):  
Have women really come a long way?

Session 4:  
45 min



**Figure 2. “You’ve come a long way baby”**

Source: <https://www.pinterest.fr/pin/595952963176687456/>



### Teacher tip:

“You’ve come a long way baby” is the slogan of a famous cigarette advertising campaign (in the 1970s and 1980s) it aimed to encourage young women and girls to smoke.

## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING critical thinking and collaboration/conflict resolution competences contribution to social media via tweet, post, story...**

#### STAGE 1 (15-16):

Understanding stereotypes

##### ► Visual literacy analysis

45 min

*In small groups, look at various popular video games (Lara Croft, World of Warcraft...)  
How are women portrayed?? How are men portrayed? What about the image of "strangers" or "aliens"?*

##### ► Visual literacy analysis (continued)

2 x 45 min

*With the whole class, look at which studio produces the images and stories behind the chosen video game. Look at controversies that have arisen on these production choices.*

*Write a collaborative piece for publication on a blog that promotes counter-narratives that fight stereotypes.*



#### Teacher tip:

You may want to introduce concepts such as "the male gaze" in Hollywood or local cinematographic productions, the lure of the "exotic gaze" and its visual effects.

##### ► Evaluation and feedbacks

45 min

**Video clip analysis:** Beyoncé and Jay-Z at the Louvre singing "Apes\*\*t"  
*What is their message? How do they use the Mona Lisa painting?  
What is their strategy for conflict resolution over stereotypes?*

**STAGE 2 (16-17):**  
Mastering hate speech

► **Balancing dignity vs. freedom of expression**

45 min

**Discourse analysis:** Present Article 1 (dignity) and Article 19 (freedom of expression) of the Universal Declaration of Human Rights (1948).

*Are they compatible? Can everything be said, about anybody?*

*What does the law say in your country? What is the law applying to US-based social media?*



**Teacher tip:**

Note that in the USA, social media are protected by the first Amendment of the Constitution. So every kind of expression (including racism, hate speech...) is allowed. This may clash with European legal interpretations, that sanction hate speech...

► **Gaining respect**

2 x 45 min

**Internet search:** consider the history and evolution of Smileys and Emoticons.

*How did they move from few stereotypical Western figures to a very wide range of multicultural choices?*

*Who started the controversy? What do you think of the changes made? Are they effective in their “diversity” message?*



**Teacher tip:**

You may want to make them discover an emoticon to create customized emoji afterwards to find out how digital tools may be limited and help reproduce stereotypes.

Emoji creation tool available at: <https://www.hongkiat.com/blog/create-custom-emoji-tools/>

► **Evaluation and feedbacks**

45 min

Look and listen to (censored) videos of stand-up comedians that tend to use hate speech.

*Is their “artistic” freedom strong enough to counterbalance damages of “hate speech”?*

*Is censorship the solution?*



**Teacher tip:**

If showing censored images is too sensitive in your country you can choose less controversial material such as the official list of sanctions and fines given by your country’s media regulation organisation on the channels and websites they have declared as using inappropriate language or images.



### STAGE 3 (18-19):

#### Building a sustainable conflict resolution strategy

##### ► **Creating a counter narrative**

45 min

Analyse the following statement: “We have 1 million jobless people. We have 1 million migrants. If we send the migrants back to their country, the unemployment problem will be solved”.  
What do you think of the rhetoric used? How do you go about debunking this type of statement?

##### ► **Rebuttal strategy**

45 min

- ✓ *Doing research on statistics about unemployment, about migrants*
- ✓ *Checking data about migrants’ jobs and migrants’ inclusion*
- ✓ *Writing a piece on “core” facts about migrants and jobs in your country, with integrated rebuttal formulation*

##### ► **Publishing a counter narrative**

45 min

- ✓ *Surveying and comparing websites that could accept a piece on rebuttal of arguments regarding migrants/unemployment*
- ✓ *Choosing a website and looking at editorial line*
- ✓ *Publishing the story*



##### **Teacher tip:**

To help you with formula for refutation and rebuttal:

<https://courses.lumenlearning.com/wm-writingskillslab/chapter/formula-for-refutation-and-rebuttal/>

##### ► **Evaluation and feedbacks**

45 min

Look at the story that was published at least one week later.

*Are there comments, likes, engagements? What do the statistics show? How can some of the reactions be interpreted (or the lack thereof)? What type of answer/rebuttals can be prepared, if any?*

## ● **Module 7: Protection of personal data and privacy**



# ● Module 7: Protection of personal data and privacy

The first part of this lesson plan deals with knowledge about privacy and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about privacy.

## A few definitions (see glossary)

- Data
- Big data
- Privacy
- Phishing
- Terms of service
- GDPR
- Consumer awareness

## Outline

### PART I Knowledge building

1. Privacy before
2. Privacy in the digital world
3. Characteristics
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training support materials

### PART II MILAB

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

## PART I (4x45min sessions)

### 1. Privacy before digital world (20 min)



Privacy is a state in which one is not observed or disturbed by other people. Signs, images and symbols that create our identity are all things that we may consider to be private and would not want to be revealed to the public because they are intimate and/or may have implications for one's safety.

It is defined by law in many countries and by the Universal Declaration of Human Rights (1948), whereby protecting personal data has to do with the integrity and safety of the person:

- ▶ **article 12 on privacy**
  - “No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.”
  
- ▶ **article 3 on safety**
  - “Everyone has the right to life, liberty and security of person.”



#### Teacher tip:

Young people often do not agree with adults about what should be private and what can be public or shared with friends.

A debate on what students consider “intimate” can be a good way to start.



#### References:



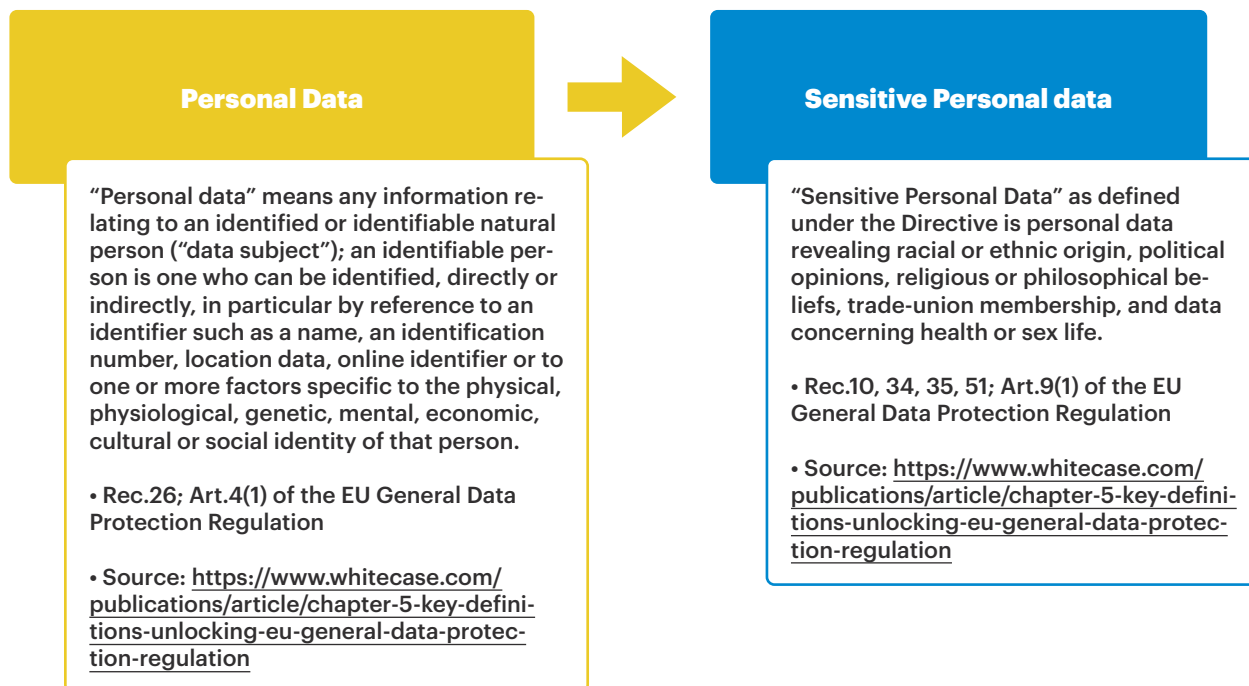
To read the whole declaration online :

<https://www.un.org/fr/universal-declaration-human-rights/index.html>

## 2. Privacy in relation to the digital world (25 min)

### ❖ What's new with privacy and personal data?

Online privacy is based on two types of data, as expressed in recent European General Data Protection Regulation (DGPR, 2018):



**Figure 1. Personal data vs sensitive personal data**

Source: CNIL/Savoir\*Devenir

### ❖ Navigation and online activities leave digital footprints!

The internet and its networks are an infrastructure of services available via a provider that requires your data (IP address, package, ...) for stocking, surfing, streaming, networking... These services are also connected to other devices (e.g. laptop cameras, microphones) and collect data about your navigation. Your navigation leaves footprints: history, temporary internet files, geolocation, messages ...

Two types of data are collected online that may reveal elements of your privacy:

- data deliberately **provided by yourself** (civil status, public records address, text and images publications, likes, votes...)
- data generated and **gathered without your knowing it when you surf** (cookies, navigation histories, ...)

This data is gathered, analysed and used by algorithms for various purposes, mainly commercial. Profiling, prediction and nudging techniques need your data to better target you!

In the United States, even before the digital era, collecting and using personal data is ruled by commercial laws, and aggregation of data from different databases by third parties is thus permitted. In Europe, especially since the GDPR, such actions cannot be taken without the consent of citizens.



### 3. Characteristics of privacy (25 min)

Session 2:  
45 min

❖ **Discussion:** what are the characteristics of privacy according to you?

- ✓ Controlling digital footprint
- ✓ Managing of digital footprint and e-reputation and e-presence
- ✓ Uploading content and publishing while making sure to keep boundaries between privacy/intimacy, public/private spheres
- ✓ Sharing contract (private and public conversations, comments, collaboration with others)
- Buying and selling online and issues with phishing and identity theft



**Teacher tip:**

Have students explore your national data protection centre website and the services it offers.

<https://www.cnil.fr/fr/reglement-europeen-protection-donnees>

- An invasion of one's privacy rights may lead to undue surveillance and stressful situations
- Regulation online is relatively recent and varies considerably between the European Union, the USA and other regions in the world. This can lead to difficulties in a cross-border space like the internet.

Summary



**Teacher tip:**

Make sure you ask students if they have ever been surprised by spam or intrusive advertising after visiting a website. Ask them how they felt and what they should have done.

❖ **Formats and examples of privacy and protection in relation to consumer awareness competences (20 min)**

- Terms of service
- GDPR  
<https://eur-lex.europa.eu/legal-content/FR/TXT/HTML/?uri=CELEX:32016R0679>
- Cookies (Mouchards)
- Geolocalisation

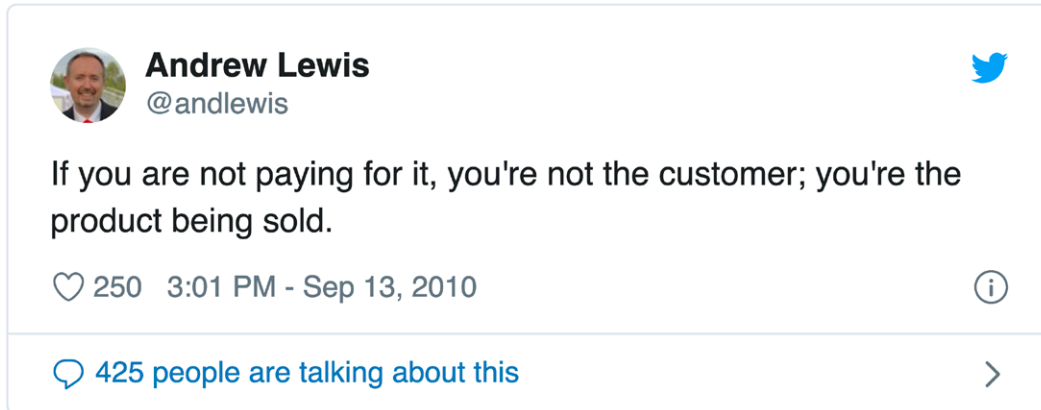
## 4. Opportunities and risks of privacy and data?

Session 3:  
45 min

### ❖ Discussion: (15 min)

You have heard the saying “if it’s free then you are the product” attributed to Andrew Lewis.

What does it mean about data mining and privacy risks?



#### Teacher tip:

You may want to check US physics teacher’s response on this quote (in the References box below) to understand it as the result of an historical phenomena.



#### References:

Michael Treanor, former Chemistry / Physics Teacher (1997-2017)

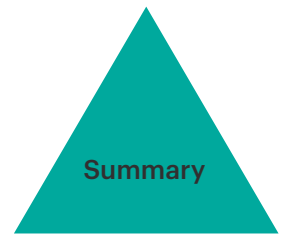
Answered Jun 23, 2018.

<https://www.quora.com/Who-originally-suggested-that-if-youre-not-paying-for-the-product-you-are-the-product>

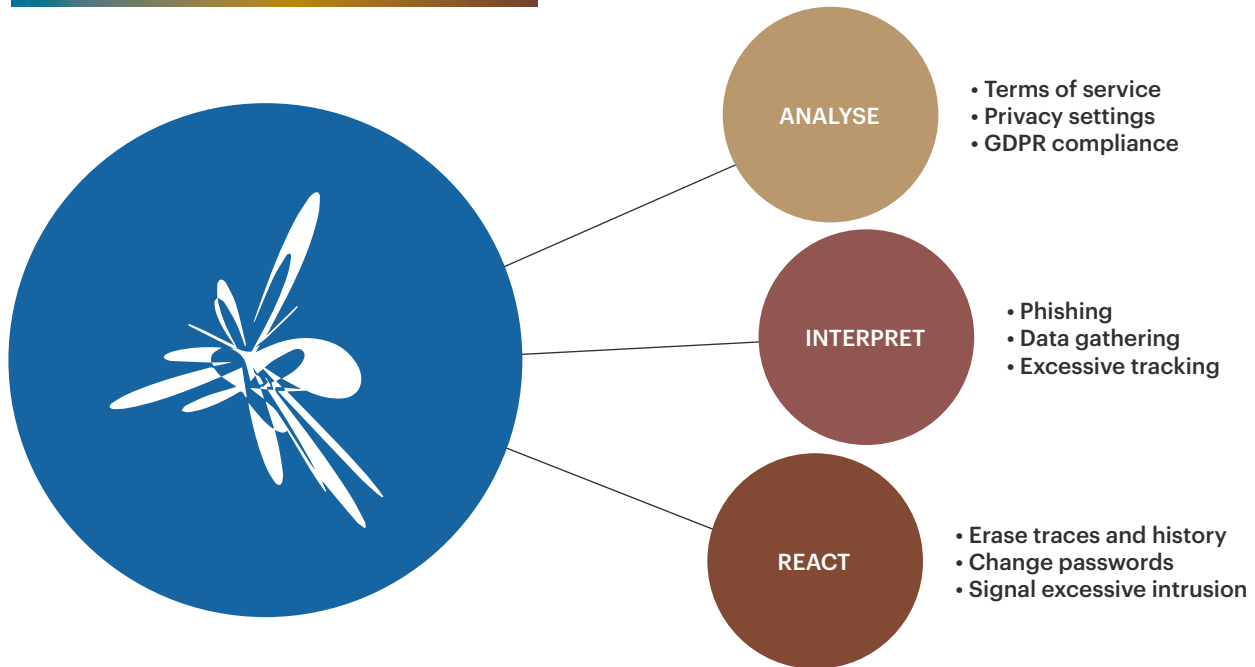
### ❖ Opportunities and risks (15 min)



- Risks tend to appear because the internet and social media feels like a “private space” when in reality they are a public space. It opens users as consumers to phishing and theft of personal data; exploitation of data for profiling (political, commercial...); surveillance; abuses such as cyber-bullying and hate speech.
- Opportunities appear due to a sense of connectedness and of shared interests. It opens users as consumers to e-reputation and e-presence options (social media influencers...)

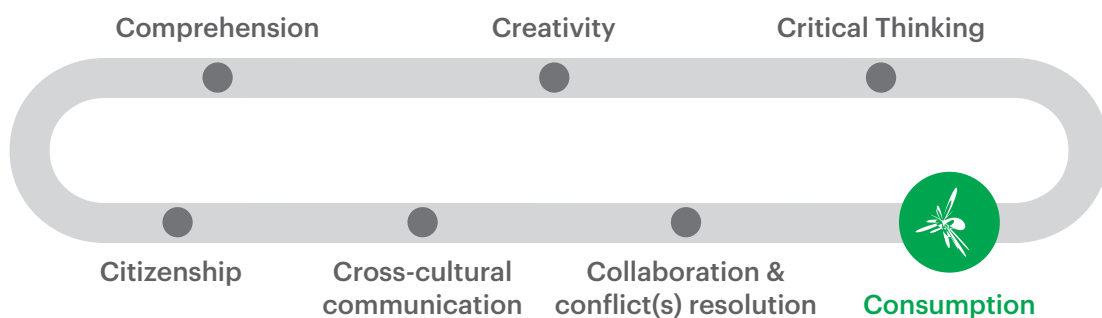


**Building Students' critical thinking: AIR**



**5. Focus on CONSUMPTION/CONSUMER AWARENESS competences (7C)**  
(15 min)

- ❖ It allows users to deal with social media and other virtual social spaces as public spaces where online products and services are being sold. Understanding the implications of the commercial reality of online spaces is key to protect users' online privacy.



**See introduction and glossary**  
Source: Savoir\*Devenir

## ❖ MIL competences break-down categories/indicators of Consumption/consumer awareness competences

Students should be able to

- Tell the difference between different digital footprints and different types of data
- Understand the way social media collects data
- Use of tools and resources to protect privacy (privacy settings)
- Protect themselves against tracking, excessive use and risks
- Understand what GDPR is and about online rights and responsibilities
- Respect others' privacy online

## ❖ MIL added Human Right value

- ✓ Freedom of expression
- ✓ Privacy

## 6. Evaluation (45 min)

Show 3 pictures and ask students to rate them for "privacy" (from 0 not safe, to 5 very safe)



Session 4:  
45 min

## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_kOytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_kOytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

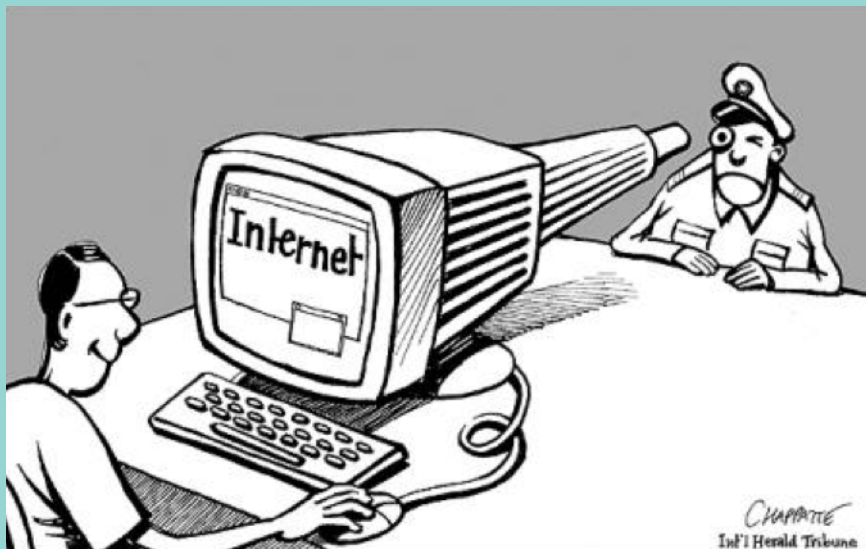
To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

#### **EXPLORING CONSUMPTION/CONSUMER AWARENESS COMPETENCE: contribution to social media via tweet, post, story...**

#### **STAGE 1 (15-16)**

Understanding privacy and data protection



**Figure 2: Digital media provides new access for corporations wanting to track audience data.**

Source: <https://wisc.pb.unizin.org/commarts250/chapter/week-15-viewing-labor/>



#### **Teacher tip:**

You may want to introduce the topic by describing a comic visual representation of it, such as this one, try to polarize the ideas of seeing and being seen through the use of the internet.



#### **Debate on phishing**

2 x 45 min

Conduct a debate on the practice of phishing:

Have the students reflect on online shopping, forms of payment accepted, information about products, https... but also risks of identity theft, having one's account phished, ...

Organize class in teams. Leave time for online research.



#### **Teacher tip:**

Debate actions such as tracking, hyper-targeting, but also manipulation and propaganda.



*In small groups:*

*Help students set the debate's pros and cons to protect their privacy and prevent phishing, look for both good practices and technical solutions, including encryption.*

*Have them present their arguments with a moderator.*

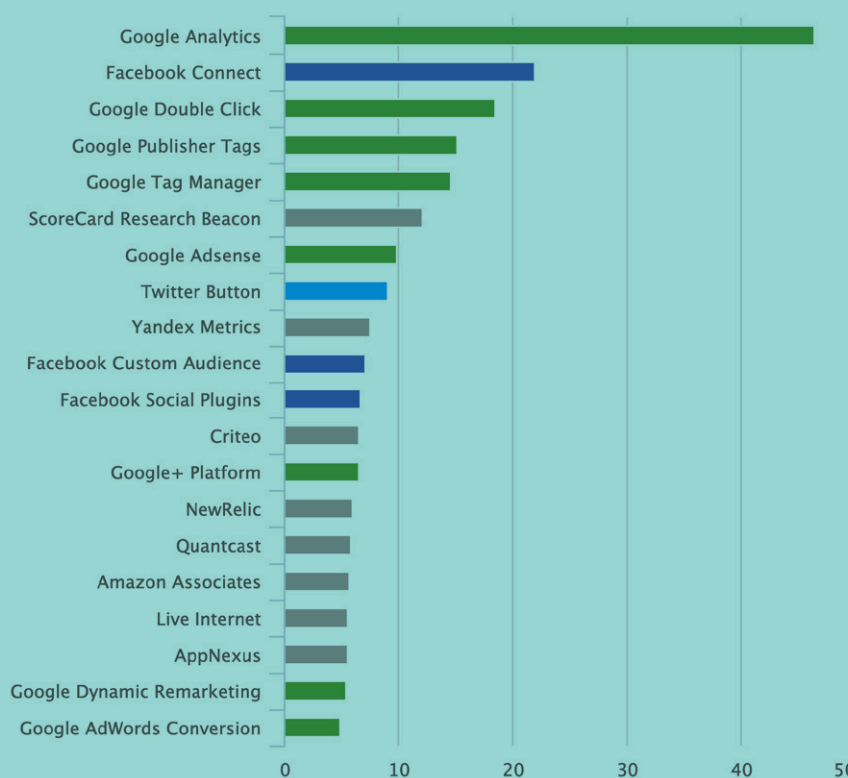
*Collectively: have them create a safe user checklist with items about scam/phishing prevention such as: odd email requests (about bank accounts...); suspicious subject lines (announcement of prize, award...); contact list fraud (all your contacts receive same message...); attachments by unsolicited senders (they contain viruses...). Have them write the solution in front of each item (erase, trash, block, signal, encrypt...) according to AIR critical thinking skills.*

► **Evaluation and feedback**

45 min

Observe and name the three companies in the diagram below with the most extensive tracker networks. What does it say about your personal exposure to third parties?

**The most-used cookies on the internet**  
Based on a scale of 440 million page sample loaded in the study by Cliqz.



Source : Cliqz, Tracking the trackers (2017)

**Figure 3: The most-used cookies on the internet (Les mouchards les plus utilisés sur internet )**

Source: [https://www.lemonde.fr/les-decodeurs/article/2018/03/30/cookies-mouchards-comment-vous-etes-suivis-sur-internet\\_5278722\\_4355770.html](https://www.lemonde.fr/les-decodeurs/article/2018/03/30/cookies-mouchards-comment-vous-etes-suivis-sur-internet_5278722_4355770.html)

► **Simulation**

2 x 45 min

*Discuss the GDPR with students and their rights and responsibilities and options for redress*

*Link: [https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules/eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules/eu-data-protection-rules_en)*

*Have them consider specific rights:*

1. *right to consult,*
2. *right to correct,*
3. *right to suppress personal data,*
4. *right to portability of data,*
5. *right to erasure.*

*Then have them download the template for the right to erasure*

*<https://gdpr.eu/right-to-erasure-request-form/>*

*Have them consider the reasons for erasure and redress in section 4 of the template. What would they put if they had an issue about how their data are being used (as children, under-age in particular).*



**Teacher tip:**

Ask students to have a debate on the right to erasure vs right to memory? Can one erase one's facts and deeds at will?

► **Google search**

45 min

*Look up "Cookies" and their connection to browsing history.*

*Collect information and verify sources on how to disable cookies and how to use browser's extensions that signal and block cookies and advertising.*



**Teacher tip:**

Discuss Ghostery or uBlock Origin as ways to block cookies and adverts.

► **Evaluation and feedback**

45 min

*Make the students work in small groups to discuss how to create a good password and explain the rationale behind their choice. They can help themselves with online wiki tools such as:*

*<https://www.wikihow.com/Create-a-Password-You-Can-Remember>*

## STAGE 3 (18-19)

### Building a sustainable privacy and personal data protection online

#### ► Online search

2 x 45 min

Ask students to look at search engines that do not track and do not facilitate advertising, such as Qwant, DuckDuckGo, Ecosia, Lilo...

Have them look for their mission statements, have them identify their economic model (how are they sustainable?).

How do these search engines compare with the major commercial search engines, such as Google, Yahoo!...

#### ► Debate

45 min

What do they think of search engine pluralism? Are they ready to migrate to non-tracking online search to protect their privacy? How do they feel about selling their personal data to private companies to make money?

#### ► Evaluation and feedback

45 min

Look at the Spanish controversy, one of the first on the Right to Erasure (or right to Be Forgotten) and look at the template for erasure.

In May 2014, the European Court of Justice ruled against Google in Costeja, a case brought by a Spanish man, Mario Costeja González, who requested the removal of a link to a digitized 1998 article in La Vanguardia newspaper about an auction for his foreclosed home, for a debt that he had subsequently paid. He initially attempted to have the article removed by complaining to the Spanish Agency of data protection, which rejected the claim on the grounds that it was lawful and accurate, but accepted a complaint against Google and asked Google to remove the results. Google sued in the Spanish Audiencia Nacional (National High Court) which referred a series of questions to the European Court of Justice. The court ruled in Costeja that search engines are responsible for the content they point to and thus, Google was required to comply with EU data privacy laws. On its first day of compliance only (May 30, 2014), Google received 12,000 requests to have personal details removed from its search engine.

#### Figure 4: González v Google

Source: <https://curia.europa.eu/jcms/upload/docs/application/pdf/2014-05/cp140070fr.pdf>

*What were his arguments? What were Google's arguments? How was it solved? What do you feel about it?*



#### Teacher tip:

You can refer the students to the template for the right to erasure created since 2018:

<https://gdpr.eu/right-to-erasure-request-form/>

## ● **Module 8: Participation and Communities**



# ● Module 8: Participation and Communities

The first part of this lesson plan deals with knowledge about participation and communities and MIL added value

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about participation and communities

## A few definitions (see glossary)

- participation
- social advocacy
- communities

## Outline

### PART I Knowledge building

1. Participation before the digital era
2. Participation in the digital world
3. Characteristics of communities and participation
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training materials

### PART II MILAB

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities





## PART I (4x45min sessions)

### 1. Participation before the digital era (20 min)

- Meetings on squares and public spaces
- “Letters to editors” in newspapers
- Voting



Session 1:  
45 min



#### Teacher tip:

Participation is a democratic right that is unequally shared

### 2. Participation in relation to the digital world (25 min)

- ❖ What’s new with participation on social media?

Many possibilities, with low barriers of entry (free or cheap sites, apps...)

#### On the positive side:

- Belonging to an online community offers insights into other people’s behaviours.
- Easier way to make a difference in one’s community (build self-esteem by contributing)
- Contributing knowledge and resources (influence, reputation...) to like-minded people
- Social advocacy and discussion threads for causes, ideas, petitions, mobilization
- Personal development (taking online courses, tutorials...)
- Easier way to join together to express discontent and dissent


#### On the negative side:

- Obligation to participate via terms of service (the conditions of access to the service), profile requirements (necessity to provide personal data or a photo...)
- Participation that is merchandised and monetised and fuels marketing strategies...

### 3. Characteristics of online active participation

- ❖ **Discussion:** Characteristics of participation according to you?

- Building personal profiles and curating them (personal details, pictures, links, comments, stats)
- Connecting with friends and people (including tracking and nudging by sites themselves)
- Uploading content (mixing, remixing...)
- Sharing content (private and public conversations, comments, collaboration with others)
- Building communities or contributing to them
- Being a “citizen” by following discussion threads online and having one’s opinion count (liking, recommending...)

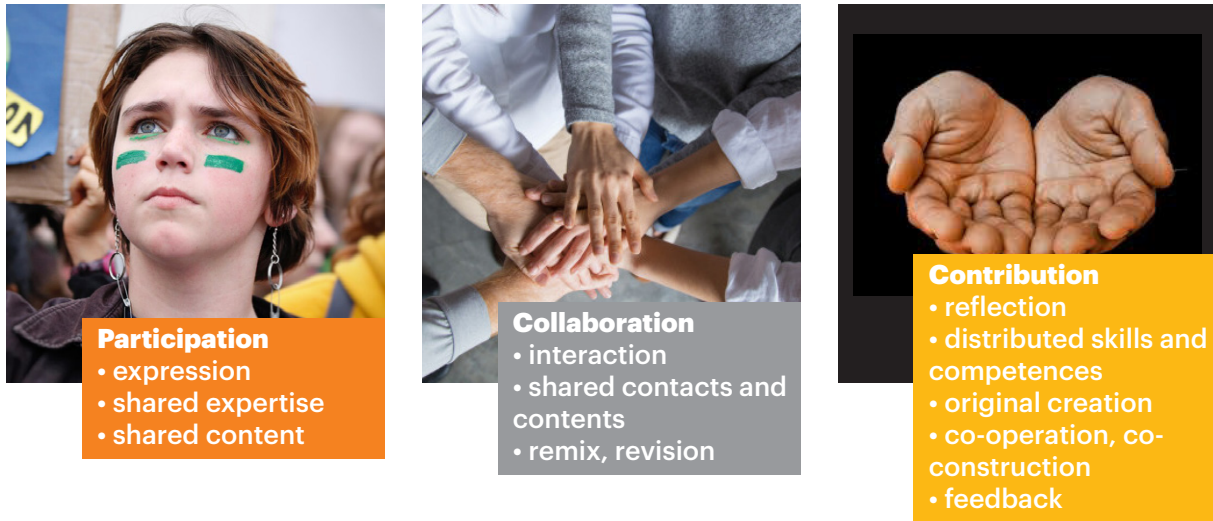


Session 2:  
45 min

**Teacher tip:**

You may want to start from the students' own practices before covering other possibilities and draw some conclusions as to the ways in which they participate. Try to understand why and what the consequences could be.

You may want to refer to LP 5 on social media, in particular the scale going from participation to active contribution.



**Figure 1: From participation to contribution**

Source: Savoir\*Devenir

❖ **Formats and examples of participation in relation to citizenship competences**

- Social networking
- Social advocacy and awareness raising
- Online campaigns and petitions
- Funding platforms (Kickstarter, CrowdCube, KisskKssBankBank...)
- Discussion forums

**Teacher tip:**

You can choose one of these formats and have students discuss in relation to participation and communities.

Example: The American web series *Critical Role* ran one of the highest crowd funding campaigns in history to transform their programme into an animated series.

You may want to refer to LP 5 on social media and the map of social media in relation to participation/collaboration/contribution.

## 4. Opportunities and risks of participation

Session 3:  
45 min

### ❖ Discussion: (20 min)

danah boyd says that real participation requires :

- agentivity
- aptitude to understand a social situation
- competences for effective contribution
- connexions with a segment of the public
- emotional resilience to cope with negative feedback
- a strong enough social status to be able to express oneself without fear of consequences

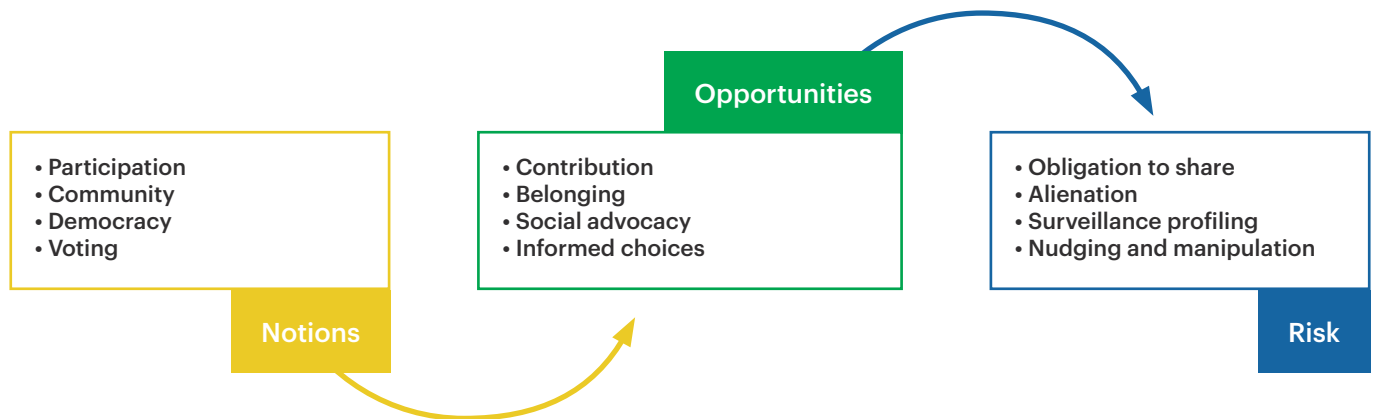
Comment according to your own participatory experience...



#### Teacher tip:

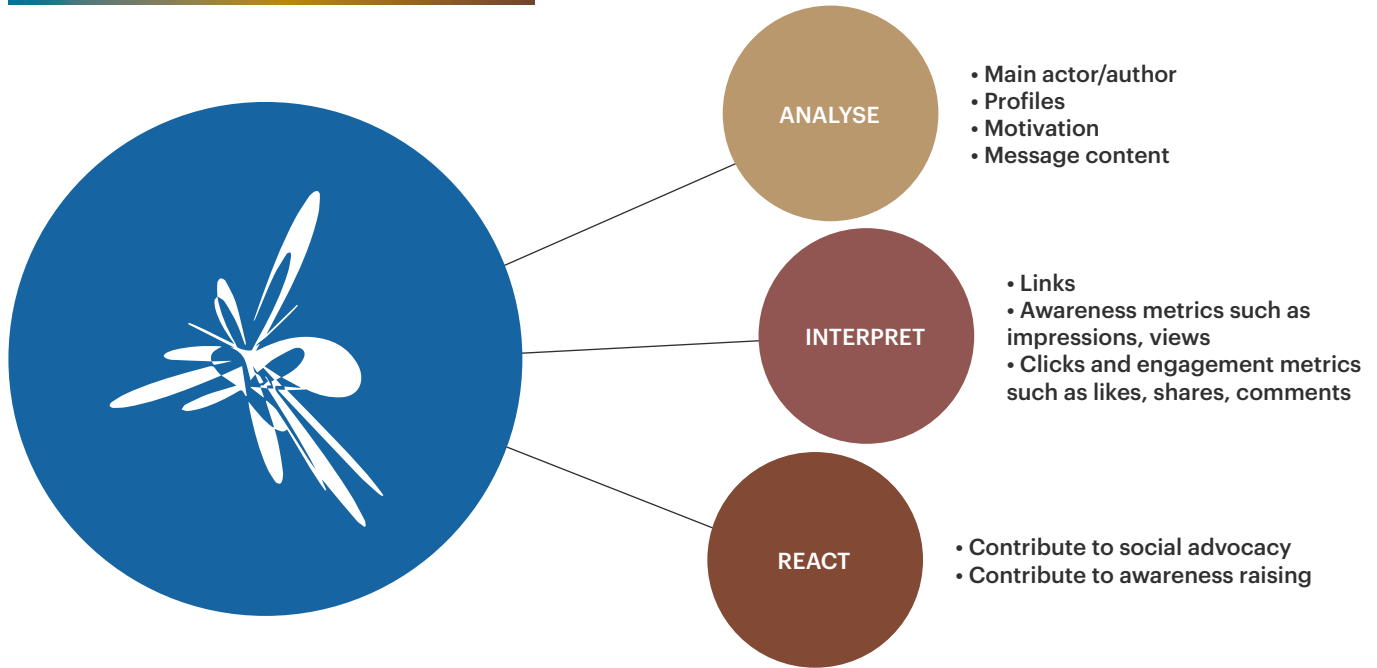
This can be an opportunity to introduce the students to some critical thinkers of the internet through the TEDx or other YouTube conferences.

### ❖ Opportunities and risks (15 min)



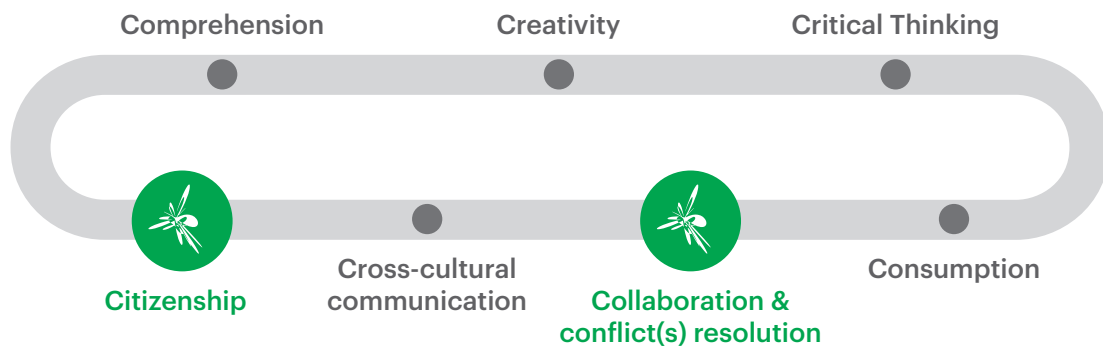
- Participation as a human right (Article 27 of Universal Declaration of Human Rights)
- Freedoms and responsibilities
- Participation in public spaces vs participation in private spaces
- Genuine heterogeneous offline communities (e.g. a village) vs artificial echo chambers as online communities (e.g. believers in flat earth).

Summary



## 5. Focus on citizenship and **COLLABORATION/CONFLICT RESOLUTION** competences (7C) (15 min)

- ❖ **Collaboration/Conflict resolution:** this competence is linked to collaboration to promote a health interaction with others in online communities, through wikis, blogs, gales and social media. It includes values and attitude linked to collaboration and active contribution as well as mastering the tools and strategies needed to produce counter-narratives like digital storytelling and online rebuttals.
- ❖ **Citizenship** enables users to engage actively, positively and responsibly in both online and offline communities, with a wide range of activities, from consuming, sharing, playing and learning to searching and working



See introduction and glossary

Source: Savoir\*Devenir

## ❖ MIL competences on citizenship and collaboration/conflict resolution competences:

Students should be able to

- Demonstrate how media and algorithms affect an individual and society as a whole,
- Show empathy, listening and observing before acting and/or publishing
- Use critical thinking as a way of combatting structural issues of media ownership and political manipulation and propaganda
- Understand the way mass and social media disseminate content and collect data
- Identify the risks and opportunities of sharing opinions online
- Recognise the dangers of online navigation and consumption
- Contribute to knowledge construction, social advocacy etc. through having an active online presence

## ❖ MIL added Human Right value

- ✓ Participation

## 6. Evaluation (45 min)

**Essay:** Is the act of “voting” becoming more commonplace online?

*Consider practices such as ranking, recommending... and also young people disengagement from real life politics... is there a causal relation according to you?*



Session 3:  
45 min

## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)



## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING citizenship and collaboration competences:  
contribution to social media via tweet, post, story...**

#### STAGE 1 (15-16):

Understanding participation in social media

##### ► Contributing to an online site

45 min

- ✓ Select a newspaper article or a TV news program
- ✓ Look at the hashtag associated with it, across one platform (or several)
- ✓ Ask students to read comments and identify who is the author, with what motives
- ✓ Ask students to select their favourite comment and add contribution of their own
- ✓ Consider collectively the risks before posting

##### ► Shopping online

2 x 45 min

- ✓ Have the students go to a popular website for tourism (Lastminute.com, Booking.com ...)
- ✓ Let them test the choices for booking a flight or a hotel room
- ✓ See the results of "nudging": what "other" elements are they being offered? How do they show up on their computer? What does it tell them about profiling, grading and ranking?...
- ✓ How should they protect their data, their attitudes and values?

##### ► Evaluation and feedback

45 min

**Essay:** *Is creating a connection a form of implicit participation while producing media texts and artefacts would be more explicit ones (e.g. messaging, sharing, tweeting, using Facebook, editing, posting and uploading)? How implicit, non-conscious forms of production, and explicit forms of participation differ according to you? Explain why all forms of participation are not the same and give specific examples.*

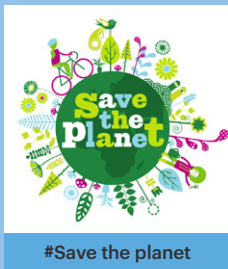
**STAGE 2 (16-17):**

Mastering participation for citizenship

► **Social advocacy: following and analysing a campaign (I)**

45 min

Put the students into small groups and ask them follow the campaign of a political movement of their choice such as:








What are the arguments exchanged? How are they communicated (text vs image ratio)?

► **Social advocacy: following and analysing a campaign (II)**

2 x 45 min

Ask students to make a table with entries on awareness and engagement metrics on a chosen campaign over a few days. Ask them to create a blog such as:

#name	Awareness metrics	Engagement metrics
	<input type="checkbox"/> impressions <input type="checkbox"/> views <input type="checkbox"/> clicks	<input type="checkbox"/> likes <input type="checkbox"/> shares <input type="checkbox"/> comments
	<input type="checkbox"/> impressions <input type="checkbox"/> views <input type="checkbox"/> clicks	<input type="checkbox"/> likes <input type="checkbox"/> shares <input type="checkbox"/> comments
	<input type="checkbox"/> impressions <input type="checkbox"/> views <input type="checkbox"/> clicks	<input type="checkbox"/> likes <input type="checkbox"/> shares <input type="checkbox"/> comments
	<input type="checkbox"/> impressions <input type="checkbox"/> views <input type="checkbox"/> clicks	<input type="checkbox"/> likes <input type="checkbox"/> shares <input type="checkbox"/> comments
	<input type="checkbox"/> impressions <input type="checkbox"/> views <input type="checkbox"/> clicks	<input type="checkbox"/> likes <input type="checkbox"/> shares <input type="checkbox"/> comments

What conclusions can they draw in terms of effectiveness? of online presence? of offline results and consequences?



**Teacher tip:**

There are two major kinds of metrics for participation of audiences and communities:

- awareness metrics such as impressions, views, clicks, links
- engagement metrics such as likes, shares, comments

See LP 10 on Data and AI

*Collective writing: in small groups, students should suggest different ways of participating in social media to defend specific values through social media. Pick the social media and organise the different levels of participation.*



**Teacher tip:**

You may want to ask students to work on a piece of research that distinguishes between explicit and implicit participation. See: “Participation in Social Media: Studying Explicit and Implicit Forms of Participation in Communicative Social Networks”, Mikko Villi and Jane Matikainen, *Media and Communication*, 2016. Source : [https://www.ssoar.info/ssoar/bitstream/handle/document/53828/ssoar-mediacomm-2016-4-villi\\_et\\_al-Participation\\_in\\_Social\\_Media\\_Studying.pdf?sequence=3](https://www.ssoar.info/ssoar/bitstream/handle/document/53828/ssoar-mediacomm-2016-4-villi_et_al-Participation_in_Social_Media_Studying.pdf?sequence=3)

**STAGE 3 (18-19):**

Building a sustainable online community participation

► **Active contribution**

2 x 45 min

- ✓ Choose a Wikipedia page on a political movement of their choice
- ✓ Go to the history of the page and analyse the contributions
- ✓ Write up a contribution
- ✓ Follow the evolution of and changes to the content as others modify it or comment it

► **Online Research**

2 x 45 min

- ✓ Look at Facebook and/or Twitter posts on the “Occupy Movement” in New York (starting 2011).
- ✓ How did people use online participation for social advocacy and for offline mobilization? How effective was it (social advocacy, awareness raising)? What does it say about public vs private spaces (in real life, online)?

► **Evaluation and feedback**

45 min

**Case study:** *What happened to the Occupy Movement since 2011?*

*Chose one country/city where similar movements took place and comment how the mass media and the social media have covered the issue.*

*Discuss in class presenting each country/city case.*

● **Module 9: Freedom of expression,  
democracy and human rights**



**Photo:** Statue of Liberty, NYC

# ● **Module 9: Freedom of expression, democracy and human rights**

The first part of this lesson plan deals with knowledge about freedom of expression and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching freedom of expression.

## **A few definitions (see glossary)**

- Freedom of expression
- democratic society
- human rights
- information contract
- sharing contract

## **Outline**

### **PART I Knowledge building**

1. Before freedom of expression
2. Freedom of expression in the digital world
3. Characteristics of freedom of expression
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training support materials

### **PART II MILAB**

1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities



## **PART I** (4x45min sessions)

### **1. Freedom of expression before (20 min)**



Session 1:  
45 min

#### ❖ From censorship to freedom of expression

Before democratic regimes in Europe, strong censorship restricted expression  
After WWII, and the creation of the Universal Declaration of Human Rights Article 19 (1948): freedom of opinion, of receiving and imparting ideas, right to information  
Associated to democratic societies: pluralism of content and of ideas as a warrant of freedom of the press and of opinion

#### ❖ Legal limitations

- ▶ in Europe: some forms of speech are forbidden: racism, hate speech, anti-semitism, incitement to terrorism
- ▶ in USA: 1st Amendment of the Bill of Rights 1791:  
no law can limit freedom of expression and the press. (Social media “Likes” protected by 1st Amendment since 2013)



#### **Resources:**

Many websites exist at EU and Council of Europe level:

- Digital citizenship

[http://www.digitalcitizenship.net/Nine\\_Elements.html](http://www.digitalcitizenship.net/Nine_Elements.html)

- Human rights for internet users:

<http://www.coe.int/en/web/internet-users-rights/guide>

### **2. Freedom of expression in relation to the digital world (25 min)**

#### ❖ What's new with freedom of expression?

- ▶ Information contract vs sharing contract
- ▶ Authenticity, emotions, empathy
- ▶ Whistle blowers (Snowden, Assange...)
- ▶ Citizen journalism
- ▶ Communication channels open to all, at no to little cost (you can start immediately an Instagram or Twitter account)

### 3. Characteristics of freedom of expression online



- ❖ According to you what characteristics for online freedoms? (15 min)
  - Expressing opinions with easy access and easy communication tools and apps
  - Reaching massive audiences and having viral impact
  - Being able to listen to others
  - Agreeing with /enriching / countering/replying to opinions expressed by others
  - Sharing content (private and public conversations, comments, collaboration with others)
  - Being a “citizen” (liking, voting, recommending, verifying information...)
- ❖ Formats and examples of freedom of expression in relation to citizenship competences (25 min)
  - Social networking
  - Micro-blogging
  - Media Sharing
  - Echo chambers
  - Filter bubbles



**Teacher tip:**

You can have the students choose one of the formats only and explore. Insist on the difference between censorship and self-censorship by giving concrete and explicit examples. E.g. a journalist practices self-censorship if he/she consciously avoids addressing a difficult issue (knowing it may lead to threats, sanctions...); a journalist is censored when his/her investigation/publication is not accepted for publication or removed from the media issue it appeared.

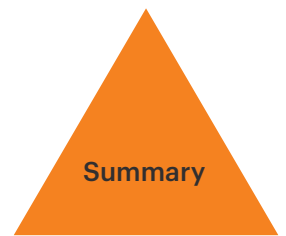
### 4. Opportunities and risks of freedom of expression



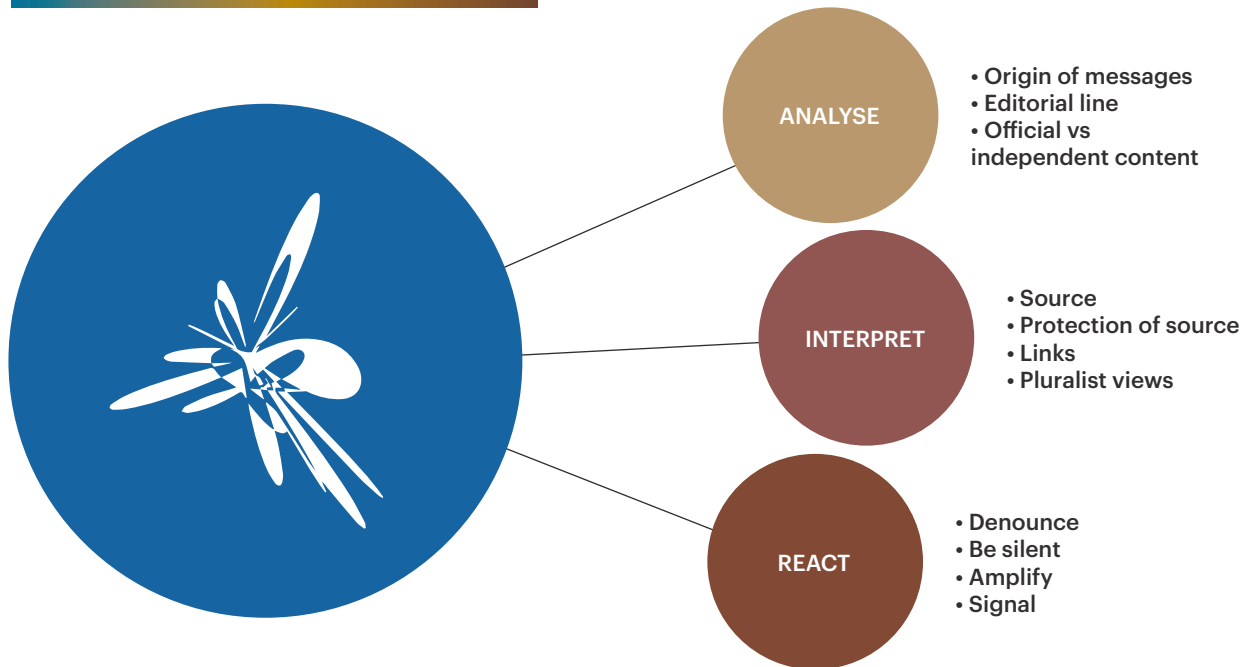
- ❖ **Discussion:** (15 min)
  - ✓ How do you exert your freedom of expression?
  - ✓ What’s your best/worst experience?
  - ✓ Consider freedom of expression vs information disorders (fake news, hate speech, cyber bullying, defamation...). Have you been affected? Self-censorship? Legal trouble?
- ❖ Opportunities and risks (15 min)



- ▶ enjoying online freedoms and respecting others (e.g. listening or remaining silent, not amplifying if not necessary);
- ▶ valuing contradiction and enjoying debating with others;
- ▶ informed pluralism of views and open-mindedness are essential.

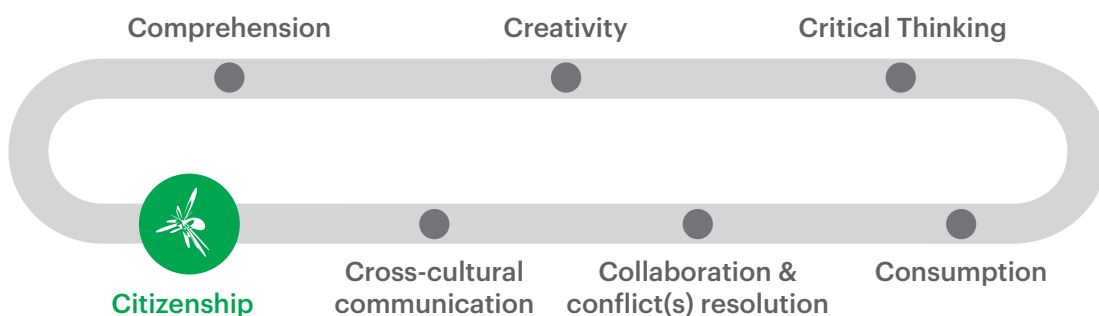


**Building Students' critical thinking: AIR**



**5. Focus on CITIZENSHIP competences (7C) (15 min)**

❖ **Citizenship** enables users to engage actively, positively and responsibly in both online and of-line communities, with a wide range of activities, from consuming, sharing, playing and learning to searching and working. It also enables users to exert their freedom of expression that has been augmented over time with freedom of information and freedom of the press. It keeps the information contract and the sharing contract in complementary positions.



**See introduction and glossary**  
Source: Savoir\*Devenir

## ❖ MIL competences break-down categories/indicators of citizenship competences

Students should be able to

- Describe the new codes and contexts of expression online
- Describe legal restrictions regarding freedom of speech
- Critically recognise the way social media fosters and hampers freedom of expression
- Make media literate choices about the legal and technical tools that protect freedom of expression (right to rectify, right to forget, transparency reports, ...)
- Protect their privacy while exerting online freedoms

### ❖ MIL added Human Right value:

- ✓ Freedom of expression
- ✓ Dignity
- ✓ Education

## 6. Evaluation and feedback

**Class comparison:** look at Reporters Without Borders annual World Press Freedom Index – a report on freedom of expression/censorship in the world:

<https://rsf.org/fr/classement>

*What are the countries where censorship prevails?*

*What kind of political regime do they have?*

...



Session 4:  
45 min

## 7. Training support materials

(see additional section to Lesson Plans)

- ▶ References to other materials and resources
- ▶ Useful links for pedagogical animation
- ▶ Glossary
- ▶ Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING Citizenship Competences:**  
**contribution to social media via tweet, post, story...**

#### STAGE 1 (15-16):

Understanding the positive uses of freedom of expression

##### ▶ Role play

45 min

*Imagine you are in a country that exerts censorship about a specific topic (religion, human rights). You are a dissident: how do you go about denouncing the current regime? With what media? How do you use the transborder dimension of online social media? How do you use anonymity?*

##### ▶ Role play (continued)

2 x 45 min

*You are a dissident and you have been traced/caught/denounced and are facing an officer of the censorship bureau: What are the risks you incur? What are your options for saving yourself? Write a short dialogue.*

##### ▶ Evaluation and feedback

45 min

**Storytelling:** *write a short script about a dissident who had to escape his/her country to avoid being sent to jail for investigating on a censored topic. Explain why you persisted in defending freedom of expression.*



## STAGE 2 (16-17):

### Mastering online freedom of expression

#### ► Visual analysis

45 min

Consider the work of *Cartooning for Peace* and the role of caricature to promote freedom of expression. Analyse issue of your choice via cartoons: <https://www.cartooningforpeace.org/>

What do they tell about your culture? Its tolerance to dissident/minority ideas? Are humour and satire part of freedom of expression?

#### ► Visual analysis (continued)

2 x 45 min

Look at the caricatures of the prophet Muhammad and the controversies they have created (in Denmark, Egypt and France).

Define the position of the press in each country. Explain the differences in positions, in sanctions.



#### Teacher tip:

It is usually easier to discuss such critical and sensitive subjects if they don't directly deal with examples taken from recent times and if they relate to different cultures.

#### ► Evaluation and feedback

45 min

Choose a cartoon of your choice and tell how it illustrates freedom of expression as a human right according to you.

### STAGE 3 (18-19):

Building a sustainable strategy for online freedom of expression

#### ► **Simulation**

45 min

Be a citizen journalist: create a **blog reporting about your neighbourhood** (for civil advocacy, for a cause like saving an old building, a forest ...)

Have the students gather information online on the topic of their choice.

Simulate an online debate by posting a message on the class wall. Distribute post-its to the students and ask them to write a post in answer to your message



#### **Teacher tip:**

This type of exercise is safe for students, as their opinions are not really posted.

It also sensitizes them to listening to others, to thinking before posting, to avoid being “flamed” by others.

#### ► **Simulation** (continued)

45 min

*Have the students vote via a tool like Beekast.com*

*Have the students comment on the results. Make them think critically of their choices, of their feelings and on how they have exerted their freedom of expression and their freedom of choice.*

*Make them write collectively the ‘best’ answer to your post, with a view of publishing it on a blog.*

#### ► **Simulation** (continued)

45 min

*Have the students vote via a tool like Beekast.com*

*Have the students comment on the results. Make them think critically of their choices, of their feelings and on how they have exerted their freedom of expression and their freedom of choice.*

*Make them write collectively the ‘best’ answer to your post, with a view of publishing it on a blog.*

#### ► **Evaluation and feedback**

45 min

#### **Self-reflexive essay:**

*Have the students revive their experience post-simulation. How did they feel about the others’ reactions to their posts? Did they change their original post or not? Did they exert self-censorship or fully use their freedom of expression?*



● **Module 10: Media, Big data and Artificial Intelligence**





# ● Module 10: Media, Big data and Artificial Intelligence

The first part of this lesson plan deals with knowledge about data and AI and MIL added value.

The second part of this lesson plan, the MILAB, deals with hands-on approach to teaching about data and AI.

## A few definitions (see glossary)

- Data
- Data mining
- Algorithm
- Artificial intelligence
- Democratic society

## Outline

### PART I Knowledge building

1. Before data and AI
2. Data and AI in the digital world
3. Characteristics of AI
4. Opportunities and risks
5. Learning objectives, competences and MIL added value
6. Evaluation
7. Training support materials

### PART II MILAB


1. Stage 1 activities
2. Stage 2 activities
3. Stage 3 activities

## PART I (4x45min sessions)

### 1. Before Artificial Intelligence (10 min)

Statistics were applied to small data sets.

Statistics were already used to profile people. Nielsen in the United States monitored a sample of viewers' viewing habits to indicate more general audience preferences. They were exploited to establish advertising rates of radio and television products.



Session 1:  
45 min

### 2. Data and AI in the digital world (35 min)

#### ❖ What's new with data and AI?

What is new is the calculating power of computers, and the amount of information we produce, with which they can mine more information! Much bigger data sets are mined for much finer profiling, detecting and predicting.

Big data refers to the huge quantity of coded information that is analysed with algorithms so as to reveal patterns, trends and associations. They can be treated with various statistical types of analysis to profile people, to predict behavior, for learning analytics. They often are described as having 5 characteristics or "5 Vs": Volume (large amounts of archived logs), Velocity (speed of creation and movement of data), Variety (both structured and unstructured data), Veracity (accuracy and correctness) and Value (costly IT infrastructure and extraction). (see "A Brief Introduction on Big Data 5Vs Characteristics and Hadoop Technology" Ishwarappa Kalbandi and J Anuradha (2015) [https://www.researchgate.net/publication/282536587\\_A\\_Brief\\_Introduction\\_on\\_Big\\_Data\\_5Vs\\_Characteristics\\_and\\_Hadoop\\_Technology](https://www.researchgate.net/publication/282536587_A_Brief_Introduction_on_Big_Data_5Vs_Characteristics_and_Hadoop_Technology))



#### Teacher tip:

Never forget it takes humans to create algorithms.

Use an e-learning website like the Khan Academy to know more about algorithms and how they work

<https://fr.khanacademy.org/>

#### ❖ Uses of algorithms (information and prediction):

- ▶ profiling for micro-targeted advertising / information
- ▶ medicine and online medication
- ▶ driving and autonomous cars
- ▶ navigating and geolocation
- ▶ police investigation (surveillance, tracking...)
- ▶ environment (monitoring, predicting...)

...



#### Teacher tip:

Show students videos by Hans Rosling on demographics and visualization as part of the series 'The Joy of Stats' <https://www.youtube.com/watch?v=jbkSRLYSOjo>



## ❖ How does data affect media production of information?

- Data visualisation
- Data investigation (leaks)
- Robot journalists (AI)
- Drones



### Teacher tip:

You can focus on an existing examples of journalism produced by robots. E.g. in 2015, the French newspaper *Le Monde* used a robot to cover local elections. 36 000 articles were published as a result.

## ❖ How does data affect **media consumption** of information?

Two major kinds of metrics for audiences and for communities:

- awareness metrics such as impressions, views, clicks, links
- engagement metrics such as likes, shares, comments

The logic of algorithm-driven media platforms also works for search engines, video streaming services... all places where information and entertainment are delivered. For the business sector, based on the attention economy (the time user's spent online), the capacity to filter, classify and measure information is key because they can monetize it to advertisers and sponsors.

Four kinds of algorithms drive social media newsfeeds and index and curate information with more or less editorialization procedures (D. Cardon, *A quoi rêvent les algorithmes: Nos vies à l'heure des big data*, (*What are algorithms dreaming about: Our lives in the time of big data*) Seuil, 2016.):

- **popularity** (audience measurement e.g. number of clicks, number of views on YouTube)
- **authority** (number of links and hyperlinks e.g. PageRank in Google)
- **reputation** or affinity (number of likes and comments that show users' relations and conversations in Facebook, Twitter etc.)
- **prediction** (collection of digital footprints and data online)

These models coexist and compete online. But increasingly there is a move from information in the form of news and documents to information in the form of data and social graphs (identity and community based).



### Teacher tip:

Google, Yahoo, Bing, Qwant...: search engines are not neutral. They have an editorial line like other media, enacted by their ranking algorithm! Google for instance, closely associates "popularity" of information with top preferences, not with quality of information.

### 3. Characteristics of AI

Session 2:  
45 min

❖ **Discussion:** Characteristics of data and AI according to you? (25 min)

- Micro-profiling
- Manipulation
- Connecting objects
- Interacting with bots and digital assistants (e.g. Siri...)
- Creating filter bubbles
- Replacing humans with robots
- Controlling people
- Predicting future
- Monitoring tastes and attitudes



**Teacher tip:**

AI requires collective thinking. What might be good for me (personalization of services) might be a problem for the society at a whole. It's important to place the AI debate at a societal level. The more so since the digital cultures tend to enhance individualism and communitarianism.

❖ **Formats and examples of data in relation to citizenship and consumer awareness (7C)**  
(20 min)

- Nudging
- Trained robots (machine learning)
- Deepfakes
- Captors (RFID)



**Teacher tip:**

Filter bubbles and echo chambers tend to reduce the scope of information and polarize opinion while social credit systems are used to nudge people into behaving according to a certain norm or expectation.

*Filter bubbles:* For instance Google PageRank and Facebook's Newsfeed have algorithms that create a "filter bubble" that pushes users toward information that agrees with their point of view (and eliminates information that disagrees with their own culture or online community). Eli Pariser, who coined the word, warns that it could lead to "information determinism" where our past internet-browsing habits frame our access to new information.

*Social credit system: the idea is to monitor citizen's social behaviour (spending habits, credit rating, work regularity, social interactions...) and give them a score to evaluate their trustworthiness. China is said to plan to implement its Social Credit Score by 2020.*

- *For a dystopian view of social credit system, the students can watch together and comment the first episode, season 3, of the English series Black Mirror, called "Nosedive".*

## 4. Opportunities and risks of Big data and AI

Session 3:  
45 min

### ❖ Discussion: How is AI being used today? (15 min)

Have the students go online and search for articles that show the 10 top algorithms that dominate our world. You can point them to the listing by Gizmodo that lists: Google Page Rank, Facebook Newsfeed, OKCupid date matching, NSA Cryptography, "You may also enjoy" recommendation algorithms, Google AdWords, High frequency stock trading, MP3 compression for squeezing data, IBM CRUSH (Criminal Reduction Utilizing Statistical History) for predictive analysis and Auto-tune.

See: <https://io9.gizmodo.com/the-10-algorithms-that-dominate-our-world-1580110464>

What are the main functions/missions? (suggestions: recommendation, matching, prediction, knowledge-building, surveillance, decision-shaping/making...). Discuss the pros and cons.



#### Teacher tip:

Alternatively have the students go to the website of their country's data authority, to look for the way it describes its missions about data and AI.

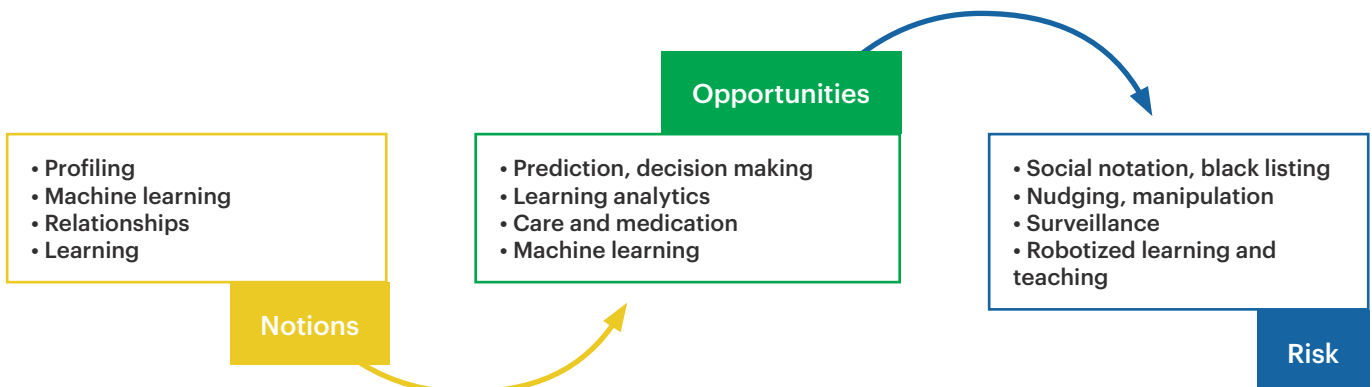
You can also have the students look at the EU guidelines for Ethics guidelines for trustworthy AI:

<https://ec.europa.eu/digital-single-market/en/news/ethics-guidelines-trustworthy-ai>

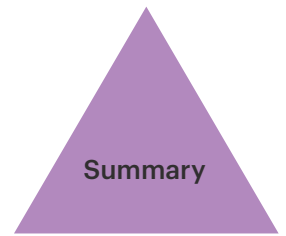
If your students are interested in the ethics of AI, you may want to sum up for them the "6 types of ethical concerns" raised by algorithms that show how algorithms are value-laden. See Brent Daniel Mittelstadt, Patrick Allo, Mariarosaria Taddeo, Sandra Wachter, Luciano Floridi "The ethics of algorithms: Mapping the debate", Big data and society journal December 1, 2016

<https://journals.sagepub.com/doi/full/10.1177/2053951716679679>

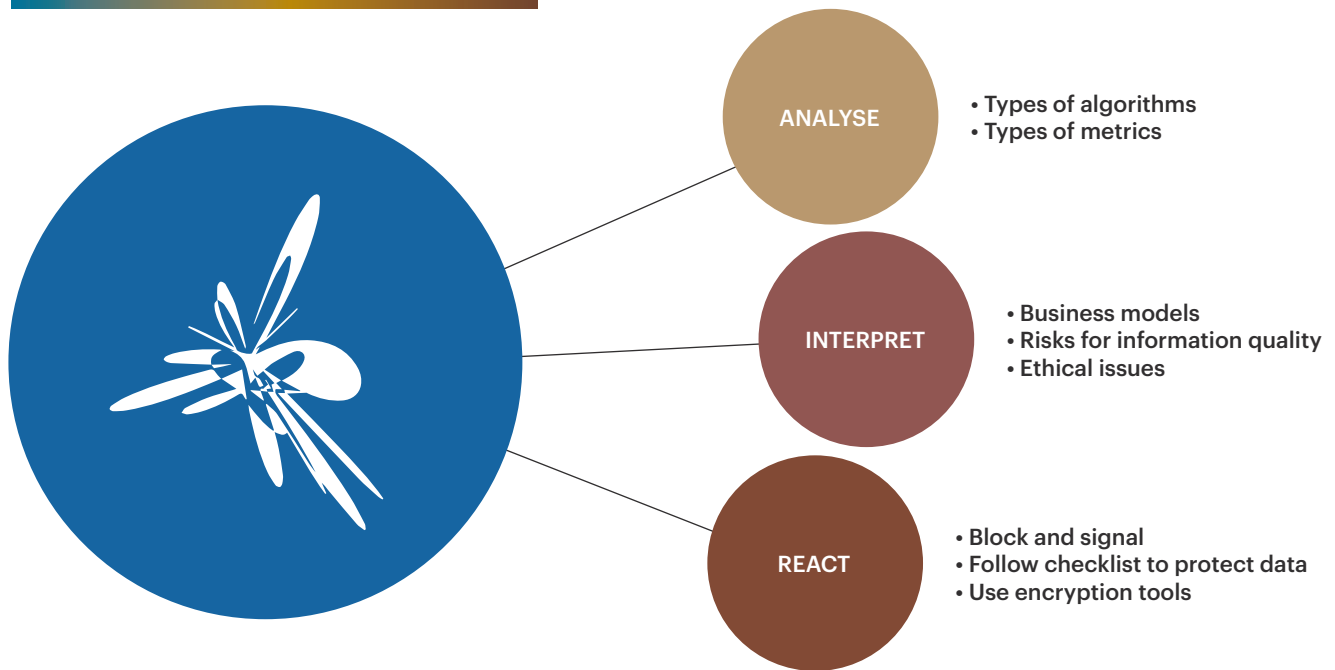
### ❖ Opportunities and risks (15 min)



- Digital footprint
- AI is not really “human” nor “intelligence”: it currently is mostly statistics applied to big data sets and machine learning using human patterns of online behaviour (for the time being).
- Among the risks and ethical issues raised by AI:
  - Nudging and social credit system (or Social Credit Score in China)
  - Filter bubbles and echo chambers
  - Information disorders: fake news; deepfakes
- Ethical issues:
  - freedom of conscience
  - freedom of speech
  - transparency of algorithms
  - oversight of robots

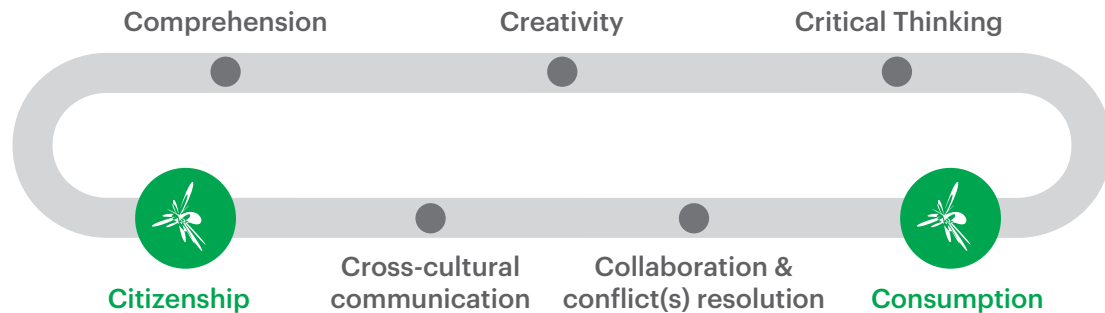


**Building Students' critical thinking: AIR**



## 5. Focus on data and AI related to **CITIZENSHIP** and **CONSUMER AWARENESS** competences (7C) (15 min)

- ❖ **Consumer awareness** and **citizenship** competences work together to ensure that citizens understand the digital environment that is being created by AI-driven media, products and services. Understanding the implications of the commercial reality of AI and their ethical consequences on autonomy and privacy is key for the future of democratic societies and for online wellbeing.



**See introduction and glossary**  
Source: Savoir\*Devenir

- ❖ MIL competences breakdown categories/indicators of citizenship and consumer awareness competences

Students should be able to

- Describe the different kinds of algorithms and how they affect social media
- Understand the way AI organizes and disseminates content and collects data
- Make an informed choice about what behaviour to adopt in the face of AI
- Protect themselves against excessive uses and risks of AI
- Think critically about AI

- ❖ MIL added Human Right value

- ✓ Privacy
- ✓ Freedom of expression
- ✓ Dignity (Ethical issues about data mining and interpreting)



## 6. Evaluation

**Essay:** what is “Intelligence” about in the expression “Artificial Intelligence”?  
NB: remember that “intelligence” in English can mean “espionage”...

Or

*Have the students watch the video on “Project Debater” that shows how a computer won a debate on how to fund kindergarten schools in the USA:*

<https://www.youtube.com/watch?v=FmGNwMyFCqo>

Make them write a post on what they think about it? How they feel about it.



Session 4:  
45 min

## 7. Training support materials (see additional section to Lesson Plans)

- References to other materials and resources
- Useful links for pedagogical animation
- Glossary
- Useful software for MIL integration in learning outcomes (online resources by country)  
[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kTjv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

## PART II. MILAB

### (4 x 45 min sessions, according to allotted schedule for MIL)

MILAB activities are devised according to the three stages (1-beginning, 2-consolidating and 3-deepening). The three stages are indicative: they can be followed as suggested below or used in a 'plug-in', modular approach depending upon the time allotted to MIL and/or the level of outcome desirable.

To go further

They involve several pedagogical activities including: workshops, role play, written exercises and games. They explore different media formats such as blogs, videos and web articles in order to build students' critical thinking skills (AIR).

**EXPLORING Citizenship and Consumer awareness:  
contribution to social media via tweet, post, story...**

#### STAGE 1 (15-16):

Understanding algorithms

##### ► Information Search

45 min

Divide students into three groups: ask each group to look for the same conflictual/controversial piece of information on various services (Google, Wikipedia, Twitter).

Make them compare their findings.

*What do the differences indicate in terms of logic of attention? business model?*

*See the 4 types of algorithms (popularity, authority, reputation, prediction).*



##### Teacher tip:

You can choose a polarizing political personality, or a controversial current event such as climate change, migrants crisis, ...

##### Alternately,

You can have the students look at the results of investigative journalism using big data, such as the international consortium that led to the Panama Papers revelations (see <https://www.icij.org/>) What are the advantages of combined and decentralized treatment of big data? How much did this kind of journalism modify the politics of transparency? How did politicians use this information: to modify laws, to fine and sanction fraud, to collect back money in tax revenues?

##### ► Information Search (continued)

45 min

Continue analysing their search results.

- ✓ *What happens to other types of representations?*
- ✓ *What happens to quality of information?*
- ✓ *What kind of knowledge can be built on such findings?*
- ✓ *What are the risks in understanding or misunderstanding the actual situation?  
For making decisions (e.g. like voting in elections)?*

##### ► Debate

45 min

On the basis of their findings, have the three groups come up with ethical solutions on how to deal with filter bubbles and echo chambers as created by algorithms and AI.

► **Evaluation and feedback**

45 min

Have each student write a blog post on their feelings and reactions to their comparative experience.



**Teacher tip:**

Alternatively, you can show them the algorithm of Newsfeed to help them think how filter bubbles can be created: <https://techcrunch.com/2014/04/03/the-filtered-feed-problem/>

**How Does Facebook Choose What To Show In News Feed?**

$$\text{News Feed Visibility} = \text{Interest} \times \text{Post} \times \text{Creator} \times \text{Type} \times \text{Recency}$$

Interest	Post	Creator	Type	Recency
Interest of the user in the creator	This post's performance amongst other users	Performance of past posts by the content creator amongst other users	Type of post (status, photo, link) user prefers	How new is the post

\* This is a simplified equation. Facebook also looks at roughly 100,000 other high-personalized factors when determining what's shown.

**STAGE 2 (16-17):**  
Mastering data and AI

► **Simulation**

45 min

Have the students pay attention to their navigation history over a period of a week. They can keep a log or go to the history tab in their toolbar.

► **Simulation** (continued)

45 min

Have them visualize their “filter bubble” in relation to their uses of Google. Make them use the open extension developed by Mozilla, Lightbeam, to help them visualize the tracking based on their navigation history. What do they notice?

► **Simulation** (continued)

45 min

Have the students work in 2 or 3 groups. Make them test search engines that do not track such as DuckDuckGo, Qwant... What is their policy regarding AI? How do they follow the GDPR?

► **Evaluation and feedback**

45 min

Have students compare a specific search of your subject matter on different search engines, making sure one is tracking personal data and another one is not. Make them reflect upon the consequences and what is at stake.

### STAGE 3 (18-19):

Building a sustainable ethical relation to data and AI

▶ **Information disaster scenario**

45 min

Search: Self-driving car. Consider the case of Waymo, Google's self-driving car project. Have there been casualties? of what kind? What was the legal result? who was judged responsible?

▶ **Information disaster scenario**

45 min

Search: Facial monitoring and surveillance. Contrast the case of state facial monitoring in China with the decision of the city of San Francisco to make it illegal. Arguments for and against.

▶ **Information disaster scenario**

45 min

Search: Deepfake. Look at the video of President Obama made by the University of Washington (Washington State). What would happen if people believed his words?

Link: <https://www.youtube.com/watch?v=UCwbJxW-ZRg>

▶ **Evaluation and feedback**

45 min

**Essay:** *In the light of the three disaster scenarios analysed, could robots rule the world? How can boundaries be set by citizens in democratic societies?*

# III. Training support materials for MIL Curriculum Lesson Plans





# III. Training support materials for MIL Curriculum Lesson Plans

These resources are part of the MIL curriculum pack and complete the teaching guide. They can be used by teachers to augment the core knowledge content and during “MILAB” activities that enable educators to explore further how to incorporate MIL in the classroom.

## Contents:

- 1. Useful links for pedagogical animation
- 2. Resources and other materials
- 3. Glossary

These support materials (glossary and resources) by Savoir\*Devenir and IREX Europe on Media and Information Literacy is licensed under “Creative Commons Attribution – Non-Commercial –Share Alike International License”.



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#### Coordinator:

Victoria Stephens (IREX Europe)

# 1. Useful links for pedagogical animation



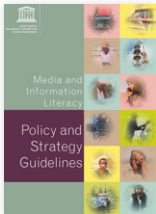
**Journalism, "Fake News" and Disinformation: A Handbook for Journalism Education and Training**  
C. Ireton and J. Posetti (eds), UNESCO (2018)

<https://en.unesco.org/fightfakenews>



**Media and information literacy: A practical guidebook for trainers**  
S. Braesel and T. Karg, DW Akademie (2018)

[www.dw.com/download/42424317/dw-akademimilguidebook2018.pdf](http://www.dw.com/download/42424317/dw-akademimilguidebook2018.pdf)



**Media and Information literacy: policy and strategy guidelines**

A. Grizzle, Moore, P, Dezuanni, M, Asthana, S. Wilson, C., Banda, B, Onumah, UNESCO (2011)

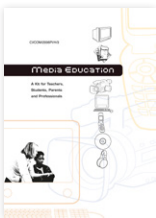
<https://unesdoc.unesco.org/ark:/48223/pf0000225606?posInSet=9&queryId=4553e6fd-aa83-44f9-b768-d36a57e74d83>



**Internet Literacy Handbook**

J. Richardson, E. Milovidov and M. Schmalzried, Council of Europe (2017)

<https://edoc.coe.int/en/internet/7515-internet-literacy-handbook.html>



**Media education: a kit for teachers, students, parents and professionals**

D. Frau-Meigs (ed), UNESCO (2006)

<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-education-a-kit-for-teachers-students-parents-and-professionals/>



**Digital citizenship education handbook**

J. Richardson and E. Milovidov, Council of Europe (2019)

<https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7852-digital-citizenship-education-handbook.html>



**Action: guidelines for prevention of violent extremism**

Nash, C. Nesterova, Y., Primrose, K., Chan, W A., Rios, R, Velásquez Flores, M J, Zowmi, A, Mahatma Gandhi Institute of Education for Peace and Sustainable Development, UNESCO (2018)

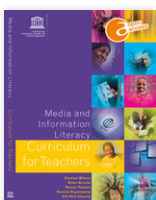
<https://unesdoc.unesco.org/ark:/48223/pf0000263828>



**Youth and violent extremism on line**

S. Alava, D. Frau-Meigs and G. Hassan, UNESCO (2017)

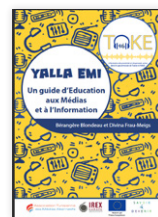
<https://unesdoc.unesco.org/ark:/48223/pf0000260382?posInSet=25&queryId=5a-ca6c25-da7f-4a7d-bca1-95e5aa9bedc5>



**Media and information literacy curriculum for teachers**

C. Wilson, UNESCO (2011)

<https://unesdoc.unesco.org/ark:/48223/pf0000192971>



**Yalla EMI: Un guide d'Education aux Médias et à l'Information**

B. Blondeau and D. Frau-Meigs (2018)  
Available in French and Arabic

<http://savoirdevenir.net/wp-content/uploads/2016/07/GuideYalla-FR.pdf>

## 2. Resources and other materials

<https://www.animaker.com>

- ▶ to create video animation

<https://vizzlo.com/create/timeline>

- ▶ to create timelines

<https://infogram.com/examples/maps>

- ▶ to create interactive maps

<https://www.powtoon.com>

- ▶ to create video animation

<http://www.thinglink.com>

- ▶ to create animated images

<https://my.beekast.com>

- ▶ to create online surveys and other activities in class

<https://padlet.com>

- ▶ to create a digital wall for posts

<https://www.genial.ly/fr>

- ▶ to create animated content

**NB: See other resources in online shared document  
(with resources in languages other than English)**

[https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kJv8uQqpkOeHJp5\\_k0ytBcZsdU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/10wxgYEe9O8GiSKo8kJv8uQqpkOeHJp5_k0ytBcZsdU/edit?usp=sharing)

### 3. Glossary

This glossary refers to the key words, values and competences used in the MIL curriculum Lesson Plans (where they are indicated in **bold** at first mention).

#### A

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**Algorithm:** a series of instructions to accomplish a task (not unlike a recipe). Search engines, social media, vocal assistants etc. all function with algorithms. They gather data and use it to modify their behavior over time and create their own new data (machine learning). They rely on Artificial Intelligence. See also *artificial intelligence, big data; data*.

**Apps:** Originally, an interactive program accessed through a web browser, apps are now more commonly found on mobile phones. Apps or 'Applications' are end-user software that can have many different functionalities: from enabling users to perform everyday tasks (such as consult a calendar or send emails), to entertainment (travel, games or social networking) and information gathering (news, maps or MOOCs). See also *Terms of service (TOS)*.

**Artificial intelligence:** or 'AI' is when computer systems perform tasks traditionally requiring human intelligence, for example visual perception, speech recognition, translation etc. Users usually interact with an AI through a series of vocal or written questions that the system answers accordingly. AI technology can also be found in digital games, robotics, driving assistants and in all systems that need to access a vast amount of data in order to facilitate decisions. For MIL, monitoring AI developments is important as it raises the issue of use of personal/private data and citizenship issues linked to privacy, dignity, wellbeing, politics and public space. See also *Algorithm big data, data*.

#### B

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**Big data:** refers to the huge quantity of coded information that is analysed with algorithms so as to reveal patterns, trends and associations. They can be treated with various statistical types of analysis to profile people, to predict behavior, for learning analytics etc. They often are put under "5 Vs": Volume, Variety, Velocity, Veracity and Value. For MIL, the challenges and controversies include data sharing, consumer awareness and privacy. See *Consumer awareness, data, privacy*.

#### C

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**Citizenship:** is a competence that allows users to engage actively, positively and responsibly in both online and offline communities, whether local, national or global. As digital technologies are disruptive in nature and constantly evolving, this form of engagement involves a wide range of activities, from consuming, sharing, playing and learning to searching and working. For MIL, Competent digital citizens are able to respond to digital challenges and to participate in public life while respecting human rights and intercultural differences. See also *human rights*.

**Cognitive bias:** a problem connected to information processing and how individuals perceive information. It occurs when individuals create their own 'subjective social reality', deviating from a rational judgment. It can distort reality and lead to inaccurate decision-making and illogical interpretations. The most common biases deal with confirmation bias (the tendency to interpret new evidence as confirmation of one's existing beliefs or theories), authority bias (the tendency to attribute greater accuracy to the opinion of an authority figure), bias of continuous influence (the tendency to believe previously learned misinformation even after it has been corrected). In MIL, it is associated to public opinion issues, stereotypes and the limits of freedom of expression. See also *critical thinking, fake news*.

**Communities:** virtual communities value exchanges about knowledge and information as currency for socializing and learning. They are characterized by "weak ties", the fact that acquaintances of all kinds (including strangers) may contribute information through online networks. With time, membership, influence and shared emotional conversations may produce a feeling of belonging, in echo chambers and other closed groups. See also *information contract; sharing contract*.

**Consumer awareness:** is the competence that allows users to deal with social media and other virtual social spaces as an environment where often the fact of being a digital citizen also means being a consumer of online products and services. Understanding the implications of the commercial reality of online spaces is one of the competences that individuals need to maintain their autonomy as digital citizens and protect their online privacy. For MIL, it implies issues related to infringement of the rights of others and age relevant means of understanding all the dimensions of "terms of service". See also *terms of service*.

**Cookie:** a small file that is stored on a user's computer, designed to hold a modest amount of data specific to a particular user, for website management. Each time the user accesses the website again, the cookie is sent back to the server on which the website is stored. A tracking cookie can be embedded with advertising material from a third-party site and can be used to report on a user's browsing history and facilitate targeted and tailored adverts. For MIL, cookies can be seen as an invasion of privacy since they allow profiling without user knowledge. They require critical thinking to avoid propaganda and unethical commercial practices. See also: *Data, Privacy*.

**Critical thinking:** the objective analysis and evaluation of an issue in order to form a judgment. In the MIL context it enables users to master the codes of digital media and to be self-reflexive about their navigation and their participation online. The cognitive skills implied relate to information search and validation as well as emotional understanding of complex communication situations. See also *fact-checking*.

**Cross-cultural communication:** the competence that allows citizens and users to feel empathy for others. Online these skills are magnified because of the lack of visual and audio cues. It implies tolerance to ambiguity, interest for otherness and skills in online navigation and networking as well as an awareness of the geopolitics of exchanging online.

**Cyber-bullying:** a harmful form of harassment, using electronic tools and services. It can include posting threats, rumours, sexual remarks, cyber-stalking and hate speech. The consequences can be damaging for victims (including fear, anger, depression and low self-esteem.). For MIL, it relates to information disorders, online harmful content and behaviour and to risks to freedom of expression (chilling effects) and wellbeing. See also *e-Reputation, Identity, Wellbeing*.

**Cyber-security:** deals with the protection of computers from theft and/or damage to their hardware, software and content. It also includes disruption of services by intentional or accidental means (such as piracy or hacking). For MIL, phishing, spamming and viruses, are among the security threats that can challenge citizens in their efforts to control their hardware and their data. See also *Privacy, Security*.

## D

**Data:** refers to coded information that can take many formats such as text, images and sounds but also interactions, events, transactions. They can be used as basic descriptors of a person's real life, digitally transformed. Sensitive Personal Information (SPI) can include the individual's name, social security number, date and place of birth, biometric records. For MIL, the controversies are linked to third party uses, be they commercial (market of collecting and selling data) or criminal (stealing data for illegal purposes). This can lead to breaches in security and privacy. See *Big data, privacy*.

**Data mining:** refers to the methods of calculation to explore databases so as to detect patterns and profiles, trends and links so as to provide elements of information for decision-making, such as predictive marketing for instance. It works with algorithms and statistics to extract information from big data. See also *AI, data, big data*.

**Deepfake:** the word 'deepfake' is a combination of the words 'deep learning' (a type of machine learning) and 'fake'. It refers to a kind of fake news that is AI powered and can create seamlessly altered content on sound and video. It uses artificial intelligence to superimpose or combine different images and videos. For example, in 2018 a viral video appeared to show President Obama giving a public address about fake news, the video was extremely realistic but actually completely computer generated using the voice of actor Jordan Peele. Deepfakes have been used to modify video content of famous politicians and actresses, putting them in embarrassing situations where they can be made to say the contrary of their original statement. See also *fake news, information disorders*.

**Democratic society:** is a society where human rights are respected offline and online, that fosters active citizenship and engagement. For MIL, it refers to some specific human rights values such as privacy, freedom of expression, dignity, security, education and participation.

**Digital divide:** refers to the various gaps in access to and use of technology, such as economic, cultural, age and social variations across nations. This can lead to inequalities between individuals and between countries. For MIL the issues relate to inclusion and social justice as well as learning and knowledge. It can result in two-tiered citizenship, with lasting impact on participation and wellbeing in democracies. It is associated to digital gap in competences. See also *democratic society; wellbeing*.

**Digital storytelling:** is the capacity to produce long and short narrative forms using media languages, that is using different media formats, symbols, codes, conventions and design principles to create recognizable narrative structures that convey messages to a target public. In MIL, it can be used as a pedagogical tool to stimulate creativity and to share experiences among participants. See long *narrative forms; short narrative forms*.

**Digital footprint:** is a citizen's unique set of traceable digital activities (e.g. website views, comments, payments) on the internet. They fall into two categories: passive and active, or involuntary and voluntary. The first one deals with data collected without the citizen's knowing; the second deals with data willingly released to share and interact online with others. For MIL, this raises issues of privacy, traceability and security. See also *Privacy; Security*.

**Digital identity:** originally a marketing tool (for personal branding), it is the information available online on a person, an organization or a device representing a real life entity. It enables the process of authentication of a user interacting online. It provides automated access to other computers and facilitates mediated relationships. It has come to mean aspects of a person's real life identity, with the whole collection of data generated by a person's online activities (purchasing, navigating, networking etc.) For MIL, the issues relate to the management of e-presence and online activities so as to ensure wellbeing. See also *Cookies; Data; e-Presence*.

## E

**E-presence:** is the capacity to control one's digital identity. It implies knowing about search engine optimization, e-reputation, social media uses, etc. It has come to extend to the personal and interpersonal qualities that guide digital communication. It requires social and cognitive competences that are supported by MIL. See also *Digital identity; e-Reputation; Participation*.

**E-reputation** ('online reputation'): is the perception internet users have of one's person, brand or company. It is a marketing influence strategy to win likes and recommendations and increase ranking of an entity's website or service online. It is often associated with ways to monetize content online, especially with influencers. For MIL, it is related to the risks of manipulation of a person's image or brand; it is also connected to monetization of one's online presence (advertising, clickbait...). See also *Cookies, data, digital Identity, e-Presence, influencer*.



## F

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**Fact-checking:** is the strategy used by journalists or citizens to debunk fake news. It involves using human resources and digital tools to assess the truthfulness and reliability of information, verifying its sources and analysing how it was published or promoted. See also *fake news*.

**Fake news:** is a type of deliberate disinformation aiming at misleading online users. It is spread via traditional media and online social media. It can aim to damage commercially, financially or politically a target entity or person. Online, it is also used to increase monetization (with clickbait headlines, click revenue, advertising revenue). For MIL, the issues raised relate to quality of information, manipulation of public opinion, intrusion of public spaces, integrity of elections. It requires competences in critical thinking, fact- and source-checking. See also *critical thinking; fact-checking*.

**Freedom of expression:** is one of the human rights, that guarantees the possibility for each individual not only to express their opinion but also to publish it. Additionally, freedom of information laws ensure that individuals have access to information about themselves and their government if necessary. It relies on trustworthy media and data in democratic societies. In MIL it is important with regard to publication and online engagement. See also *democratic society; fake news; fact-checking*.

## G

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**GDPR:** The General Data Protection Regulation has been implemented across the European Union in 2018, with data protection authorities in each country. It provides individuals with more control over their data and privacy and should enable them to monitor their e-presence. See also *e-presence; data; data mining; privacy*.

## H

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**Hacking:** is the process of seeking to breach the defences and abuse the weaknesses of a computer system or network. It can be motivated by many reasons, such as protest, profit, play, spying and intelligence gathering. For MIL, it raises challenges in terms of trust and risks of breaches in data privacy). See also *data, privacy, security, wellbeing*.

**Hate speech:** is a statement intended to demean another person, in particular with the use of cruel and debasing language on the basis of that person's race, ethnicity, religion, sex, disability, etc. In Europe, it is related to specific legislation, which creates debates over freedom of expression. In the MIL context it relates to ways and means to use media so as to produce counter-narratives and foster cross-cultural communication. See also *cross-cultural communication; democratic society; freedom of expression; participation*.

**Human rights:** a set of moral principles that organize human behavior in democratic societies (as made explicit in the universal declaration of human right of 1948). They are posited as inalienable and fundamental rights, for the sake of human dignity. They are egalitarian and applicable everywhere, including online. MIL tends to emphasize some principles in particular, such as freedom of expression, privacy, participation, dignity and education.

## I

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**Influencer:** an influencer is a user of social media who has established a large audience or following and whose content has a big reach and/or impact. See *participation; sharing contract; audience; communities*.

**Information contract:** refers to the implicit contract the mass media have historically established with their readers and viewers, as exemplified in the case of the daily news. The contract posits 4 main steps: 1/professionals (journalists, scientists...) identify a problem rationally, 2/ they analyse it, 3/ they call on experts, and 4/ they propose solutions. In MIL, it is an important element to explain the role of quality information in democratic societies ; it points to the risks of fake news and other information disorders as the information contract can be manipulated or captured by special interested parties and this may cause distrust in media institutions. See also *sharing contract; democratic society; freedom of expression; information factory; information disorders*.

**Information factory:** relates to the idea that information is a construct, with recognizable institutions, contents and representations, genres, patterns and media languages for an intended audience or community. It is traditionally connected to the information contract and its various steps. In MIL, it is important to recognize the various issues attached to the information factory (media ownership, stereotypes, manipulation...) so as to exert critical thinking and self-reflexive competences. See also *information contract; information disorders*.

**Information disorders:** refer to rumours, propaganda, persuasion techniques, scandal-mongering posts, slandering campaigns and fake news. On social media, algorithms, clickbait, trolls, social bots and other devices can promote false information while giving the feeling to users that they are getting quality information. This can lead to a series of disorders some of which are illegal (such as hate speech or calls to terrorism and racism), while others are part of the grey zone of harmful content and harmful behaviour (fake news, rumours, cyber-bullying...). In MIL, they are part of the categories of risks that are analysed and addressed in order and promote online wellbeing. See also *information factory; fake news*.

## L

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**Long narrative form:** is a long story, normally in written prose, that describes real or fictional characters and events, usually in the form of a sequential account. It can also be a nonlinear narrative whose plot does not conform to expected chronology or causality. In media, such narratives can come in various formats and supports: books, articles documentary, comics, film, television, video games, music and other audiovisual arts. See also *digital storytelling; short narrative forms*.

## M

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**Mass media:** refers to a variety of media formats and services that are used to communicate to the general public and reach a large audience, especially news. Mass media have made their transition to the digital world but retain some original characteristics such as linearity, editorial choice, etc. See also *social media, information contract*.

**Memes:** are images, videos or texts which are copied and spread virally on the internet. They often aim to be funny and are slight variations on a few main images. They can be shared on social networks, email, discussion communities, message boards and image banks. They are popular in youth cultures and are also used in fake news to generate traffic because they are popular. See also *fake news, information disorders, social media*.

## O

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**Open source standards:** are publicly available specifications that allow an individual or a community to use software in a non-proprietary manner. They can be freely adopted, implemented and even extended and improved upon. A typical example would be the Moodle platform for e-learning or UNIX standard for TCP/IP protocols. Creative Commons have been put in place to foster this notion closely related to Information commons for the democratization of knowledge and learning online. See also *democratic society; participation*.

## P

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**Participation:** is the competence that allows users to master a healthy interaction with other people in online communities, via wikis, blogs, games and social media. It implies values and attitudes related to active collaboration and contribution. For MIL, it is associated with self-expression, community-building, engagement in citizenship, influence and well-being. See also *digital identity, e-Presence, social media*.

**Phishing:** combines the words “phreaking” and “fishing” to create an image of bait to lure a victim. It is an attempt by information pirates and hackers to obtain personal data, especially Sensitive Personal Information (SPI) by disguising themselves as a trusted party (friend, colleague, bank etc.) The purpose is to direct the victim to fake websites that can distribute viruses or use the stolen data for illicit purposes. See also *cyber-security, data, protection*.

**Privacy:** is the right to keep control over one’s data (access, verification, rectification...). It tends to be infringed by companies that use personal data for commercial purpose, including sharing data with third parties (i.e. not the people for whom the data were created in the first place). Within the EU is governed by the GDPR and entails being covered in case personal data is stolen or manipulated. For MIL, the challenges relate to disclosure and its risks to wellbeing, cyber-bullying, e-presence as well as commercial profiling. See *GDPR, data mining, e-presence, phishing*.

**Profiling:** is the process of examining the data available in an existing database and of applying statistics to provide metrics or predictions about people or other online activities. For MIL, the challenges are about awareness about the digital footprint and is possible misuses to infringe on privacy. See also *Big Data; Data, Digital Footprint; GDPR; Privacy*.

**Protection:** is the right to online data protection is covered by GDPR. It deals with the responsibility for individuals and public and private companies to keep digital activities safe by ensuring that data is not stolen or used by third parties without the user’s consent. See also *privacy, profiling, GDPR*.

**Public opinion:** is the formation of public opinion that justifies the use of mass media and their relation to democratic societies as citizens need to be informed in order to make decisions (such as voting in elections). It is very dependent on the agenda setting activities of media outlets in the world, and increasingly on social media. It requires an element of trust in the information contract and the sharing contract. See also *mass media ; social media ; information contract*.

## R

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**Robot or ‘bot’:** an internet robot or “bot” is a software application or intelligent agent that runs automated tasks on the internet like web crawling to analyse files from web servers. Chat bots are used to converse in natural language with users and social bots are employed in social media networks to generate messages. For MIL, the issues deal with ethical challenges linked to increased autonomy of robots and their replacing human functions (e.g. in the context of work, teaching or war.). See also *Artificial Intelligence, data mining*.

## S

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**Search engine:** a software system designed to search for information on the internet and retrieve it for users. Increasingly search engines perform other services for users, and use data mining with specific algorithms to profile them; some trace users others do not. For MIL, the main issues regarding search engines are the manipulation of the search function for political, commercial and other reasons. See also *data, digital footprint, digital identity, fake news, privacy*.

**Sharing contract:** refers to the implicit contract the social media have established with their users, as exemplified in the case of influencers. The contract posits 4 main steps : 1/ any connected individual identifies a scandal, 2/ he/she creates a desire for change, 3/ he/she collects other users’ experiences and opinions and 4/ he/she reaches out for reasoned transformative solutions (no return to the status quo). In MIL, it is an important element in explaining the role of opinions, comments, conversations and short narrative forms in democratic societies and points to the risks of fake news and other information disorders as the sharing contract can be manipulated or captured by special interested parties and this may cause distrust in social media services. See also *information contract, democratic society, information disorders, influencer*.

**Short narrative forms:** are stories that describe events that are real or fictional. On social media it can take the shape of comments, likes, posts, tweets, or video “stories” as used in Snapchat or Instagram. See also *digital storytelling; long narrative forms*.

**Social advocacy:** deals with social justice attached to the values a democratic society holds, especially in relation to human rights. The themes it covers may include: civil rights, community building, consumption awareness, human rights violations. It aims at social inclusion, social change, and wellbeing. In MIL, it translates into engagement and empowerment competences for online and offline participation. See *democratic society ; human rights*.

**Social media:** refers to a series of applications and/or online services that facilitate social interaction, based on the sharing contract (including media, documents and data). It builds on online communities and audiences that network and share interests and activities. Users have to create their profiles and upload contents (texts, pictures or other files). Many social networking sites are only open to individuals above the ages of 13-16 (depending on the laws in different European countries). See *digital footprint; e-presence; fake news*.

**Stereotype:** a widely held and simplified idea of a type of person or group. Online, stereotypes can be used to strengthen identity and a sense of belonging. They build on representations and images that tend to be long-lasting and are difficult to eradicate or modify and may lead to hate speech and other forms of discrimination. See also *cross-cultural communication; digital storytelling; hate speech*.

## T

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**Terms of service (TOS):** also called “terms of use” (TOU), they are the rules proposed by social media sites and services to which users must agree before having access to the online service. They tend to be merely a disclaimer but can contain other elements, especially regarding intellectual property rights of the content that is shared online via the service or app. See also *app, privacy, social media*.

**Troll:** a person who posts polarizing messages online, in order to create discord. The objective is to disrupt a community by calling on emotional responses, often for fun but also increasingly for political reasons, especially in the case of fake news. See also *cyber-bullying, fake news, social media*.

## V

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**Video games:** games played using computer programmes. Certain online games can allow the players to interact actively with the world they are plunged into and often players can see everything from the perspective of their character (in first person) or from multiple combinations of perspectives, such as Massively Multiplayer Online Role Playing Games (MMORPGs). In MIL, video games can raise issues such as addiction, wellbeing, privacy as well as consumer awareness. See also *digital footprint*.

## W

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**Wellbeing :** is a desirable state of health and security when navigating, playing, searching online. It can provide a positive sense of self and of belonging to a community. It fosters engagement in activities, social relationships, and empowerment to act in democratic societies. For MIL, the issues raised relate to the risks to wellbeing, such as cyber-bullying, trolling, human rights violations. See *digital footprint; e-presence; human rights; social advocacy*.



# Media and Information Literacy

## Fresh AIR: Analyse, Interpret, React

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