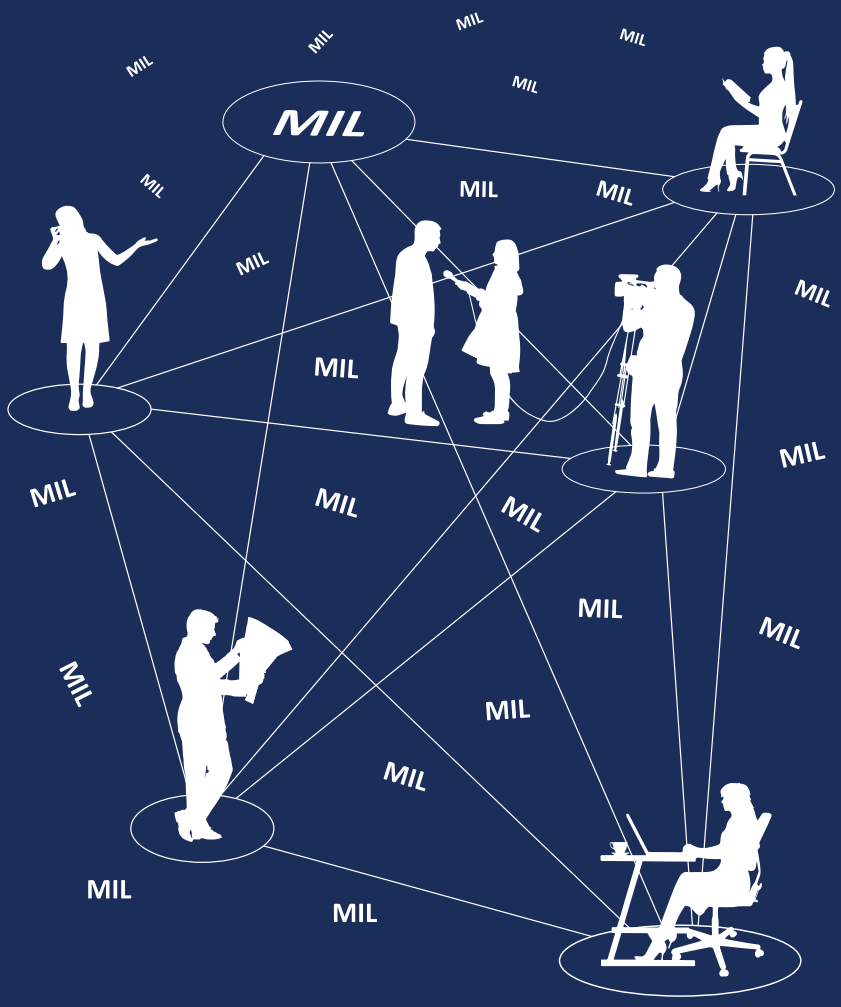
Nozima Muratova
Alton Grizzle
Dilfuza Mirzakhmedova

United Nations
Educational, Scientific and
Cultural Organization

British Embassy
Tashkent



MEDIA AND INFORMATION LITERACY IN JOURNALISM:

A HANDBOOK FOR JOURNALISTS AND JOURNALISM EDUCATORS

UNESCO Publication Series
Support for media development in Uzbekistan

MEDIA AND INFORMATION LITERACY IN JOURNALISM:

A HANDBOOK FOR JOURNALISTS AND JOURNALISM EDUCATORS

Baktria press

Tashkent – 2019

UDC 070:004
BBK 76.01
M 96

Muratova, Nozima.

Media and information literacy in journalism: a handbook for journalists and journalism educators [AUTHORS] / N. Muratova, A. Grizzle, D. Mirzakhmedova. — Tashkent: Baktria press, 2019. — 128 p.

UNESCO Disclaimer ACKNOWLEDGEMENT

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organisation.

This publication is published with financial assistance from the British Embassy in Tashkent. It does not necessarily reflect the official views of the British Embassy.

Editor: Alton Grizzle
Assistance with Copyediting: Denis Sureyev
Design: Andrey Kholmatov

Project Co-ordinator: Sanjarbek Allayarov
Project Assistant: Bargida Muminjonova



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (http://creativecommons.org/licenses/by-sa/3.0/igo/). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (http://www.unesco.org/open-access/terms-use-ccbysa-en).

Published in 2019 by the United Nations Educational, Scientific and Cultural Organisation
7, Place de Fontenoy, 75352 Paris 07 SP, France

UNESCO Office in Tashkent
9, Ergashev Street, 100170 Tashkent, Uzbekistan

Printed by: Mega Basim

Printed in Turkey

ISBN 978-9943-5811-2-8

© N. Muratova, A. Grizzle, D. Mirzakhmedova, 2019
© Baktria press, 2019
© UNESCO, 2019

Peer-reviewers:

Olunifesi Suraj, PhD
Senior Lecturer, Department of Mass Communication,
University of Lagos, Nigeria.
Co-ordinator, UNESCO University Network on Media and Information Literacy & Intercultural Dialogue (Nigerian Chapter).

Tomás Durán-Becerra, PhD
PhD in Journalism and Communication by Autonomous University of Barcelona.
UNESCO-UNAoC MILID Network Associate Member.
National Research Director at CUN University, Colombia.

Ramzon R. Tuazon
President, Asian Institute of Journalism and Communication (AIJC).
Secretary General, Asian Media Information and Communication Centre (AMIC),
Manila, Philippines.

Maha M. O. Bashri, PhD
Associate Professor of Communication,
Department of Media and Creative Industries,
College of Humanities and Social Sciences,
United Arab Emirates University,
Al Ain, UAE.

Prof. Marcus Leaning
Professor of Digital Media Education, University of Winchester, UK.

Prof. Lisa Janicke Hinchliffe
Professor, University of Illinois at Urbana-Champaign, USA.

Akbar Nurmatov, PhD
Dean, Department of Printed Media and Publishing, University of Journalism and Mass Communications, Uzbekistan.

Venera Kayumova
Scientific and literary editor of the e-journal "Foreign Languages in Uzbekistan"

CONTENTS

PREFACE
MIL for Critical and Quality Journalism 6

INTRODUCTION
The Unique Features of this UNESCO Guide about Media and Information Literacy and Journalism.....9

PART I. MEDIA AND INFORMATION LITERACY THROUGH THE EYES OF THE MEDIA AND OTHER INFORMATION PROVIDERS 15
1.1. Basic Concepts of Media and Information Literacy 16
1.2. The Importance of the Media and Information Literacy 22
1.3. Five Laws (Principles) of MIL from UNESCO 24
1.4. From MIL as a Defense against Media to Media as Partners in MIL Development 26
1.5. MIL Practice: Exercises and Cases 29

PART II. MEDIA AND INFORMATION LITERACY IN JOURNALISM EDUCATION 33
2.1. Formulating Media and Information Literacy Competencies for Journalism Students and Journalism Educators.....34
2.2. Overriding Censorship and Boycotting with MIL: Citizens' Critical Autonomy 42
2.3. Monitoring and Moderating Media Message to Reduce Potential Negative Impact on Citizens.....44
2.4. Building Bridges between Media Professionals and Information and Library Professions through MIL Promotion 45
2.5. Working with Non-conventional Information Sources..... 49
2.6. The Gender Perspectives of MIL: MIL as a Tool to Promoting Gender Equality 54
2.7. Collecting Information in the Era of Open Data 60
2.8. Visualisation of Information: New Features of Journalism.....63

PART III. MEDIA AND INFORMATION LITERACY IN JOURNALISM PRACTICES 69
3.1. Why MIL in Journalism? Building Trust in Media through MIL 70
3.2. Professional Media Associations, NGOs and Regulatory Agencies Engaging in MIL 77
3.3. MIL and Professional Ethics of Journalists 83
3.4. Reporting MIL Development: Tools and Techniques 85
3.5. Development and Implementation of MIL's Internal Policy for the Media 90
3.6. Human Rights Online. MIL and Journalism as a Tool for Civic Education 93
3.7. Creation of Media Content: Purpose, Methods, Promotion of MIL for Communication with the Audience 95
3.8. MIL in Practice: Self-Assessment Exercises 98

PART IV. MEDIA AND INFORMATION LITERACY TOOLKIT 103
4.1. Checklist # 1: How to promote MIL 105
4.2. Checklist # 2: How to integrate MIL in journalist reports 106
4.3. Checklist # 3: Working on sources 107
4.4. Checklist # 4: How to write text-based journalistic materiaL 108
4.5. Checklist # 5: Handling open data 109
4.6. MIL Notebook of a Journalist 110
GLOSSARY 116
BIBLIOGRAPHY 121
ANNEX 1 123

PREFACE

MIL FOR CRITICAL AND QUALITY JOURNALISM

Without language, there is no humanity. Without journalism, there is no democracy. Without Media and Information Literacy (MIL), there is no democratic human conversation.

For these reasons, when we enter a new global era — in which mediatisation has become deep and intensive, and information keeps growing — the fusion between journalism and MIL is the best guarantee of a democratic public conversation. A conversation that can contribute, decisively, to human beings achieving the realisation of their rights.

Hence, the co-operation between MIL and the journalistic work is a fundamental issue for assuring the quality of journalism in the immediate future. And this is the central theme of this handbook: how to integrate MIL into journalistic practice and learning. A theme that is the key for the necessary reinvention of today's journalism.

The co-operation between quality journalism and MIL is possible, because their values and objectives are equivalent. Both must respect people's autonomy and critical sense. Both pursue truth and verification of information. Both promote public conversation, dialogue, and seek understanding among people; and defend pluralism and diversity, without censorship of any kind.

However, traditionally, journalism has ignored MIL. Until very recently, journalists were only concerned about reporting - and critically guiding the creation of people's opinion. They believed that this was their only function. And they felt that they were mediators between the reality of the world and its audiences. In fact, they remained comfortably installed in the paradigm of broadcasting; broadcasters (journalists) were active, and the audiences (citizens) were just passive spectators.

But, today, the situation has changed radically. The intensive mediatisation of human life — produced by digitisation — has allowed traditionally passive audiences to become active participants; to interact with the media; to produce their own information; and to debate with relative freedom, often without the mediation of conventional journalism.

In this new context, the role of journalism must change; it must be reinvented. Its new mission is no longer to maintain the exclusivity of access to information, but to become a reliable reference, a guarantor of truth. Therefore, it is crucial to build and maintain credibility.

Journalism is no longer just the great soloist of the social concert. The new mission of journalism is not to issue opinions undirectionally, but to give voice to the citizens so that they participate equally in the public conversation; so that they engage in dialogue to enrich a democratic public conversation. Its new mission is to try to contribute to the harmony of the social orchestra, progressively wider and more plural, in which any citizen can participate.

None of this can be done without MIL.

There will be no quality journalism without citizens' quality participation in the public conversation. And to achieve this, media and information skills and competencies need to be enhanced and disseminated equitably among all citizens.

In the same way that no seed can sprout without good soil, no good journalism can flourish without citizens with sufficient media and information literacy. Nor will there be good human conversation if part of the group remains silent.

Many years ago, a journalist and Nobel Literature Prize laureate Albert Camus — African and European at the same time — established three requirements for critical (or quality) journalism: 1) **to inform well;** with no hurry, without rush; 2) **to contribute to the understanding of the news** by means of observations that grant the exact scope of information, whose source and intention are not always evident; 3) **to provide the public with knowledge about information techniques and strategies**, in order to **"guard their critical spirit, instead of facilitating their life"**. Camus thus, *avant la lettre*, called attention to the need for good journalistic profession to promote, in an exercise of transparency, the pedagogy of its procedures, that is to say, the critical competency of its audiences, then MIL.

Today, co-operation between journalists and the MIL movement has already become an inevitable commitment; just as respect for the public/citizens' critical sense and autonomy, and their media competencies are inherent to good journalism and hence necessary to enrich our social conversation.

What can this commitment be built on? In my opinion, it is based on five essential principles that are perfectly illustrated in this manual, and that require collaboration between the world of journalism and that of MIL.

1. **That truth is built among all — journalists and citizens**: This truth is always the fruit of a systematic work of verification, contrast, mutual understanding and criticism. A work that journalism and the MIL movement must do together.

2. **That fighting against lies entails fighting against prejudices, against stereotypes and against closed-mindedness**: These prevent us from accepting those ideas that do not gratify us, that can be uncomfortable; which imposes a kind of silent censorship. Truth arises from going against the flow of conventional ideas, from exercising constant critical vigilance about our own thoughts; from attentive analysis, and from methodical doubt. Hence, both journalism and MIL are

always united in nonconformity; in that they consistently attach more importance to questions than answers.

3. **That there is no journalistic credibility without ethics and honesty; and without accountability**: Trust is built on respect between journalists and their audiences, on respect for ethical standards of behaviour, and honest professional practice. And that none of this can be achieved without known rules and without collective vigilance over those rules. Here the MIL movement can co-operate with quality journalism by promoting shared rules, accountability, regulation and co-regulation.

4. **That there is no quality journalism without public/citizen participation**: Today's journalism is no longer one-way; it involves citizen participation; it needs catalysing and energising social conversation. It benefits from people's creativity, and from their contributions; as much as people benefit from good journalism. Therefore, the quality of democracy and journalism depends on the quality of this participation. For that reason, MIL and quality journalism assign great importance to the empowerment of citizens in front of the media and information. Hence, journalism can only progress as MIL advances.

5. **That both quality journalism and MIL have, as a means and as an end, to strengthen people's rights equitably and without discrimination**: To do so, they must resist the imposition of any power - political, economic or any other kind. In this way, neither political manipulation, nor commercial pressure, nor the pursuit of economic profit can overcome the civic duty shared by quality journalism and MIL.

From my point of view, based on these five principles a solid relationship can be established between the quality of journalism — in a society increasingly in need of its work — and MIL — the movement that drives the empowerment of people before the media and information.

From these, a strong alliance can be woven — as exemplified and updated by the Global Alliance for Media and Information Literacy (GAPMIL) and the international MIL and Intercultural Dialogue University Network, which UNESCO has been promoting for some time — and based on them, the training of journalists and the training of citizens can be improved, in order to build a new social conversation.

The text in your hands represents an excellent tool for improving the quality of journalism, and for promoting the enhancement of MIL.

José Manuel Pérez Tornero
Director of the UNESCO Chair for MIL for Quality Journalism,
Autonomous University of Barcelona.
Member of the UNESCO-UNAOC
MIL and Intercultural Dialogue University Network.

INTRODUCTION

THE UNIQUE FEATURES OF THIS UNESCO GUIDE ABOUT MEDIA AND INFORMATION LITERACY AND JOURNALISM

Having moved from light surfing, babbling and chatting to data mining for the purpose of manipulation and destabilization, the digital transformation of the media landscape underscores the growing importance of media and information literacy. This form of education must rethink the media and the political and ethical foundations that legitimize it.

Divina Frau-Meigs in
"Ability to restructure in the Era of Sustainable Digital Development".

The manual is based on the principle of integrating the education and practice of journalism. The first part of the book is focused on explaining the basics of media and information literacy. The use of the term "media" throughout this document refers to two dimensions. Firstly, there is the news media as an institution, the "fourth estate", having specific professional functions that its constituents pledge to fulfil in democratic societies and which are necessary for good governance and development. This includes radio, television and newspapers, whether online or offline, as well as journalistic content on the Internet. Secondly, there is media as the plural of the term "medium", and which here refers to multiple communication modes such as broadcast and cable television, radio, newspapers, motion pictures, video games, books, magazines, certain uses of the Internet etc. MIL encompasses engagement with all these modes. For its part, UNESCO is particularly concerned with information and news, but recognise that there is other content such as entertainment, interpersonal communications, and advertising.

The use of the term "Information providers" throughout this document refers to the information management, information agencies, memory, cultural and Internet information organisations. It includes libraries, archives, museums, documentation centres, information management institutions, not-for-profit and for-profit information providers, networks, and companies which provide a range of services and content online and others.

Sections such as "Media as a MIL Development Partner," which analyses how journalists can perform the role of media literacy integrators for the public can be considered as the new topics included in the manual.

"Formulation of competencies in the field of media and information literacy for student and teachers of journalism", which contains information on competencies important for journalists in the era of knowledge society and universal digitalisation. The topic of gender aspects of MIL and its role as a tool for promoting gender equality, monitoring and moderating media messages to mitigate the potential negative impact on citizens, media and regulatory organisations dealing with MIL issues, issues of building confidence in the media through MIL are also highlighted.

The authors raising the topic of the design and implementation of the MIL internal policy for the media was a completely new approach, which until today has not been covered in the MIL literature. The working tools included in the final part of the manual serve as a reinforcing material throughout the book.

Every journalism educator, student of journalism, journalist, or professional working in the field of media regulation or media self-regulation should improve their understanding and appreciation of media and information literacy as a standard part of their work and study. Media and Information Literacy can enable quality and ethical journalism, build trust in media through citizens, government, and media partnerships, as well as stimulate civic engagement.

This guide aims to become an important and practical tool for journalists, journalism educators, media regulators, and civil society organisations in the implementation of their professional activities, and primarily engaging in media and information literacy.

In international practices, one can be acquainted with a variety of publications for journalists and journalism educators about topics such as recognising misinformation and disinformation, handling disinformation, identifying falsehoods. For example, the International Centre for Journalists (ICFJ) recently published a short guide to the history of 'misinformation and disinformation' and disinformation, where the authors tell about the evolution of the current crisis of misinformation and disinformation through time scales. The publication highlights historical moments stretching from the era of Cleopatra to Cambridge Analytica[1] . As the crisis of misinformation

1 Julie Posetti, Alice Matthews. A Short Guide to the History of 'Misinformation and disinformation' and Disinformation. https://www.icfj.org

and disinformation and defensive responses unfold, other publications with other perspectives are needed.

The tutorial entitled *Fred Fact Doesn´t Fall for Misinformation and Disinformation* published by Aos Fatos, Brasilian fact-checking platform in April 2017 clearly shows how false information can easily be spread through digital media. This guide, although it touches upon misinformation and disinformation and disinformation, focuses on the topic in the context of media and information literacy.

An example of the latest publications about misinformation and disinformation is the UNESCO publication released in 2018, *Journalism, 'Misinformation and disinformation' and Disinformation: A Handbook for Journalism Education and Training.* The resource zeros in on a number of new and remerging development that compromised the quality, impact and credibility of journalism — chief among these being the spread of untruth. The resource offers a range of ways journalists can tackle disinformation, misinformation or malinformation including through media and information literacy[2] .

Another resource, *The Impact of CrossCheck on Journalists & the Audience*, was published in November 2017. It is based on the work of Sophie Chauvet and Emmanuel Marty and focuses on the international journalism practices and examples from the media, explaining some practical situations, based on their experience, that journalist should consider.

This present Guide, *Media and Information Literacy in Journalism: A Handbook for Journalists and Journalism Educators,* complements these publications mentioned above, which were useful in helping to orient content to practicality as well as to develop a case approach. This Guide is published in four languages, Uzbek, Russian, Karakalpak and English, responding both to the unique national Uzbekistan context as well as ensuring international relevance and use of this tool. The content of the manual covers the practical aspect of the topic, is designed for self-study, and features abundance of keywords and practical exercises and cases.

Most tools and guides developed for media, journalists, and journalism focus on how media professionals can improve the quality of their content. The primary concern is with the supply side of media and information. This resource encourages media, technological intermediaries, and related organisations to venture more into the domain of the demand side of media. That is, exploring with a different

2 https://unesdoc.unesco.org/ark:/48223/pf0000265552. Accessed on 20 July 2019. Cherilyn Ireton and Julie Posetti edited this resource, which includes contribution from multiple authors.

perspective the domain of audiences, and more accurately stated, citizens and their understanding of how media works. Empirical research has shown that experts rank the need for people's understanding of the functions of media and other information providers, and the environment under which they can effectively execute these functions among the top three broad media and information literacy competencies that every citizen should have.[1] Unlike libraries that over the years have consistently promoted information literacy, never in the history of media has there been sustained internal policies and programmes to promote MIL competencies. There have been many short-term pilots and projects by some national broadcasters in Europe and North America. Notable among these is the BBC media literacy series. The World Association of Newspapers also had a sustained programme on news literacy in schools as a business model which was rolled back due to the decline of newspapers' readership. MIL is particularly needed in today's journalism for three key reasons among many others: (1) the news media targeted as platform for disseminating misinformation/disinformation and therefore the need for news audiences to be discerning; (2) news media is being used for misrepresentation, hate speech, extremism; and (3) growing distrust in the news media in many countries. [2]

Moreover, there is no international tool that exists to guide media and journalism education to contribute to the advance of MIL for all. This handbook seeks to correct this gap. The European Commission has plans to prepare a news literacy in the media guide for media in Europe arguing that those that exist are for North American contexts. The proposed Handbook on MIL in Journalism builds on the UNESCO tradition to develop comprehensive and non-prescriptive tools on MIL that can be adapted by Members States all over the world. It broadens the scope focusing not only on media but also on journalism education as well as building bridges between media and libraries to develop sustained internal policies and programmes on MIL. In some sense, this tool is a revamping of the UNESCO Guide for Broadcasters to Promote MIL and User-Generated Context, which was published in 2008 but has many limitations given the new information and communication landscape.

The Guide is being developed with the inputs of media professionals, journalism educators and library and information professionals. The involvement of the leadership in these related organisations ensures an institutional approach for sustainable use of the Guide.

1 Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

2 UNESCO Word Trends on Freedom of Expression and Media Development 2017/2018

This Guide aims to equip journalism educators and journalist practitioners with practical guidelines and resources: 1) about media and information literacy for critical civic empowerment and engagement, 2) how to integrate MIL in journalism education and news reporting, and 3) how to stimulate dialogue between media and citizens/users to build trust in media.

This approach and focus fill the gap of the many existing resources aimed at helping media professionals to develop good quality and impartial content for media. The handbook uses the UNESCO framework of MIL as a composite concept. It considers how media professionals and users can jointly tackle information verification. This Guide recognises that much of media exist in digital spaces, the reality that digital spaces need physical spaces as much as the physical need the digital, and that the larger context of information culture in societies should inform the development of the media and technological spaces and vice versa. As one of the authors of the Handbook in your hands, being a researcher of online media and digital transformation in the media, hypothesised, "the expansion of the Internet media in Uzbekistan creates prerequisites for organising a new multicultural information space. At the same time, the issue of the information culture of the population, which needs to be formed already at the stage of school education, acquires special significance. Due to the growing influence of the Internet on the society, social groups and individuals, it has become necessary to raise the issue of the continuous media education of the population"[3] .

Based on the general concept of media and information literacy (MIL) and the work of journalists with information sources, this Guide also deals with fact-checking, in particular, it provides tools that enable users to check the facts for authenticity, choose the most acceptable formats of factchecking, and the possibilities of using open data for comparison and verification of facts.

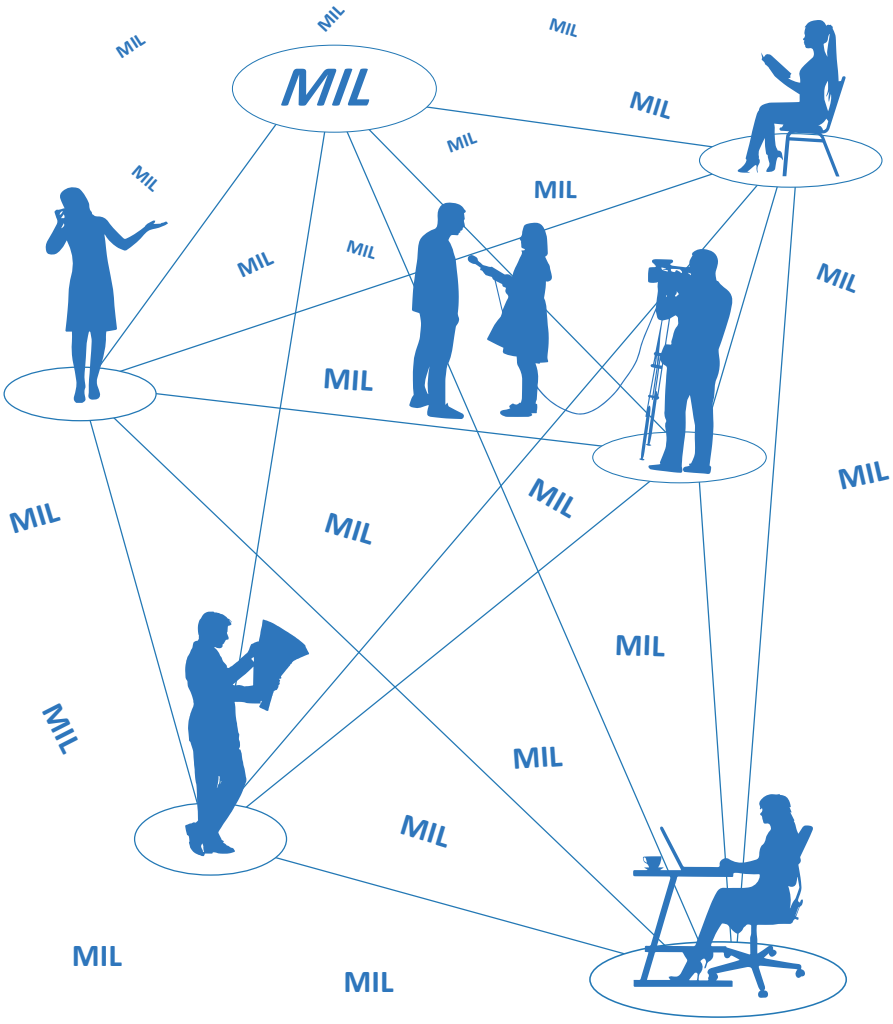
The Guide also provides examples of best practices, suggested exercises, readings, and assignments that help to enhance understanding and assist in the reporting of "misinformation and disinformation". It is designed as an additional training material for the training module for journalists, journalism trainers, and teachers, and is intended for use in news organisations, media development courses, and in journalism schools. The collected theoretical and practical material will be useful

3 Julie Posetti, Alice Matthews. A Short Guide to the History of 'Misinformation and disinformation' and Disinformation. https://www.icfj.orginformation market. / Abstract of Diss. NUUz, 2011. The online version is available at: http://site.ziyonet.uz/ru/

to media experts in writing news and analytical materials, as well as conducting investigative journalism.

These checklists and maps can be used by practicing journalists, heads and chief editors of the media, bloggers, social activists and media workers, representatives of research institutes and educational institutions, and active users of social networks for self-education.

We hope that this guide will also become a valuable resource for communication researchers and media and information literacy trainers.



PART I. MEDIA AND INFORMATION LITERACY THROUGH THE EYES OF THE MEDIA AND OTHER INFORMATION PROVIDERS

1.1. BASIC CONCEPTS OF MEDIA AND INFORMATION LITERACY

Countries and development organisations around the world are recognising the relevance of media and information literacy. This turn to MIL is seen as a sustainable and effective response to the explosion of disinformation globally. Disinformation threatens the achievement of the sustainable development goals (SDGs), in general, democracy, good governance, and social cohesion. Disinformation fuels disagreement about facts and the interpretation of data, blurs the line between influential opinions or experiences and facts, as well as compromises trust in even reputable sources of facts.[1] MIL enables people to be informed, engaged and empowered to think critically when taking decisions. UNESCO, as the international organisation leading MIL development globally, is taking innovative and strategic actions to respond to the global trend in demand for MIL. Large-scale, widespread, and sustainable co-operation with media, technological intermediaries as well as other information providers have not been realised or meaningfully pursued[2] .

Besides the social challenges of disinformation, UNESCO is influencing a global trend towards MIL for social opportunities such as intercultural dialogue, gender equality, peace, human rights, science/data literacy, and sustainable development, in general[3] . The media, technological intermediaries, and other global development partners are poised to push the agenda for a graduation from interdisciplinary to deeper transdisciplinary development approaches, with MIL as one axis, that are necessary to achieving the SDGs[4] .

In contrast to previous eras of sustainable development, people's access to information, technology, and media has been entrenched in the SDGs through Goal 16 Peace, Justice and Strong Institutions[5] . Target 16.10 calls for people's involvement in fundamental freedoms such as access to information. Ethical

1 A Threat to Policymaking and Democracy. Rand Cooperation. RB10002-RC (2018). www.rand.org. Accessed on 27 July, 2019.

2 Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an Online Course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

3 Grizzle, A. (2014). Measuring Media and Information Literacy: Implications for the Sustainable Development Goal. In Singh, J., Grizzle, A., et al (2015). Media and Information Literacy for the Sustainable Development Goals. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden.

4 Idem at footnote 6

5 World Trends in Freedom of Expression and Media Development, Global Report 2017/2018. UNESCO (Paris). https://unesdoc.unesco.org/ark:/48223/pf0000261065. Accessed on 22 July 2019.

journalism based on professional and international standards[6] has a lot in common with MIL. Figure 1 below provides an illustration. Combining quality journalism with MIL can help to spur more just, open and inclusive societies thus advancing the SDGs.

Figure 1 Relationship between the Fundamental Principles of Journalism and MIL

Fundamental Principles of Journalism[7]	**Fundamental Principles of MIL**
1. Journalism's first obligation is to the truth.	1. It enables people to effectively participate in truth-seeking process.
2. Its first loyalty is to citizens.	2. It must focus on empowerment of citizens.
3. Its essence is a discipline of verification.	3. MIL is also a discipline of individual verification.
4. Its practitioners must maintain an independence from those they cover.	4. MIL should not be about telling people what to think or how to think but to think for themselves.
5. It must serve as an independent monitor of power.	5. While media are the 4th Estate, MIL enables the 5th Estate (citizens).
6. It must provide a forum for public criticism and compromise.	6. MIL enables people to participate in the public discourse and dialogue.
7. It must strive to make the significant interesting and relevant.	7. MIL stimulates curiosity and technology exploration in people to understand the relevance of information and media in their lives.
8. It must keep the news comprehensive and proportional.	8. MIL enables people to consider the plurality of information and media.
9. Its practitioners must be allowed to exercise their personal conscience.	9. MIL stimulates reasoning and conscience, with which we are all endowed.

Source: Grizzle, A. (2018), Unpublished Work

6 White, A. (2008). To Tell You The Truth. The Ethical Journalism Initiative. Brussels, Belgium: International Federation of Journalists.

7 Adapted from The Elements of Journalism (2014) Revised and Updated Edition by Bill Kovach and Tom Rosenstiel

Other principles of MIL

1) One of its main characteristics is interdisciplinarity.
2) It must cover both the fields of media and information.
3) It must be centered on human rights.
4) It must regard critical thinking as its core competency.
5) It must take intercultural dialogue into consideration.
6) It must be imparted to people of all gender identities and at all ages.
7) It must be allowed to be disseminated in both online and offline spaces.
8) Its stakeholders must adopt a sustainable development approach.

The concept of media and information literacy is based on universal human rights and is considered a fundamental condition for individuals, communities and whole nations to enjoy the right to freedom of expression and the right to access information. Article 19 of the Universal Declaration of Human Rights states that "everyone has the right to freedom of opinion and expression; this right includes the freedom to freely adhere to their convictions and the freedom to seek, receive and impart information and ideas by any means and regardless of state borders."[1]

Based on this principle, UNESCO believes that the concept of media and information literacy is crucial in providing citizens of all countries with the opportunity to take full advantage of their fundamental human rights and to effectively participate in realizing the SDGs.

Various UNESCO publications about media and information literacy emphasise that media and information literate citizens are able to access, receive, critically evaluate, create, use, and disseminate information and media content of all forms.[2] They understand and know their rights in the field of work with information and the media, as well as their agency to demand quality information and media systems that are free, independent, and diverse. In their relations with the media, they understand the role and functions of information and media providers as well as the conditions for the implementation of these functions. Finally, they are active participants in information exchange for social interaction including "understanding

1 United Nations Human Rights Declaration, Article 19 (1948). http://www.un.org/en/documents/udhr/index.shtml

2 Media and Information Literacy in Knowledge Societies / Author Kuzmin E.I., Parshakova A. V. – M.: МЦБС, 2013. p. 29.

of the ethical issues surrounding the access and use of information; and engage with media and ICTs to promote equality, free expression, intercultural dialogue and interreligious dialogue, peace, etc."[3]

Media and information literacy skills can be divided into five main areas:

- Access
- Analysis and comprehension
- Critical evaluation
- Use
- Creation and engagement

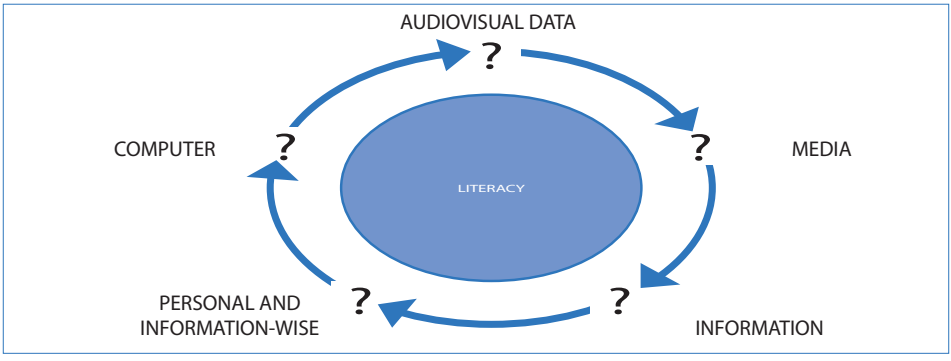
These five main areas are related to the fundamental journalistic 5Ws and 1H: What, who, when, where, why, and how.

Some MIL — related scholars ask the questions: Who created the information or content? What is the purpose? Who are the target audiences? What are the messages? What information is included and what is excluded. Who will benefit from these messages? Who will not benefit?

Many practitioners also prefer to focus on what they call news literacy as you will see in Figure 2 below. To understand MIL, one should first consider the keyword *literacy*.

What do you think are additional nouns that clarify the concept of literacy, which could be added here?

Figure 2 Concept of News Literacy

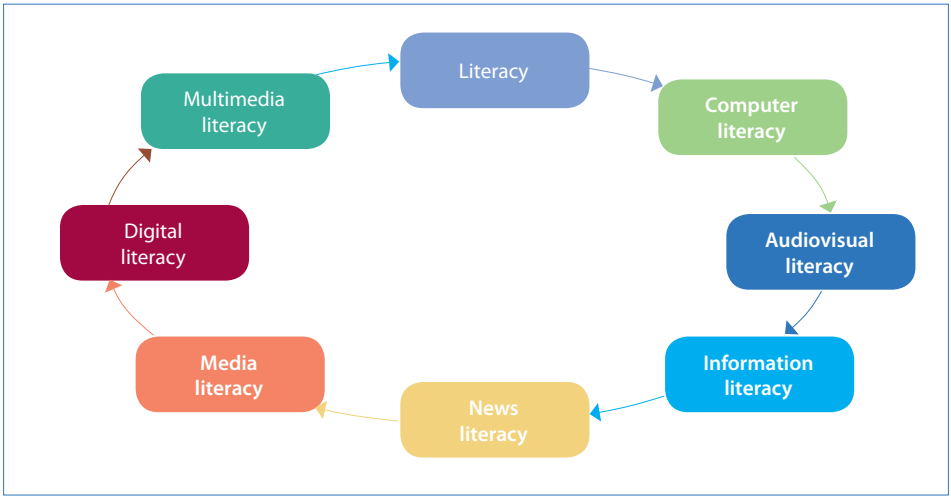


3 Grizzle, A, Moore, P. et al (2013). Media and Information Literacy Policy and Strategy Guidelines. UNESCO, Paris. See various other UNESCO publications here, http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/publications/

All these concepts complement the keyword, 'literacy', in the centre. In earlier frameworks about literacy, it mainly concerned a person's education — written and oral speech as well as breadth of thinking and outlook. Today this concept covers many areas of human activity, including activities related to information, media and digital media. Hence, the concept of literacy has been expanded. Some experts talk about literacies or multiliteracies[1] .

Literacy is also one of the key concepts of MIL. In this context, it is advisable to consider it complementary and interrelated with the following characteristics as shown in Figure 3 below:

Figure 3 Characteristics of Literacy



Adopted from UNESCO Media and Information Literacy Curriculum for Teachers

Each of these categories has its own distinction, sometimes its own distinctive context, and very often, contiguous properties that complement the other categories' aspect. For instance, if computer literacy is the ability to use a computer, knowledge of the basics of computer science and information technology, audiovisual literacy and visual literacy implies the ability to analyse and synthesise the audiovisual reality in space and time. This is a kind of ability to "read" audiovisual media text, the ability to use audiovisual techniques, knowledge of the basics of audiovisual culture, which is a part of media competency. Some experts suggest that the concept of information literacy

1 Media and information literacy Curriculum for Teachers. United Nations Educational, Scientific and Cultural Organization. Paris, France. Edited by Grizzle, A. & Wilson, C. (2011).

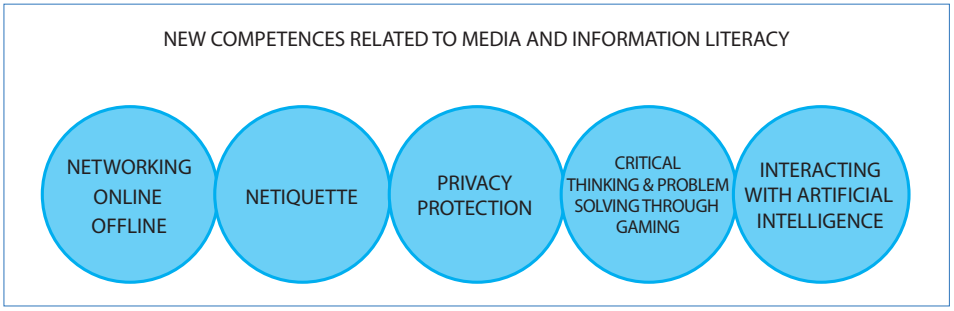
generally covers all of these concepts and means the ability to be acquainted, analyse and synthesise information. Other experts argue that the concept of media literacy differs from all of the above, which implies the ability to analyse and synthesise media reality, use and understanding of media text, knowledge of the basics of media culture. In today's digital environment, the interrelated aspects of literacy are converging.

Media and information literacies are closely connected to the growing influence of digital technologies. While earlier the use of the Internet was reduced to simple surfing and chatting, information exchange via digital media is now so widespread and active that mobile access to the network makes the smartphone a unique window to the world. This has resulted in smartphone users becoming active consumers, distributors, and creators of information. Digitalisation has given rise to *prosumers* — participants involved in the process of creating / producing information and media content. Alvin Toffler suggested this term in 1980. It consists of the words "producer" and "consumer".

In the new information reality and loaded media world, the user of new media: digital media, mobile media, social networks and so on, is required to have networking skills, remixing, sharing, downloading skills, creation, distribution and proper use of content and multimedia. That is why such new concepts have arisen that describe the new media ecosystem, this is digital literacy, news media literacy, and multimedia literacy.

Today, the concept of hypertextuality applies not only to digital information, but also to users of the network. The network as a principle of connecting everyone and everything through digital connections also indicates a kind of communication that takes place between people and machines, between machines and programmes, between robots and other equipment. Experts have added new competencies such as in Figure 4 below:[2]

Figure 4 New Competences related to Media and Information Literacy



2 Rayimjanov R.Z. Requirements for Media Competencies in New Media Enviroment. Media, Human, Society in Asia. Korea & Uzbekistan. Seoul, South Korea, April 21–26, 2019. — P. 119–124.

Speaking about media literacy, experts state "the traditional skill set is expanding... knowledge about big data, personal data privacy, algorithms used on the Internet, and the ability to strike a balance between media inclusion and shutdown are components of a new media literacy."[1] Thus, the concepts characterising the user mode "online" or "offline" have become today the most important signal in human relations and information exchange.

Another important concept in conjunction with MIL is netiquette (digital etiquette). This is a set of rules of conduct for Internet users. Observance of digital etiquette is an obligatory requirement for competent use of media in the new information and communication landscape.

1.2. THE IMPORTANCE OF THE MEDIA AND INFORMATION LITERACY

The challenge to prepare people for life in knowledge societies has been a concern of the international community, particularly international organisations. UNESCO promotes media and information literacy, which is seen as a "prerequisite for building inclusive, open, participatory and pluralistic knowledge societies". [2]

Today, in the context of information-rich society and the infinity of information exchange, a pressing issue is the matters of objectivity journalists and the extent to which journalists have acquired civic education competencies or are involved in promoting MIL among their audiences.

It is necessary for journalists and editors to constantly improve their skills in working on verification of information, using proven and new effective fact-checking methods, as well as tools for identifying misinformation and disinformation. At the same time, it is important for journalists and media organisations to work together to tackle disinformation and empower citizens with MIL competencies.

In the Grunwald Declaration, UNESCO recognises that "media education will be most effective when parents, educators, media-workers and decision-makers are aware of their role in the development of critical thinking among listeners, viewers and

1 Media and Information Literacy in Knowledge Societies / Author: Kuzmin E.I., Parshakova A. V. — M.: МЦБС, 2013. P. 29.
2 Media and Information Literacy in Knowledge Societies / Author: Kuzmin E.I., Parshakova A. V. — M.: МЦБС, 2013. P. 29.

readers. A greater degree of integration between education and media systems and communication will undoubtedly be an important step on the path to improving the efficiency of education".[3]

During the first decade of the 21st century, UNESCO pursued a path to combine the concepts of **media literacy and information literacy** as media and information literacy. Media and information literacy covers information, media, and technological competencies[4] . This idea is reflected in many international declarations and recommendations. A few are listed here:

- The Fes Declaration on Media and Information Literacy (2011, Morocco)
- IFLA recommendations on media and information literacy (2011, The Hague, the Netherlands; 2012, Russia).
- Framework and Plan of Action for the Global Alliance for Partnerships on Media and Information Literacy [GAPMIL] (2013, Nigeria)
- Paris Declaration on Media and Information Literacy in the Digital Era (2014, France),
- Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape (2016, Latvia)
- Youth Declaration on Media and Information Literacy (2016, Brazil)
- Khanty-Mansiysk Declaration "Media and Information Literacy for Building a Culture of Open Government" (2016, Russia), and the Global Framework for MIL Cities (2018, Russia).

The adoption of these documents by experts and practitioners from around the world testifies to the fact that the international community is ready to unite efforts in education, research, putting this issue on the agenda at the government level to find sustainable mechanism to advance the development of MIL.

MIL is also relevant because an important aspect of the work of media and other information providers is to ensure that their audiences can distinguish between real information and misinformation and disinformation. Journalists must not only possess the competencies to themselves identify misinformation and disinformation and to use tools for clarifying, checking, identifying the authenticity of facts, but must also be able to help citizens to do the same.

In previous periods of history, the world was shown by the media (mass media), today the information agenda can be determined by any person, being the recipient,

3 Media and Information Literacy in Knowledge Societies.
4 See Grizzle, A. (2018).

distributor and creator of information about endless number of topics. Journalists must rethink how they perform the tasks of collection and dissemination of news.

1.3. FIVE LAWS OF MIL FROM UNESCO

These Five Laws of MIL are essentially key principles as articulated by Alton Grizzle and Jagtar Singh for UNESCO[1] .

A brief description of the Five Laws of MIL is provided below. A more comprehensive description can be found in Grizzle, A. (2018)[2] **.**

Law 1. *Information, communication, libraries, media, technology, the Internet should be used critically by society. They are equal in status, and none of these sources should be considered more significant than others.*

Here we would like to draw attention to two keywords: *"critically" and "equal in status"*. The first principle says how important it is that consumers of information, like its creators, have a critical attitude to the information they receive. As a person tunes into the analysis and evaluation of information or media content, he/she will look for the most truthful, most impartial information for information awareness. The equalisation of all media by status is indicated in order to avoid the perceived domination of one or another media or information source and encourages the search for alternative information sources.

Law 2. *Every citizen is the creator of information / knowledge. Everyone has the right to access to information / knowledge and the right to self-expression. Media and information literacy should be for everyone, both for men and women, and is closely related to human rights.*

In the context of the Internet and modern media, any person has the opportunity to become an author / co-author and distributor of information. For the implementation of this activity, the international community is developing methods to ensure equal access for all to information tools. Governments are working towards this end and amending their legislation by various regulations governing legal relations in the field of information exchange, the right to receive and disseminate information,

1 See Grizzle, A. and Singh, J. (2016).

2 Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

duties and agency for public and private organisations and individuals. Moreover, the observance of this Law of gender equality is a mandatory requirement.

Law 3. *Information, knowledge and communications are not always neutral, independent or impartial. Any conceptualisation, use and application of the MIL should make this statement transparent and understandable to all citizens.*

As soon as we start selecting and sorting facts, we already begin to influence information and its filtering. This is not necessarily associated with manipulation, rather in order to make emphases we sometimes select what is primary and what is secondary. However, this is in essence a process, by which we attempt to show the world or describe issues from ones' own point of view. This Law only emphasizes that this situation takes place, and while working with sources and in general in the process of working with media and other information providers, this fact must be taken into account.

Law 4. *Every citizen wants to receive and understand new information, knowledge and messages and be able to communicate with others, even if he does not express this desire. Their rights should never be violated.*

This principle is also enshrined in the laws of almost all countries by constitutional law. However, due to the development of ICT, this right has become more clouded by technological developments. Technological capabilities have changed the methods of communication. In this regard, it is important that this constitutional right is not violated even in the conditions of digital transition, the process of modern information interchange in electronic format.

Law 5. *Media and information literacy is not acquired overnight. It is a constant and dynamic experience and process. It can be considered complete if it includes knowledge, skills and attitudes regarding the use, creation and transmission of information about media and technological content.*

Today, the MIL is being defined as a combined set of competencies, which should be formed gradually and in parallel with the formation of each person. Speaking about the fact that the MIL is relevant today starting from pre-school education, experts emphasise that information today surrounds and accompanies everyone, everywhere and always. If you count the media resources that are in every home, in every family, it will become obvious that the formation of an MIL is the same primary need as the skill of eating, personal hygiene, etc.

1.4. FROM MIL AS A DEFENSE AGAINST MEDIA TO MEDIA AS PARTNERS OF MIL DEVELOPMENT

We start this section with an anecdote from the editor of this handbook. While studying mass communication via distance education at the University of Leicester in the United Kingdom, he attended one of the required face-to-face seminars. He attended a session about journalism led by a respected scholar of media studies and an entrepreneur. He started the session with the statement below:

"Journalism is business. Journalism was always business. Journalism will always be about business."

This was obviously his experience, which became his reality. However, is this everyone's reality? Do the mass media retain their primary importance to development as they execute their functions? The role of UNESCO, as the leading United Nations agency promoting media development, including freedom of the media, and the action of numerous other organisations around the world suggest that media are more than just big businesses. This was partially the argument given to the celebrated professor by the editor of this book, at the journalism session mentioned above. He was the only one in the room taking this stance out of about thirty students.

Some media professional would say that the media simply reflect what is happening in society in respect of chosen focuses of their content. But is this the reality of every single person? Frameworks that articulate the focus or main purpose of media and information literacy often grapple with the paradoxes of the media. Thus MIL is most frequently about how people protect themselves from the media, technological intermediaries, and other big businesses, governments or information providers. One complementary viewpoint is how MIL can enable citizens to become partners of journalists in preparing, distributing, and receiving information. Equally, how through MIL journalists and media organisations can enhance participation with citizens to expand the development benefits of the media. These issues will be discussed further in Part II and III of this handbook.

In this case, it is necessary to focus on such skills as critical thinking, which is the fundamental quality of a person who is media and information literate.

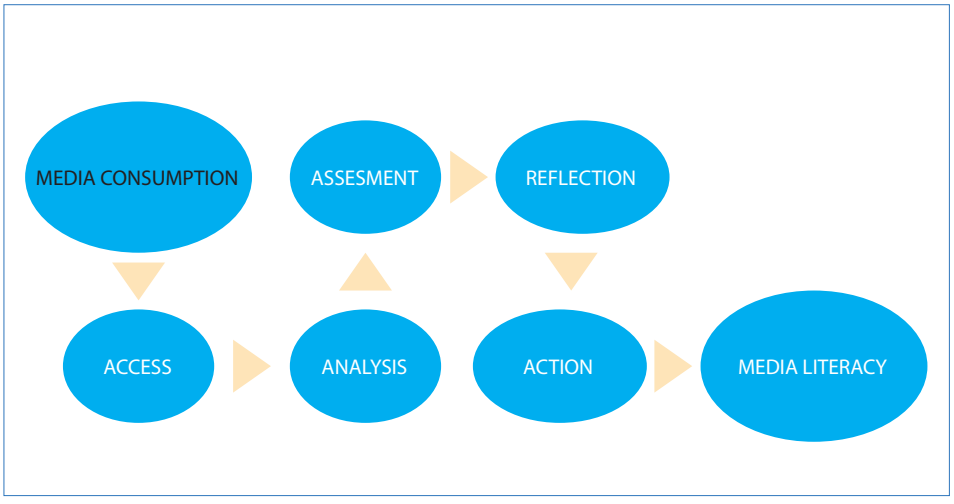
Critical thinking is a competency related to the process of consumption of information and knowledge. This is the ability to analyse, compare information, challenge and

ask questions about the object and subject of an event, issue or situation. This is the ability to connect media text or information with similar themes and events, to assess objectively the situation. When a person develops his/her critical thinking capacities, that person is able to formulate valid conclusions and make reasonable estimates, interpretations, and the results are correctly applied to situations and problems. This is an active position of citizens or audiences. Critical thinking aids to minimise the manipulation of citizens as well as their extreme cynicism or skepticism towards media and other information providers. The latter is equally undesirable though reasonable skepticism is an antecedent for critical thinking.

Nothing that concerns the mass media can be considered separately from the notion such as a media text. This is the main basis of becoming media and information literate. Media text is considered here as an aggregate product of mass communication. This is not to say that the idea of text is unique to traditional or mass media. Text transforms all 'media' forms or means of information transmission. These include books, journalistic text, PR text, newspaper text, television and radio text, advertising text, text from online media, social networks, blogs, and so on.

Thus, people's engagement with media content and other forms of information is the beginning of developing a conscious relationship with the media and other information providers. Media can help citizens in the acquisition of media and information literacy. In this process, a person encounters information, manages how he/he is influenced by it and ultimately influences the information in turn.

Figure 5 From Media Consumption to Media Literacy



Therefore, by acquiring the media and information literacy competencies, that is, having learned to access, analyse, evaluate, and use information and media content, a person not only obtains new knowledge, but also the ability to learn effectively both within his own professional activities and in life in general. His/her abilities in the field of research, evaluation, systematisation and use of information for various purposes are expanding.

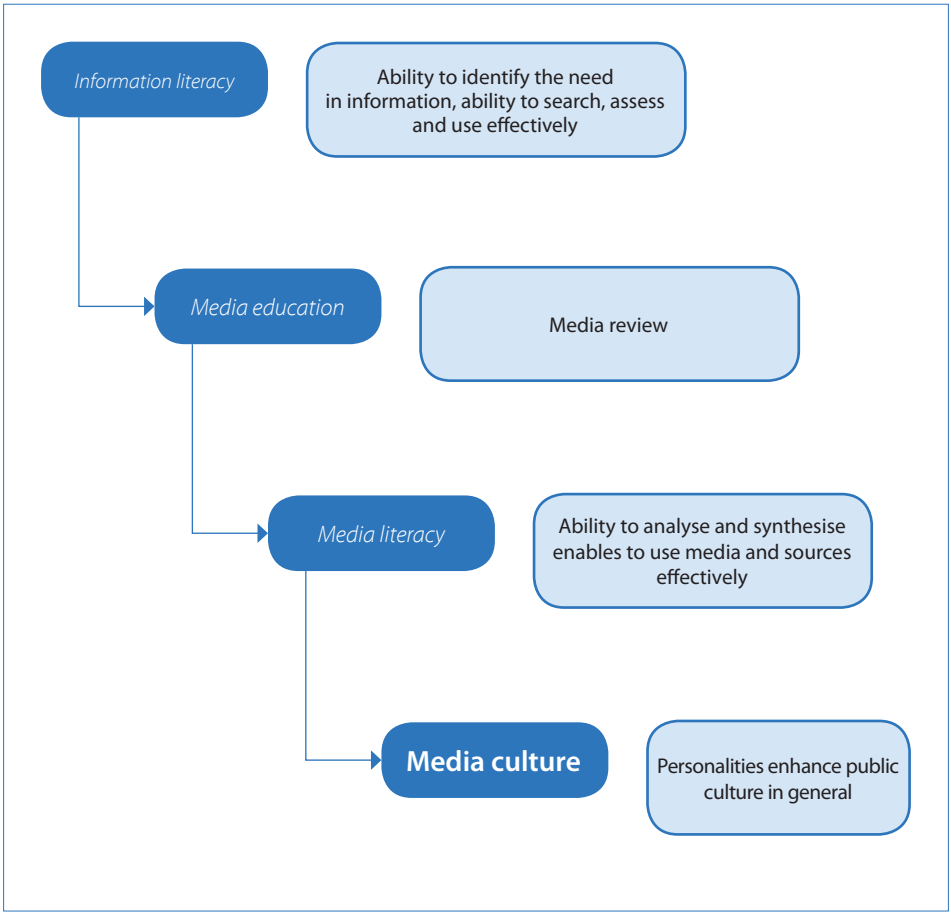
By developing critical thinking a person avoids the fixation on existing knowledge and experience, but is able to reconsider his own views in light of new facts and new information. This is an important aspect of MIL that must be addressed. We are not referring to only a block of information received by an individual. Rather, we are enunciating that understanding is taking place, a review of the available information in the context of which the views and the bases on which citizens/audiences formed their views may change. The media, in this case, is considered as one collective means that complements the information reality of citizens/consumers.

Here are the key messages of Part 1 of this handbook. There is an inclination to emphasise that MIL is a means of protection from the media. MIL is a process of transferring citizens/audiences to media partners and media to becoming champions of media and information literate societies. You may ask why. Here are a couple of reasons to support the above argument. Media and information literacy, as one of the key vectors of the development of society, is aimed at expanding the critical capacities of citizens by providing them with the necessary competencies for interacting with the media and other information providers as well as benefiting from their rights. Some media-focused dimensions of MIL competencies are suggested below and in Figure 6:

- understanding of the role and functions of the media;
- understanding of the context where the media performs its functions;
- critically evaluate media content;
- interact with different media for self-expression and the consumption of high-quality content;
- obtaining skills and abilities to create any media content.[1]

1 Zhilavskaya O.P. Media information literacy as a holistic concept in a changing world. // International electronic scientific and educational journal «Media. Information. Communication». http://mic.org.ru/2016g/16-nomer-2016/562-medijno-informatsionnaya-gramotnost-kak-tselostnoe-ponyatie-v-izmenyayushchemsya-mire.
See also UNESCO Media and Information Literacy Curriculum for Teachers. UNESCO, Paris. Edited by Grizzle, A and Wilson, C. (2011).

Figure 6 Another Perspective on Interrelated Concepts Connected to MIL



1.5. MIL PRACTICE: EXERCISES AND CASES

Want to test yourself how media and information literate you are? If yes, answer the questions below. The information shared in Part I of this handbook is a start for your continued professional development and could reveal your untapped skills in the field of MIL.

1. What is information?

A. This is information about people, objects, facts, events and processes.
B. is a point of view or statement on a specific topic.
V. is a story about people and objects,
G. This is information transmitted by people.

2. Information is considered balanced...

A. when all parties at an event, process or conflict were given an opportunity to speak
B. when it is enough for understanding and decision making
V. when it does not depend on anyone's opinion, judgment
G. when two opposing points of view are presented

3. Which aspects of media and information literacy can you identify?

A. computer literacy
B. visual literacy
C. information literacy
D. All aforementioned aspects

4. What is a prerequisite for the competent use of media in the new information and communication landscape and indicates the rules of users' online behavior?

A. netiquette
B. networking
C. sharing
D. playing

5. What does it mean to be critical of information? (select all that applies)

A. Ask yourself questions
B. to think/ponder
C. to doubt
D. seek additional information,
E. analyse
F. allow to manipulate
G. reject most information received

6. How can you describe MIL in one sentence?

_____
_____
_____
_____
_____
_____

7. At what age children should be exposed to information and media habits?

A. At 5 years
B. At 10 years and later

C. At 20 years and later
D. At 25 years and later
E. As early as possible

8. Use 1 word to describe each of 5 MIL principles of UNESCO

1. _____
2. _____
3. _____
4. _____
5. _____

_____

_____

9. How does an increase in the amount of data and information affects the need to possess MIL competencies (describe in your own words)?

_____

_____

_____

_____

_____

_____

10. What is your understanding of "media-loaded world"?

_____

_____

_____

_____

_____

_____

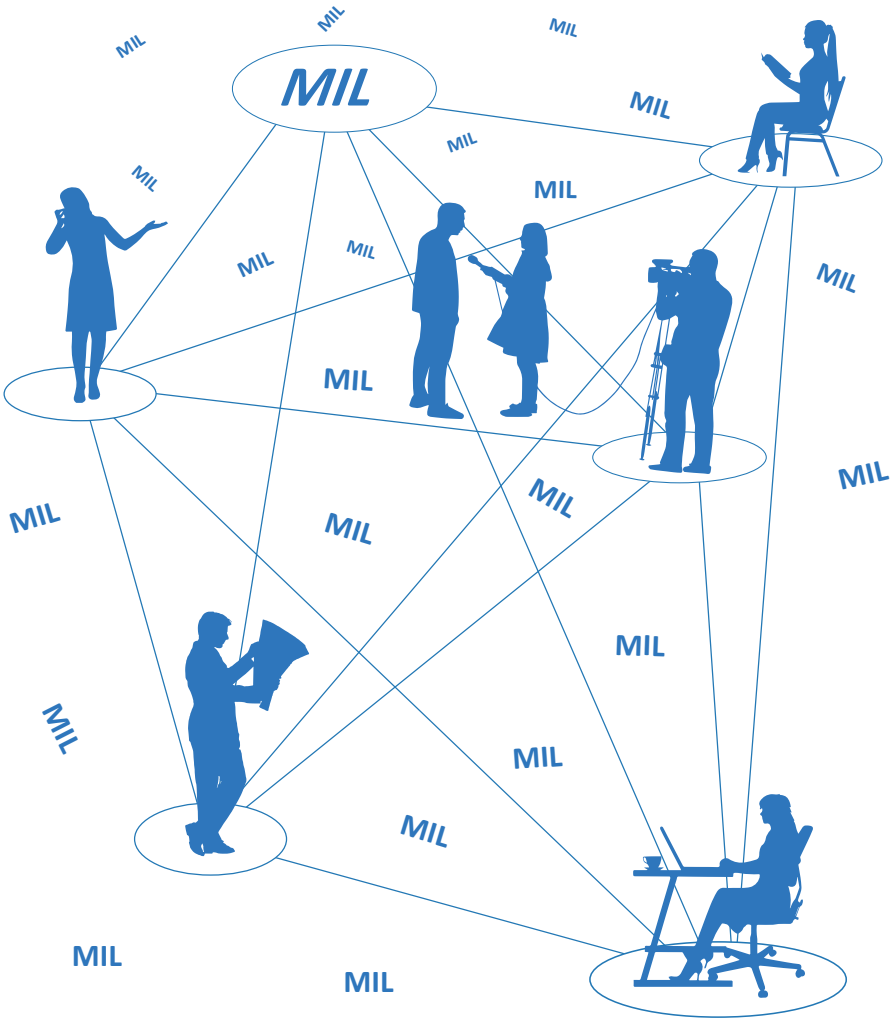
Exercise 1 Information timeout.
This exercise shows the inclusion in the information flow.

Task: You need to decide to give up for some of your usual contact time with information flows — "disconnect" from all the usual types of media and social communications on the Internet. Upon completion of the timeout, you need to reflect upon and analyse your own media consumption, information you create or share, communication and dependence on media and information environments. In the table below, record the number of publications/posts/ information/messages you sent and describe their meaning.

Social network / media site/ messenger, etc.	Total number of posts/informations shared	Significant information / insignificant information	Public significance/ personal significance / private significance
1			
2			
3			
4			
5			
6			

Exercise 2 My Media and Citizens, Engagement Schedule.

Analyse your media field, direct, interaction with citizens, and media consumption habits. Present the results as a timeline. Reflect on the timeline at what time of the day, for what purpose, how often and in what conditions do you usually go to a particular site, use this or that messenger, or log in to a social network, the level of feedback you receive from citizens if you engage with them, and how you use this feedback.



PART II. MEDIA AND INFORMATION LITERACY IN JOURNALISM EDUCATION

2.1. FORMULATING MEDIA AND INFORMATION LITERACY COMPETENCIES FOR JOURNALISM STUDENTS AND JOURNALISM EDUCATORS

Three key assumptions underpin Part II of this handbook. The first suggestion is that many practicing journalists around the world have not received formal training in journalism. Second, many journalists who have been trained have not fully grasped or understand the civic education remit of the media[1]. This is more prevalent in some regions of the world than in others. Third, it is through journalism education and continual upskilling of journalists that they will become more aware of and understand the relevance of MIL to their profession.[2]

Users of this guide should distinguish between two different domains, media education (the term MIL is used in this handbook) and media studies. The Media education (MIL) is concerned with the integration of media and information issues into curricula and programmes of other subjects, development of critical thinking, highlighting the social and cultural role of mass communications and information systems, and instilling the skills of effective interaction with the media and other information providers to improve the quality of life. Addressing the theoretical, conceptual, and empirical aspects of media, their management, use, relevance and functions in societies encapsulate the field of media studies. This is not to say that the field of media studies does not deal with critical thinking or the social and cultural role of communication and information systems. The main distinction made in this handbook is one of context, purpose, primary focus and target groups. Table 1 below illustrates.

Table 1 Distinguishing MIL from Media Studies

	Context	Purpose	Primary focus	Target group
	Citizens'/people engagement with information, media and technology.	Empowering citizens to think critically and independently; enabling them to search, critically	Critical information, media and techno-logical competencies (knowledge, skills,	All citizens who use var-ious forms of information,

1 Cole, P. (2005). Instinct, Savvy and Ratlike Cunning: Training Local Journalists. In Making the Local News: Local Journalism in Context (Editors: Bob Franklin, David Murphy). First published in Routledge. London and New York. Republished in Taylor and Francis e-Library, 2005.

2 Mihailidis, P. (2006, January). Media literacy in journalism/mass communication education: Can the United States learn from Sweden? Journalism & Mass Communication Educator, 60(4), 416-428. See also, Standards for Journalism Educators, http://jea.org/wp/home/for-educators/standards/. Access on 1 December 2019

Towards a Programme for Journalism and Media Literacy (Aidan White). https://ethicaljournalismnetwork.org/resources/publications/ethical-journalism/media-literacy. Access on 1 December 2019

	Context	Purpose	Primary focus	Target group
MIL	Social participation and dialogue, freedoms, rights, and inclusion. All levels of education — informal, formal and non-formal education settings	evaluate, use and contribute information and media content wisely and engage with media and ICTs to promote equality, free expression, intercultural/interreligious dialogue, peace, etc	attitude, values and agencies). How these competencies relate to other social competencies such as cultural literacy, financial literacy, global citizenship, etc.	media, and technology
Media Studies	Media in societies: Power, control, politics, economics, social change, culture, etc. Mostly higher education and formal settings	Enable research into, better understanding, and the development of policies about media functions in societies.	Theories, conceptual frameworks, and empirical research into media operations and society	Experts and persons pursuing studies or careers in media, communication, journalism
Linking relationships	Related contexts but more people centered in the context of MIL. MIL has emanated out of media studies and information studies as well as behavioural and cognitive sciences	Media studies less about mass civic education and civic participation	MIL more day-to-day competencies as to the academic focus of media studies	MIL is also for experts and professionals or journalists in training. However, MIL is for much broader target groups

Source: Unpublished Work, Grizzle, A. (2018)

In general, three broad sets of interrelated competencies are proposed: 1) information competencies, 2) civic education and civic agency/autonomy competencies, and 3) technological competencies as it relates to information access, verification and dissemination.

Journalism has always been a discipline of information verification. However, it is imperative that journalism education and practicing journalists give more emphasis on their information competencies. This is so given the distortion of media and other information spaces due to the phenomena such as propaganda, fake information, pranking, digital aggression, trolling, etc. occurring in the field of journalism. The crisis is growing. "Information overload" generates "information uncertainty". The manipulation of consciousness through various information, communication, and technological tools leads to a situation where citizens and audiences are "swallowing" any information that is provided to them because of the lack of "critical autonomy".

Journalism education and practicing journalists should also embrace the reality that as modern and ordinary citizens interact with media and information platforms, they are constantly involved in sharing information and engaging

in new online cultures. These new online cultures give citizens more agency or autonomy to influence information creation and flows. The question is how critical are citizens about the new autonomy that they have. Journalism education must then expose training journalists to new competencies to interact with their audiences online and offline. Some general competencies are suggested in the section below titled, **Which specific disciplines and competencies are relevant in the education and training of young media and information professionals?**

In the Grunwald Declaration on Media Education, adopted in 1982 at the UNESCO International Symposium, representatives of 19 countries stated: Instead of condemning or approving the undoubted strength of the media, we should acknowledge their significant impact and penetration into every aspect of life as fact and consider their importance as an integral element of modern culture. Journalism should revitalise the role of communication and the media in the development process, as well as their function as a tool for the active participation of citizens in society.

Only journalists who have the skills to find, analyse data and information created by others and create stories from this data and information will be able to effectively fulfill their functions. Journalists who know how to analyse and explain what public events mean and what audiences can do to prepare for what will happen next, will be able to competently convey information that is accessible to the audience.

Media and journalism are moving in parallel along two directions in the field of MIL:

- The first is the implementation of active measures, projects aimed at developing resources to improve the competence of journalists on MIL
- The second is to promote, through the media, popularization, informing the audience of analysis and critical thinking in the consumption of information.

Educational MIL Platforms for Journalists

Media and information literacy is often referred to as education for life in the global media world. MIL educational resources located in information hubs with updated expert-based multimedia content are essential for journalists upskilling. UNESCO is one of the main initiators and coordinators of numerous programmes and projects in this direction. Since the adoption of the Grunwald Declaration (1982), which paved the way for international media education, UNESCO has continued to support the development of competencies in the field of MIL among people. These effective

GAPMIL GLOBAL ALLIANCE FOR PARTNERSHIPS ON MEDIA AND INFORMATION LITERACY	The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) is a network of networks, which brings together various stakeholders, networks, and associations from civil society, media and information industry, research institutions, governments to build synergies and stimulate global dissemination of MIL competencies and related policies.
MILID NETWORK Global Alliance for Partnerships on Media and Information Literacy	The MILID Network is the first international university network on media and information literacy and intercultural dialogue and a research unit of GAPMIL. It is active in three areas: research, education, participation in the development of MIL.
UNESCO mil clicks MEDIA AND INFORMATION LITERACY	MIL CLICKS is an innovative MIL social media strategy. It is implemented through the use of social networks: 1) To attract the largest number of people to acquire MIL competencies in an atmosphere of connecting, socialising, playing and browsing 2) To draw public attention to the importance of media and information literacy (MIL)
	Global Media and Information Literacy Week
CMIL CENTER FOR MEDIA AND INFORMATION LITERACY	The MIL Center conducts research and provides journalists, educators in the media and media industry with tools for critical analysis, use and creation of high-quality media content. It serves as the center for research, advocacy, education and professional development on MIL at the local, national and international levels.
NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION NAMLE CONFERENCE 2017	The National Association for Media Literacy Education is the national membership organisation dedicated to promoting media literacy education in the United States.
CML Mission: Media Literacy	A pioneer in its field, the Center for Media Literacy (CML), was designed to promote and support media literacy training as a basis for accessing information, analysing, evaluating, creating and participating in working with media content. CML helps citizens, especially young people, develop critical thinking skills and media content production necessary for a full-fledged life in the 21st-century media culture.
NEWSEUM ED	The online resource and successful project of the Freedom Forum Institute, a useful resource for teachers of journalism in the development of media literacy skills of their students. It regularly publish lessons, case studies and reports, analytical materials on MIL.

steps are aimed at the implementation of recommendations developed under the "Paris Programme or 12 recommendations on media education".[1]

The following are online resources for self-study of MILs, as well as platforms that promote networking among professionals and researchers.

Integrating media and information literacy in journalism education requires a fundamental and sustainable inclusion of a number of disciplines in the process of general education programmes. These can take the form of academic and short-term courses in the programmes of higher and specialized training of journalists.

For many years Canada has required media literacy training for those enrolled in the national educational processes — schools, colleges, universities have various courses, disciplines and MEPs (widely available online courses). The Ministry of Education of Ontario defines media literacy as a tool to help students develop conscious and critical understanding of the nature of the media, the techniques they use and the influences of these techniques. Similarly, MIL education is designed to increase students' understanding of how the media and other information providers work, how they shape opinion, how they are organised, and how they construct reality.[2]

"I see media literacy as life literacy because if I cannot understand and effectively use the current form of communication, I cannot be an effective person on civil, personal or professional level," says Neil Anderson in an interview. He is one of the pioneers in the field of media education, who made an enormous contribution to the development of media information literacy, helping teachers integrate the technologies and competencies of MIL into their curricula, he conducted numerous educational lectures and seminars in the countries of Asia and Europe as well as in Australia, Canada and the USA.[3]

Integration of MIL in the educational process is progressing rapidly in various countries of the world. For example, Stony Brook University in the United States is considered a kind of news literacy center (news literacy). Its media literacy curriculum in news journalism boils down to four areas: defining various types of information,

1 Paris Agenda or 12 Recommendations for Media Education were adopted on the basis of the UNESCO International Symposium on Media Education: Media Education - Advances, Obstacles, and New Trends Since the Grunwald: Towards a Scale Change? For more information about the symposium, see the "Message for the media" of the UNESCO "Information for All" at http://www.ifap.ru/pr/2007/070625b.htm

2 https://medialiteracynow.org/what-is-media-literacy/

3 http://www.medialit.org. Voices of Media Literacy project, March 4, 2011.

what the faculty calls "knowledge of your information neighbourhood"; evaluation of sources of information and sources in the news; identifying news and opinions; and understanding and identifying media bias as well as understanding how news consumer bias influences how they embrace media texts.[4]

Experts believe that MIL competence and critical thinking about media content is crucial for the health and well-being of the younger generation, as well as for their future participation in the civic and economic life of the country. Below are two health-related examples to illustrate the relevance of MIL to practicing journalists or journalists in training.

The *Media Literacy Now* project conducted a study of the health effects of the media and outlined media literacy as an intervention strategy for this process.

Smoking is one of the main causes of premature mortality in the United States and 90 percent of those who died of smoking began to smoke since adolescence. Studies have shown that smoking-related media messages, such as smoking characters in movies and advertisements, significantly increase adolescent smoking.

They also concluded with their projects that the health curriculum, which includes media literacy, is more effective than traditional smoking-control lessons (which are effective but do not include media literacy) to keep students from smoking.[5]

This report addresses relevant issues such as smoking, alcohol and drug use; obesity and malnutrition; mental health, sleep disorders and academic characteristics and exposure of the Internet and social networks; cruelty and violence; body image and youth health. The report identifies the impact of media and information use in the evolution of these problems and MIL is one of the most effective means in the hands of media educated youth in making the right choice, preventing deaths and building a good future.

Another example is that the level of adolescent depression and suicide has been on the rise around the world since 2011. "Without exaggeration, we can say that the younger generation is on the verge of the worst mental health crisis in decades. There is strong evidence that the devices we placed in the hands of young people

4 Toward 2020:New Directions in Journalism Education/ Ryerson Journalism Research Centre.
5 U.S. Dept. of Health and Human Services, Dept. of Adolescent Health, Adolescents & Tobacco Trends https://www.hhs.gov/ash/oah/adolescent-development/substance-use/drugs/tobacco/trends/index.html

have a profound effect on their lives, making them utterly unhappy.[1] Other recent studies show that more than 2 hours of social media use per day are associated with poor mental health among adolescents, including symptoms of depression, anxiety, and suicidal thoughts.

Experts conclude that with media literacy, students learn how to use media in a responsible, safe, ethical manner, including the dangers of overuse, as well as the concept of "digital nutrition" in connection with the health effects of using media and technology. According the Jocelyn Brewer who coined the term, the concept of digital nutrition helps "humans better understand the cognitive, social and emotional impacts (both positive and negative) of the technology-enabled media content we consume, and the way digital devices impact our psychology and overall physical and mental health."[2]

Studies show that deeper understanding of our relationships with social networks and their influence allows young people to be more attentive to their use and to seek more authentic connections. [3]

Which specific disciplines and competencies are relevant in the education and training of young media and information professionals?

A number of studies are also conducted in this domain, and there are recommendations and proven experience available. Since some countries are already conducting an active phase in the implementation of MIL programs, developing countries can learn from their experience and use the accumulated open sources and resources in training future journalists. Below we offer some courses and programmes that, in our opinion, provide the necessary skills for journalists in the era of the 4th information revolution.

- **Media analysis** — messages or content in the media, as a rule, reflect the values and ideology of their producers and distributors. Based on the content analysis, the journalist will be able to see the causes, goals, sources of information, situations.
- **Media reading** — read, rethink media content. Do not ask questions: *where? what*? But *how and why more often?*

1 Jean Twenge, "iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood," 2017.
2 Digital Nutrition by Jocelyn Brewer. https://www.digitalnutrition.com.au/about/. Accessed on 22 November 2019. See also P Sharma, MU Rani (2016). Effect of Digital Nutrition Education Intervention on the Nutritional Knowledge Levels of Information Technology Professionals. In Ecology of food and nutrition, 2016 - Taylor & Francis
3 Joni Siani, "Celling Your Soul," 2013.

- **Analysis of media manipulation** — the study of cases, the study of tools for using media in order to manipulate.
- **Creating historical ties** — What can we learn from the past and how does it shape today's values, actions, course of events?
- **Audience engagement analysis —** focusing not only on who is the target group for a media message but what partnerships are journalists building with the audiences, what is the level of trust, how are the needs of the audience being reflected in media messages and content, etc.
- **Media forecasting** — media are a reflection of activity as well as markers, guide, and direction to the future. The journalist should be aware of where the news flow leads.
- **Data analysis** — comprehensive skills with a large amount of information and the identification of useful, trendy information, unusual patterns, and new hypotheses.
- **Skills of owning and using technical tools** — related to searching, processing, analysing, summarising, visualising information.
- **Online investigative journalism** — the use of online resources, platforms for the extraction of reliable facts, the search for truth, visualisation of cause-and-effect events using online tools.
- **FactChecking** — a fact check that identifies inconsistencies between published facts and those that actually exist.
- **Managing the use of click bates and hooks** — skills to assess the potential effects of the use of hooks on audience beyond viewing, listening or reading to the content. The exercise below provides some examples.

Exercise 1

In the following table, there are some hooks, with their description, used to attract the attention of the audience. They are effective for emotional impact on the audience in order to promote various kinds of content.

Table 2

Characters	Easily recognisable signs cause strong feelings of commitment / pride / apathy / hate depending on different groups of the target audience.
Humor	The feeling of joy, well remembered.
Ordinary people	It evokes an emotion of trust, intimacy, sympathy, or complicity.
HYPEs	It causes skepticism and distrust. The words "the best...", "the most...", etc. cause doubt and ambiguity.
Flattery	Used to make the viewer feel good, directs making a selection advantageous to the owner / customer of the information.

2.2. OVERRIDING CENSORSHIP AND BOYCOTTING WITH MIL: CITIZENS' CRITICAL AUTONOMY

Censorship is directly related to freedom of expression (FOE), freedom of information and freedom of the media in general. According to the latest UNESCO World Trends Report on FOE as well as the Freedom House Report 2018, media freedom around the world is on the decline because of government censorship[1] . Talks about boycotting and the actual muting of certain social media platforms and services offered by technological intermediaries are on the rise. These realities are of obvious concern to journalists and journalism educators.

There are varied and complex reasons for the phenomena of censorship and boycotting in the media. Most of these reasons are already an integral part of standard journalism curricula. They include:

- the power of media to influence politics, elections and governance in general
- media's contribution in influencing cultural transmission and the preservation of cultures
- the potential negative effect of the media on citizens' lives
- the frequent abuse of information dissemination and users' information by media and technological intermediaries for profit purposes
- government's efforts to manage and control social changes
- centralisation of media ownership
- influence of big businesses and special interest groups

The list above is far from exhaustive and could be further unpacked into a myriad of other contributing factors to media censorship and boycotting. A focus on the ills of media and technological intermediaries often form the basis of the arguments supporting censorship and boycotting. Journalism education largely appreciates and addresses the need for some level of media regulation and internet governance.

However, journalism education curricula have not given any serious consideration or responded to how MIL can ameliorate censorship and boycott[2]. As was established in previous sections, MIL as a civic engagement movement has many facets including the potential to stimulate interreligious dialogue, intercultural dialogue, equality, social

1 World Trends in Freedom of Expression and Media Development: Global Report 2017/2018. https://unesdoc.unesco.org/ark:/48223/pf0000261065. Accessed on 30 July 2019.
2 Van der Linde, F. (2010). The necessity of a media literacy module within journalism or media studies curricula. Global Media Journal, African Edition. Vol 4 (2). http://dx.doi.org/ 10.5789/4-2-7.

inclusion, tolerance, peace and sustainable development in general. MIL also enables citizens' understanding as to why media freedom is necessary, their own rights vis a vis media and technological intermediaries, and how to protect their privacy, etc. The suggestion here is that practicing journalists and journalists in training should understand how by empowering people with MIL competencies, people can in turn defend media freedom, demand quality and truth from the media, and make informed choices in how they engage with media as well as use technological platforms.

MIL should therefore be a key component of media self-regulatory mechanisms. If media fail to self-regulate on certain societal issues, they run the risk of inviting more government regulation. From a media and journalism perspective, MIL as an alternative to government regulation and censorship should be both inward and outward looking. Some examples of inward and outward looking actions are outlined in the paragraph below, and is the subject of this entire publication. Outward looking actions are in relation to how media and journalists sensitise governments about the importance of MIL through dialogue, and how by raising the awareness of citizens they can in turn demand more investment from governments in MIL rather than into government regulation and media censorship type interventions.

In this context, below are some suggested issues and topics that should be covered in journalism curricula:

- How by promoting MIL, media and journalists' associations can strengthen media self-regulation. Necessary government regulation of the media, based on international standards, such as the appropriateness of certain content for children, advertising regulation, etc., can also be improved through greater involvement and dialogue with citizens. MIL is an effective way to enable such processes.
- Designing editorial policies that respond to MIL
- How journalists and media can be transparent about their limitations as information providers
- Types of techniques and programmes that can be developed by media to enable people's understanding of how the news and other media content are created
- Developing media partnerships with civil society
- How to better highlight issues of interest to the public and the problems as they see it
- Media being transparent about their ownership and the nature of their relationship with sponsors as well as advertisers
- How to integrate MIL in journalism practices and various other topics and issues outlined in the Table of Content of this handbook.
- Monitoring and moderating media messages to reduce potential negative impact on citizens, which is briefly discussed in the next session.

2.3. MONITORING AND MODERATING MEDIA MESSAGE TO REDUCE POTENTIAL NEGATIVE IMPACT ON CITIZENS

The cases where poor quality journalism and unsubstantiated content on-line, leads to the manipulation of media messages and thus the manipulation of people are often used as central arguments for censorship. UNESCO proposes that promoting professional and ethical journalism is more effective and sustainable than censorship.[1] It is true that the most effective and sustainable way to protect citizens from harmful media messages is for all stakeholders, including the media, to empower them to self-protect through media and information literacy. Notwithstanding, journalism education should raise greater civic consciousness among journalists in training as well as practicing journalists[2] . One way to do this is by training journalists to be aware of the response that certain messages can stir in people, to ethically take the necessary actions to manage this, and to document the process.

Establishing editorial policies within media organisations is a proven mechanism to control what is aired or published. The issue is that the speed at which journalists and the media must gather, edit, and publish news sometimes result in serious limitations in controlling quality. Ensuring that journalists are trained to monitor and moderate the potential negative impact of media messages on people then offers a triple-layered defence to balance the first to publish principle with ethically protecting and communicating truth to citizens.

Therefore, in addition to teaching standard journalism principles to journalists such as truth, accuracy, relevance, timeliness, balance, fairness and impartiality, independence, etc, journalism education should also foreground some of the suggested competencies and issues below to help journalist to better moderate and monitor media messages in the interest of citizens:

- Basic psychological training in the area of cognition, how people come to think and respond to new information; how they know, learn and understand information
- Emotional literacy from the standpoint of citizens and audiences

1 Professional journalism and self-regulation: new media, old dilemmas in South East Europe and Turkey. UNESCO (2011), Paris.https://unesdoc.unesco.org/ark:/48223/pf0000190810. Accessed on 23 November 2019.
See also White, A. (2008). To Tell You The Truth. The Ethical Journalism Initiative. Brussels, Belgium: International Federation of Journalists.
2 Banda, F. (2009. Civic Education for Media Professionals: A Training Manual. UNESCO Series on Jornalism Education. UNESCO, Paris.

- Promoting MIL as a way to stimulate critical thinking in audiences
- Developing platforms and using tools to connect with audiences to assess their response to certain media message, making these findings public, and ethically implanting these feedbacks to adjust future messaging to audiences

2.4. BUILDING BRIDGES BETWEEN MEDIA PROFESSIONALS AND INFORMATION AND LIBRARY PROFESSIONS THROUGH MIL PROMOTION

Humanity is becoming information societies, where, under the influence of new technologies, the flow of information is exponentially growing, and the influence of the media is rapidly increasing. The use of information and communication technologies in all domains of human life is becoming dynamic and global in nature. People and especially the younger generation today is under the influence of new media, though not passively. They are also influencing information creation and flows as mentioned earlier.

Libraries have traditionally been warehouses of information. Today, libraries are evolving and are far more than just storehouses for books. They have enormous resources of information and knowledge that can be enhanced through media skills in their management. Library staff work as guides on information labyrinths, they now have two tasks, to organize information storages so that they can be guided in the canons of digital highways, but at the same time they must be able to orient the reader, the user of information resources to find the necessary information in huge volumes and arrays.



Libraries as the means to foster media literacy of the population, play an important role as they serve as a bridge between

INFORMATION, USER AND ACCESS POINT.



Mass media



Media





Access



Consultation



User

Personal information culture is formed precisely at the points of access to information. Therefore, libraries become important nodes at the level of personality formation. It is precisely here that it is necessary to include the activities to form MIL habits (information literacy, media literacy, and digital skills).

The main advantage of a library in the formation of MIL competencies is that they have a real information flow guide trained in working with information. Specialists of new libraries today do not just help people to orient themselves in information catalogs as before, they become more of consultants and specialists, directing and orienting the reader, who can inform about the character, scope, features of the information being sought and received. This means that the information experience of librarians and information specialists is becoming a crucial marketing tool in providing access to information.

Why is it important?

The access points to information and knowledge such as libraries constitute the platform where it is possible to form MIL and, media ecology. As libraries continue to provide adolescents and young people with broad access to the Internet and technology, it

is important that they also become more involved in preserving MIL competencies. Without any rating system, misinformation and disinformation spread easier and faster. According to the study, "The average false story takes about 10 hours to reach 1,500 Twitter users, versus about 60 hours for the truth." Librarians can teach young people to evaluate and verify information that they face, allowing them to play the role of verifier that publishers, editors, and experts once played. Media organisations and other information institutions such as libraries thus have the common objective to gather, curate, and disseminate information albeit with different timelines in mind.[1]

Journalism education should stimulate in journalists ways in which journalists and media can partner with librarians and the opportunities such partnerships can yield:

- Help young people to develop the skills of "healthy" consumption of news and other information on the Internet.
- Providing fake identification guides and evaluating the credibility of online news resources (for example, not trusting headlines, checking sources, disbelieving photos, commenting and specifying if there is doubt about what has been written) — this is a form of media and information literacy training that is applicable to both public and in-school libraries.
- Teaching how to properly consume information, getting it from several media sources.
- Finding approaches to developing and monitoring partnerships with libraries by journalists.

The ultimate goal of these actions is to educate a generation of informed news consumers who can be guided in a post-truth society, are well aware of what is happening in the world and at the same time are effective and demanding users of library resources.

For this purpose different forms and methods of media and information literacy training can be used at libraries:

- Open lectures;
- Project training;
- Presentations;
- Brochures;
- Posters;
- Publications on a web page;
- Publications in social media;
- Speeches (oral and written) in the media and much more.

1 Altschiller, D. (2002). A librarian's plea to journalists: Give us a clue! Columbia Journalism Review, 40(6), 70.

Box 1. Examples of what libraries are doing to foster sustainable information cultures

In order to orient young readers to the vast world of information, the American Association of Librarians created "The Great Websites for Kids" (http://gws.ala.org/) — a resource that provides a list of high-quality and qualified sources for children.

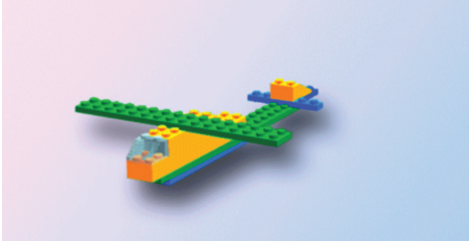
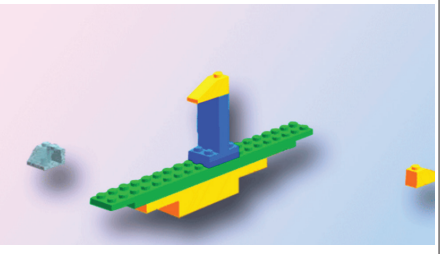
In the Italian city of Reggio Emilia, residents saw children as sources of new ideas. Children express their thoughts with words, as well as with images, sounds and other means, i.e. using "one hundred children's languages." Dutch Library Organization (NBLC) wanted to develop a design concept for a children's library that uses ideas and ways to communicate with children.

In Denmark, great importance is given to projects like "Playing in a library", where attempts are being made to turn the gaming culture into the main component of content and mediation in serving children and their parents. The library can support children's gaming culture, taking into account the positive contribution of various media in the creation of the game, and also as an intermediary, providing access to toys and games.

In July 2005, a new "Law to Promote the Culture of Reading and Writing" was passed. The mission of the Japanese Library Association was to develop the text of this law and to focus in it on the practical effect of developing the ability of children to read and write. In July 2005, this law entered into force. It defined the basic concept of supporting the culture of writing and reading, in the framework of its implementation, formulated the responsibilities of national and local authorities. According to this law, October 27, the first day of the Week of Reading Books, was declared the Day of the Culture of Reading and Writing.

The national library of Uzbekistan also pilot-tested the project, where librarians took the initiative of conducting two lessons at school, analysing media texts, on the basis of which primary schoolchildren were given the task to develop media literacy skills.

Practical example: in order to explain what analysis and synthesis of media texts are, you can easily use familiar things for children, first divide the parts, then assemble a new figure. So the news is made up of parts, it can be put together in a different way and get a different interpretation.

Split into sections like Lego	**Assemble to produce a new figure**
	

According to the American Library Association's 2016 Library of the United States of America document, the focus of librarians and other information professionals is shifting from providing access to resources to providing more interactive information services and information education. Librarians can play the role of an information mentor, not only providing access to information, but also teaching users to recognise which information to trust.

2.5. WORKING WITH NON-CONVENTIONAL INFORMATION SOURCES

Journalism is about identifying, in the shooting flow of everyday events, things that are really important and of significant people's concern, thus making journalist's main task the professional collection of information, its processing and subsequent dissemination in the form of news.

Journalism is to be always based on documented facts. Journalist's working process begins with the analysis of facts and their sources where they first encounter the concept of media and information literacy, with their professional competencies in the field directly affecting the outcome of their work. It is their skills of working with sources, processing facts, analysing and critically interpreting the material that shape the final product.[1]

When collecting information, the journalist should put its verification for autenthicity and accuracy their priority, always remembering that "the reliability of facts is confirmed by competent opinions, comments of experts, supported by evidence and arguments." These attributes distinguish journalistic information from all other.

Speaking about the stages of the creative process, it is worth emphasising that first of all we reflect on the choice of the topic. Subject is the main aspect of journalistic material. It is usually formed on the basis of the edition you write. For example, topics of the appropriate direction, youth, political, educational, and others will be selected for a legal publication. The publication also implies finding topics suitable for the media format.

If the selected topic can be viewed from different aspects, you need to think about the idea of the material. The idea, as the theorists write, "is an expression of the author's

1 Henderson, H. (2004). Library in a book: power of the news media. New York: Facts On File. Bibliography w/ bio & historical info on media research.
Singh, A. B. (2005, July). A report on faculty perceptions of students' information literacy competencies in journalism and mass communications programs: The ACEJMC survey. College & Research Libraries, 66(4), 294-311.

position, what am I writing this material for?". It is important to understand whom and what the material is being written / prepared for. After answering this question, you can move on, start collecting material, facts, comments, clarifications, arguments, etc.

Facts are collected long before the journalist sits down to write the text. Review of a large number of sources, media materials, publications on the topic, etc. — all this forms in his mind the picture of events, phenomena, themes that need to be covered.

In working with the actual material for publication, two stages can be distinguished: the collection of information and the rethinking of information.

Different methods are used to gather information: a conversation or an interview with a person, personal observation, work with documents in archives, analysis of a sociological survey, review of the content of other media, including Internet sources.

Rethinking information. Documents, photos, voice recordings — everything is used! All this must also be comprehended and rethought. In the initial information it is necessary to carefully understand why it is necessary to check and double-check the data, facts, quotes, etc.

In the course of rethinking information, it is usually considered how to diversify the coverage of the topic in various ways. Moreover, it is necessary to focus on how you can use different sources of information. No need to be limited only to interviews of stakeholders.

Having obtained the necessary factual material, it is necessary to divide it into primary and secondary parts. This division, however, does not mean that the former will receive more attention, and the latter — less. This approach allows you to build the main concept and choose the main focus in your material.

As the main fact, one should always choose a strong element, verified by expert opinions, and having an evidential basis. Everything else can be listed in the order of priority.

Collection of information and preparation for writing the text is the most important stage of work. Thus, it is important to properly present the information received. So, after the facts are selected, the information is systematised, you can sit down to write the text

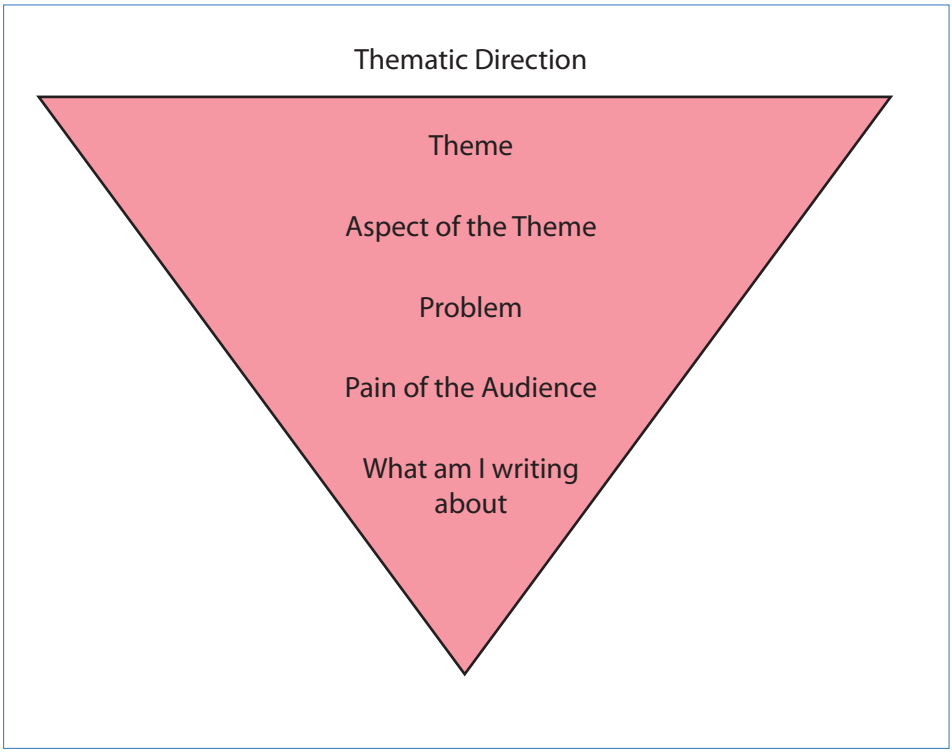
Starting from scratch is always difficult. The most important thing is to start. First you need to think about the structure of the future material, decide on the genre

and form of its presentation, select photos. Authors of books on introduction to the profession today also advise "... to think over infographics or collage — elements that will most informatively complement the text." [1] The elements and possibilities of visualisation forms are described in more detail in the paragraph "Information Visualisation: New Opportunities" of this handbook.

Exercise 2 "Problems on the Floor".

1. Focusing on social networks and media analysis: it is necessary to identify the most discussed thematic areas.
2. Next, you need to narrow the scope to one topic.
3. In order to determine the focus, you need to narrow the topic to several aspects.
4. Thus, it is possible to describe the "pain of the audience", that is, to identify the problem.
5. It is important to identify individuals whose area of interest is affected by the problem and to draw relationships.

Figure 7 Problems "at your feet"



1 Bakanov R.P., Simkacheva M.V., Tumanov D.V., Journalism for beginners: A textbook for university students. — M .: «Aspect-Press", 2018. P. 66.

Exercise 3 Working with a documentary source of information.

Define a list of sources of information for material on a particular topic. Divide this information into the categories of "I trust", "I do not trust". The fact must be verified by at least three independent sources.

Subject	Trustable source	Untrustable source
You can apply online for permission to trade alcohol.	1. 2. 3.	1. 2. 3.
The investigation and inquiry can "freeze" all bank accounts of individuals.	1. 2. 3.	1. 2. 3.
List of drugs and psychotropic substances expanded.	1. 2. 3.	1. 2. 3.
ATMs converting foreign currency into soums without charging a commission started operation in Uzbekistan.	1. 2. 3.	1. 2. 3.
New "Malibu" with a 2.5l turbo engine presented in Uzbekistan.	1. 2. 3.	1. 2. 3.
Sylvester Stallone died from cancer.	1. 2. 3.	1. 2. 3.

The Internet as a source of information. The capabilities of the World Wide Web provide plenty of convenience for journalists in finding, checking, and publicising the facts. Previously, the mere fact that the information was allowed to be shown in the media or published in the press inspired confidence in the information. However, the Internet has begun to break this conviction, today there are more and more facts of spreading false, incorrect information, which sometimes misleads even many journalists.

Time-consuming digging for information in archives and libraries gave way to real-time search in the virtual domain through a host of digitalised data. Accessing these enormous information storages, journalists at times make unwilling mistakes.

Journalists and people in general depend on social media as an important source of news. In this media ecology, the proliferation of blogs and fake accounts on social media driven by bots are being deliberately used for disinformation and misinformation. The rise of algorithm and the evolution of artificial intelligence (AI) in this context are phenomena of relevance to MIL in journalism practices and journalism education. Algorithms and AI are being increasingly employed in news and information sourcing and verification.

Researchers have pointed to many applications of algorithms to distinguish between true and false reporting. Many experts have noted however that "computer algorithms alone could not give a 100% guarantee of accuracy[1]." It is knowledge, skills, and attitude gained through MIL that can help people to progress towards more foolproof mechanisms of information and news sourcing and verification.

Working with this source of information today requires a separate competency and experience. The array of information available on the Web today has created the need for additional employees — SMM specialists, fact-checkers, mining specialists, and also journalists whose job is limited to just monitoring Internet communities. So, let us look at a couple of resources where journalists get information and also have an opportunity to verify it.

One type of search for a relevant and most discussed topic / phenomenon can be *monitoring of blogs*. Today, many recognised experts in a particular field of different industries, public opinion leaders (POL) run their own websites and blogs. However, it is necessary to use such resources carefully because the mere fact the text is published does not give one complete guarantee as to the authenticity and accuracy of the information. In order to raise the rating and citation index of their diary, the author can resort to dissemination of unreliable information. Do not believe right away, you need to check and recheck the information you are interested in.

Authoritative authors often do not need sensations, they write about sore issues, keep records on specific topics, do not seek to increase the number of subscribers. These are the authors journalists need to look for, read them and use them. There you can also review the author's subscribers and commenters to find experts who can confirm / refute some information.

It is also important to look at the top ten most discussed topics of the blogosphere. Today, the Internet media even have separate headings like "Today in Blogs", where popular topics of web diaries are posted. Blogs are good because you can often read an opinion there that is different from the official point of view on events.

Monitoring social networks is one more way of working with sources. This is an opportunity to keep abreast of the latest events. VKontakte, Twitter and Facebook

1 Schifferes, S., Newman, N., Thurman, N., Corney, D., Goker, A. S. and Martin, C. (2014). Identifying and verifying news through social media: Developing a user-centred tool for professional journalists. Digital Journalism, 2(3), pp. 406-418. doi: 10.1080/21670811.2014.892747

always have an "interesting reading", based on which one can choose a topic, find a character, an expert, understand the scale of what is happening. In addition to the social pages of individuals, various network communities (publics) are very useful in the journalist's work. With the help of social networks, you can not only find interlocutors but also find out the details of emergencies, other events, locate and question their eyewitnesses, explore people's biographies, find photos and videos for publications, directly ask a question even to members of the government.

Resources such as *thematic communities* are useful for exploring public opinion and conducting polls. It is also effective to search for future experts with whom you can collaborate, suggesting from time to time to comment on a problem.

Another important Internet resource is *databases*. The information posted here is often not a news in itself, but it can be very useful in supporting and disputing facts, using figures, and statistics. The ability to work with databases is an important skill in analytical and investigative journalism. The Internet allows you not to waste time searching for information in vast arrays of hard copies and quickly carry out comparisons, identify dynamics and trends, find the turning point, etc.

2.6. THE GENDER PERSPECTIVES OF MIL: MIL AS A TOOL FOR PROMOTING GENDER EQUALITY

Gender sensitivity is very important while training and enhancing the skills of journalists within the framework of the MIL. Media content frequently reflects gender inequality, stereotypes, and discrimination. These occurrences demonstrate the lack of appropriate training of journalists.

According to the UNESCO World Trends in Freedom of Expression and Media Development Report, women remain underrepresented in media.[1]

Digital skills gender gap, which should be taken in the wider context of MIL, is severe, persistent and growing according to a recent publication by UNESCO, I'd blush if I could: Closing Gender Divides in Digital Skills through Education. "Women

1 UNESCO (2018) World Trends in Freedom of Expression and Media Development, Global Report 2017/2018. UNESCO (Paris). https://unesdoc.unesco.org/ark:/48223/pf0000261065. Accessed on 23 November 2019.

are less likely to know how to operate a smartphone, navigate the Internet, use social media and understand how to safeguard information in digital mediums."[2]

There are many implications to women's imbalanced access to and involvement in media and technology. Two of the most urgent issues are misogyny on-line, and the lack or absence of responsible, balanced reporting about violence against women and girls that is free from stigmatisation and sensationalism. UNESCO published a handbook for journalists, Reporting on Violence against Women and Girls, which synthesise these urgent atrocities.[3] The proposal being made here is that MIL in journalism practices and journalism education can help to strengthen dialogue and media, citizens partnerships around communications about these and other themes on violence against women and girls. The UNESCO publication covers the following themes:

- Cyberbullying and online harassment of women journalists
- Early marriages or child marriages
- Female genital mutilation/cutting
- Forced marriages
- Gender-specific foeticide and infanticide
- Sexual harassment, sexual assault and rape
- So-called 'honour' crimes
- Trafficking in persons and smuggling of migrants
- Violence against women in conflicts
- Violence by an intimate partner or ex-partner and domestic murders

UNESCO, in collaboration with media experts and professionals have already developed gender-sensitive indicators for media "to promote gender equality and the empowerment of women through the media of all forms, regardless of the technology used. The focus of the publication is on the equality and gender aspects of social diversity in the media." [4]

Ignoring this powerful toolkit leads to gender-stereotyped content frequently appearing in printed media, on TV, radio, online media as well as in advertising. Journalism education

2 West, M., Kraut, R., and Ei Chew. H. I'd blush if I could: Closing Gender Divides in Digital Skills through Education. UNESCO (2019), Paris

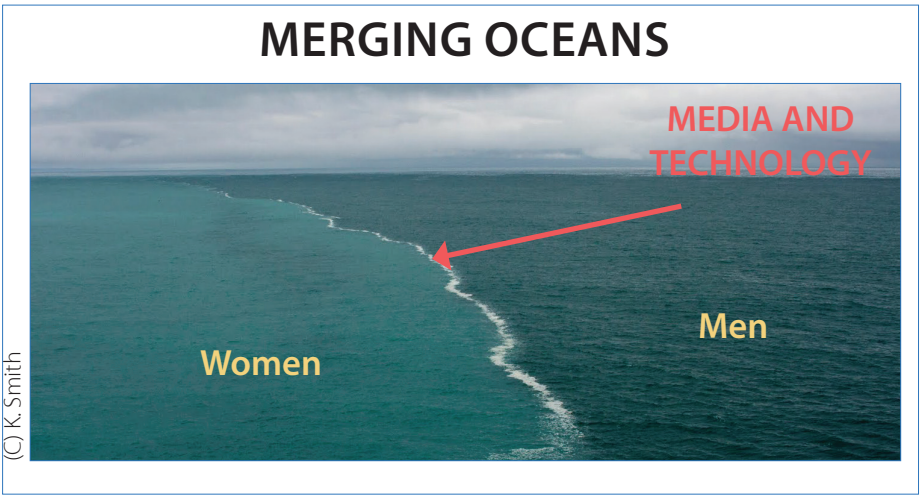
3 Impe, A-M. (2019). UNESCO (2019). Reporting on Violence against Women and Girls: A Handbook for Journalists. (Ed. Lourenco, M.) UNESCO, Paris.

4 Grizzle, A (2012, Ed.). Gender-Sensitive Indicators for Media. Framework of indicators to gauge gender sensitivity in media operations and content. UNESCO (2012). https://ru.unesco.org/events/kazahstan-usilenie-uchebnoy-programmy-po-gendernoy-zhurnalistike

See also, Gallagher, M. (2014) Feminist scholarship and the debates on gender and communication. In Montiel, V. A. (2014): Media and Gender: A Scholarly Agenda for the Global Alliance on Media and Gender. UNESCO, Paris

can help to reverse this trend that persists in the media even after the 1995 Beijing Declaration and Platform for Action at the Fourth World Conference on Women.

Figure 8 Merging Oceans



Source: Grizzle, A. (2012). UNESCO Gender-Sensitive Indicators for Media.

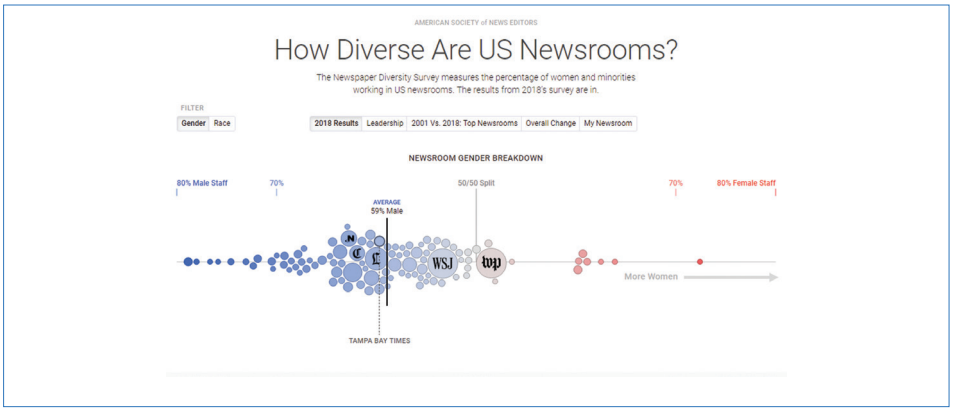
This picture titled "Merging Oceans" symbolically embodies its author's vision of the gender issue. Media, indicated as a white line can both separate and unite these "two poles". Gender-sensitive indicators for the media is exactly the litmus test with the unification mission. These indicators help to recognise the fair portrayal of women and men in the media by eliminating stereotypes, highlighting issues of gender equality and justice, and impartial portrayal of women and men in commercial messages.

From the MIL perspective, gender sensitivity in the media should also play an educational role. That is to say, MIL can be employed as a tool for gender equality and women's empowerment[1] . For example, by highlighting the topic of gender equality, journalists should be able to encourage the audience and cultivate a tolerant attitude toward this matter.

1 Grizzle, A. (2014). Enlisting media and informational literacy for gender equality and women's empowerment. In Vega Montiel, A. (2014). Media and Gender: A Scholarly Agenda for the Global Alliance on Media and Gender. United Nations Educational, Scientific, and Cultural Organization. Paris, France.
Lapayese, Y. V. (2013) Going Against the Grain: Gender-specific Media Education in Catholic High Schools. Catholic Education: A Journal of Enquiry and Practice. Volume 15, Issue 2.
Melki, J. and Farah, M. (2014). Educating media professionals with a gender and critical media literacy perspective: How to battle gender discrimination and gender harassment in the media workplace. In Vega Montiel, A. (2014). Media and Gender: A Scholarly Agenda for the Global Alliance on Media and Gender. United Nations Educational, Scientific, and Cultural Organization. Paris, France

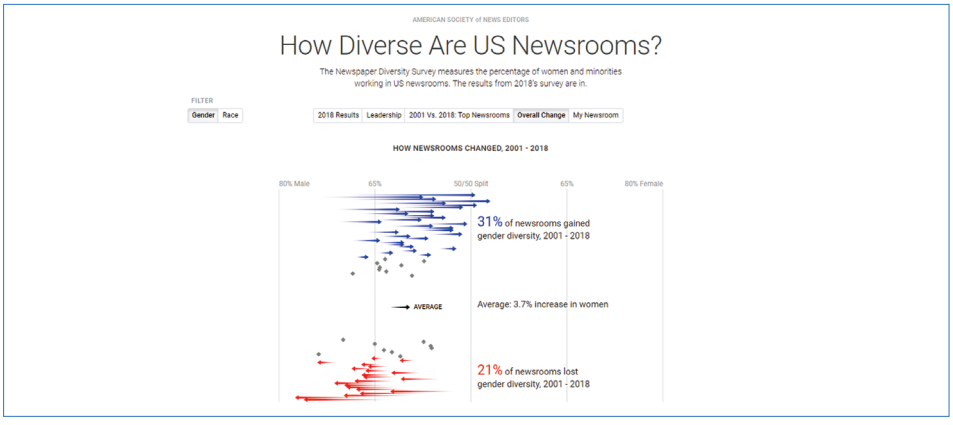
Gender indicators (gender-sensitive indicators) are pointers that use qualitative and quantitative indicators to reflect gender-significant changes that occur in a society during a certain period of time. Gender indicators contain direct indications of the status of women in relation to a specific regulatory standard. Here is an example of analysing the degree of gender diversity in the US media. This study shows gender diversity and measures the percentage of women and minorities working at American news departments (the chart below shows the results of the 2018 survey).[2]

Chart 1



The chart below illustrates how the situation has changed over the years. What are such studies conducted for?

Chart 2

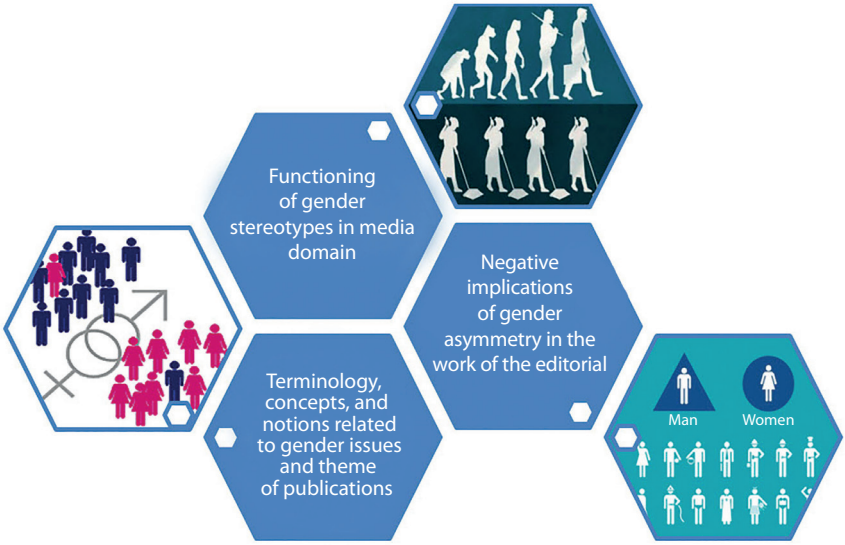


This very question may be of interest to our reader. The fact is that increased gender diversity in news agencies also leads to an increase in the number of publications on this topic.

2 How Diverse Are US Newsrooms? https://googletrends.github.io/asne/?fbclid=IwAR3qyKcDsJRd6MMry6tu KgUGPgHswN2Jos1X8luwt6_Cyfbdgv3Ci4nwySo&view=0

Box 2.

Figure 9 Sets of gender-related issues that a future journalist should understand



For example, in 2010 Bloomberg News launched a project to fill journalism with a large number of women — as anchors and voices, as well as newsmakers in business, on the markets, in politics and government. "Women," says the author of the project, "are half of the people, whose impact on the global economic history development is underestimated."[1]

The second annual *Women in the News* summit, organised by WAN-IFRA in Portugal, highlighted the depressing (but motivating?) statistics on the presence of women in the media world and the steps that news organisations like Gizmodo and the BBC are taking to improve their position. (The WAN-IFRA *Women in the News* Initiative compiled a guide on gender diversity in the media with 10 case-studies from Botswana to the UK).

Another author from Pointer who researched the topic says: "Every year, more than two-thirds of graduates with a degree in journalism or mass communications are

1 https://www.bloomberg.com/distribution/blog/2014-03-07/qa-with-lisa-kassenaar-of-the-bloomberg-news-womens-project/?fbclid=IwAR04_tzjkH07xjwA-28DnkjkwElAOK6LDAOG_l8JdI3xrQ25SWVjnNNELcc

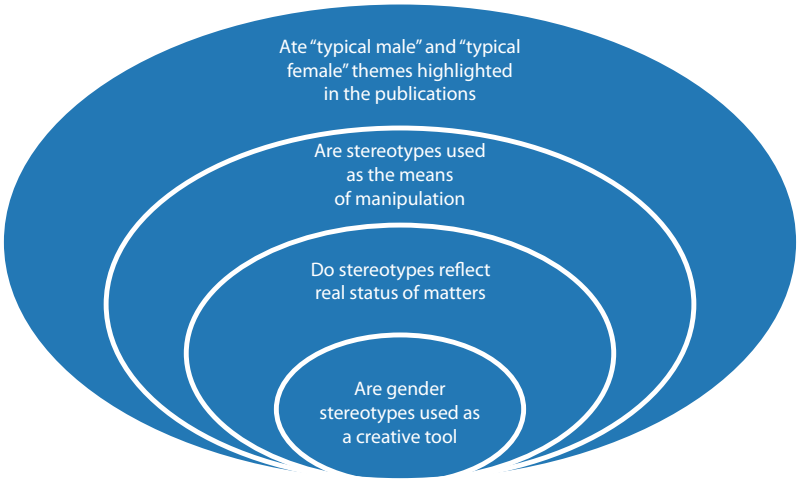
women, and yet only one-third of the media industry consists of women, and this number is decreasing.[2]

Gender statistics is not an abstract or isolated field, but, on the contrary, is a trend related to all other areas of statistics, such as economic, agricultural, health and employment statistics. Gender statistics enable to study the differences in the status of men and women in society. This statistics is needed in developing policies that address gender issues and enable gender equality.

The foregoing shows that the issue of gender sensitivity is important to correctly reflect the reality and form media literacy.

Journalists covering a particular subject should be able to analyse the situation through the prism of certain gender indicators, and since the media directly and indirectly have an influence on the formation of adequate gender thinking and gender equality when studying a particular media publication, it is important to think about:

Figure 10. Broad Indicators of Gender Sensitivity

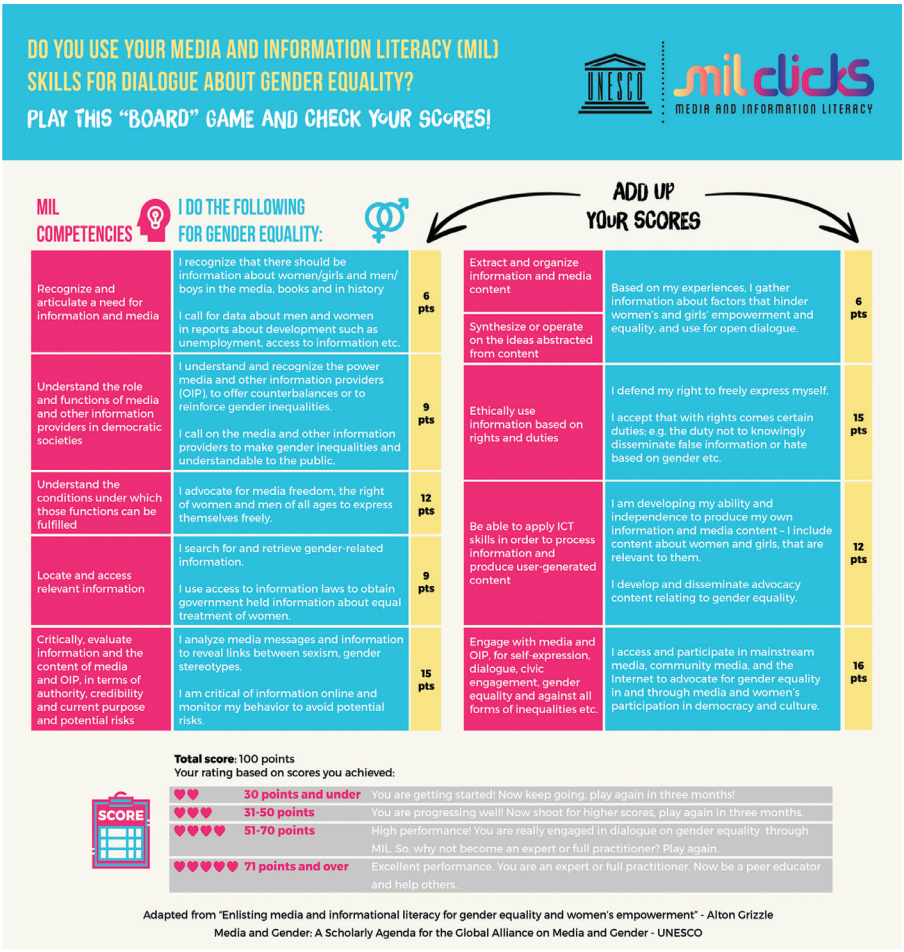


These small indicators can demonstrate the gender-sensitivity of publications and how gender balance is maintained in the newsrooms.

2 York, K. Women dominate at journalism schools but it is a different sotry at the editorials. https://www.poynter.org/business-work/2017/women-dominate-journalism-schools-but-newsrooms-are-still-a-different-story/?fbclid=IwAR33hBugKDXTOhT1Ekz3mPPabBe1NePOpnhHbufmcguso632muJxlTQQMrc

Box 3.

Figure 11 A board game about the use of MIL for promoting gender equality



2.7. COLLECTING INFORMATION IN THE ERA OF OPEN DATA

Open data is information on the activities of government bodies, economic entities and local authorities put on the Internet in a machine-readable format for the purpose of its repeated use. Thus, open data is the information that anyone can freely find, use and distribute.

Open data should have the following qualities:

Accessibility and readability: all information must be easily located by a search request, be accessible and the user must be able to process it on his computer.

Reuse and distribution: Information is distributed under the conditions free to operate and distribute. The only condition is to link to the source. In addition, data cannot be distorted when used.

Universal participation: Any discrimination in accessing or using data is unacceptable.

Completeness and relevance: the database should provide a complete (that is, giving an objective picture) and relevant (not outdated) information.

Skills required for working with data:

- Knowledge of English
- Understanding of how online search engines work
- Skills of working with spreadsheets. Ability to process digital and text data arrays in MS Excel-type programs
- Knowledge in mathematics and statistics
- Legal literacy.

Possession of modern technologies skills provides significant advantages to journalists, activists, and NGO workers. Today it is no longer an option, but a necessity. Creating interesting and modern journalistic / publication / informational materials, conducting journalist investigations and even promotion campaigns require new approaches and new knowledge.

Today, a journalist should to some extent be knowledgeable in technology not just to use it in a freer and more independent manner, but to also be able to communicate with technical specialists in "their" language. Basic knowledge of programming languages is becoming a standard for journalists worldwide. Knowledge of HTML and the ability to program using "R", the simplest programming language, is a new level of freedom for a journalist and their independence from others.

Exercise 4

1. Enter this table into MS Excel

GDP production by economic activity

	Billion soums		*Index of physical volume,%*	*Influence GDP growth,%*
	in January-June 2018	*in January-June 2019*		
GDP - total	**175 367,5**	**222 022,0**	**105,8**	**5,8**
including:				
Gross Value Added (GVA)	**153 273,9**	**199 857,5**	**105,8**	**5,1**
Agriculture, forestry and fisheries	41 767,0	48 552,4	102,1	0,5
Industry	41 548,5	60 601,6	106,9	1,6
Construction	11 226,7	15 215,9	120,0	1,3
Trade, accommodation and food services	12 178,2	14 360,7	104,1	0,3
Transportation and storage, information and communication	14 170,4	16 401,6	105,1	0,4
Other service industries	32 383,1	44 725,3	105,4	1,0
Net taxes on products	**22 093,6**	**22 164,5**	**105,9**	**0,7**

2. Find the three most prosperous and three underdeveloped regions in terms of GDP.
3. Analyse. What data are comparable and by what criteria, draw conclusions.

For obtaining statistics and data on Uzbekistan, the following resources may be useful:

- Statistical Agency — https://stat.uz/ru/
- World Bank Data — http://databank.worldbank.org/data/home.aspx
- Data of International Organisations — https://stat.uz/ru/ofitsialnaya-statistika/mezhdunarodnaya-statistika/mezhdunarodnye-statisticheskie-sluzhby

2.8. VISUALISATION OF INFORMATION: NEW FEATURES OF JOURNALISM

The significance and effectiveness of visual content use in a modern journalist's work is due to the fact that this type of information transfer is better perceived and enables you to quickly convey a communicative message to the target audience. Numerous scientific researches in the field of psychology suggest that, physiologically, visual information is primary for a person and is processed faster than, for example, textual one.

Most modern readers, being "visuals," better assimilate the information embodied in images. In connection with the development of information technologies, in particular computers and smartphones, a modern user receives a huge amount of information from various sources, which affects their perception ability.

Have you noticed where we get most of the information today? Correct, this is a screen or a monitor: a TV screen, a computer monitor, a phone screen, etc. Even newspapers we now read from the screen. And this trend will continue further. However, it is necessary to note that with the change of communication channels the peculiarities of information perception also change.

Thus, the characteristics of screen perception is based more on scanning and viewing text, rather than on reading. Moreover, the choice of material for further detailed reading is also based on a preliminary quick look where only visual accompaniment can draw attention to the information. That is why data visualisation today has acquired great importance.

What is visualisation? Experts define visual communications as the process of "communication (information transfer) through visual language (images, signs, images, typography, infographics), on the one hand, and visual perception (organs of vision, psychology of perception) on the other." [1]

The modern consumer of information is focused on a visible number of objects, which is today one of the most effective ways to present data. What is characteristic of visual information? Visualisation deepens the process of mastering content,

1 Rodkin, P. Visual communications // http://www.prdesign.ru/text/2010/visual communications.html

explains complex data quickly and clearly. Competently created visualisation illuminates information where it is difficult to put it in text.

Here are the most traditional types of visual content used in the activities of journalists, PR specialists and all active information users of the network:

- illustrations;
- photos;
- infographics (graphs, charts, diagrams, etc.);
- multimedia content (videos, clips, installations, flash animation, slide shows, flash presentations, etc.);
- modern visual content (memes, selfies).

One of the most popular and effective ways of presenting material is infographics. An infographic is a message that includes, firstly, visual elements, and secondly, texts that explain these visual elements. It can be said that such a format gives a conceptualisation of the topic since the choice of one or another image that visualises the message implies an exact selection of graphic solutions. [1]

Infographics should be relevant, interesting and meaningful, it should represent a large amount of information, but this information should be easily read and understood. [2]

Infographic content may be of the following nature:

- diagrams;
- graphics;
- tables;
- cards;
- alternative infographics — illustrations. [3]

Another fact has also contributed to the popularisation of visual content — rapid development of social networks, where enormous amount and flow of information from numerous sources creates new conditions to which journalists and readers, subscribers, and followers have to adapt. An example of this is the popularity of Twitter and other social networks. They have become new sources of news for readers and

1 Muratova, N. Characteristics of Visual Information and Its Impact on the Audience. Materials of the workshop on Internet journalism. T.: 2016.

2 Buzinova A.A. Visual content of modern PR text. // Mediascope, an electronic scientific journal. Issue №4. 2013 http://www.mediascope.ru/issues/477

3 The course on visual journalism at Stanford University «Journalism in the Era of Data // http://datajournalism.stanford.edu/

are competing with traditional media. The "140 character message" format creates a new reality where the title and the interactive ("clickable") content play a crucial role.

Readers spend less and less time familiarising with textual material. All this forms a highly competitive environment where readers are much better adapted than traditional media and journalists.

Let us return to the previous task. After you have analysed the data statistics, try to find a graphical solution that can visualise your numbers. These can be diagrams, pie charts, pyramids, etc.

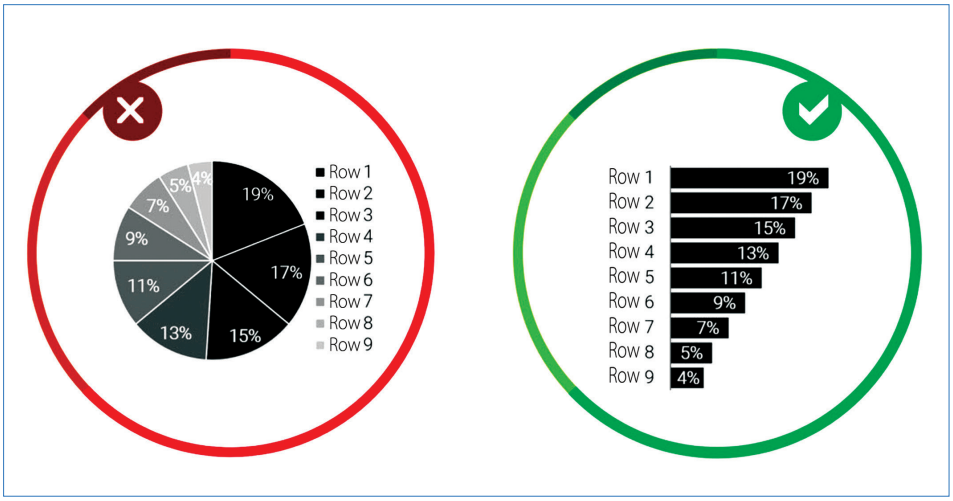
GDP production by economic activity

	Billion soums		*Index of physical volume,%*	*Influence GDP growth,%*
	in January-June 2018	*in January-June 2019*		
GDP - total	**175 367,5**	**222 022,0**	**105,8**	**5,8**
including:				
Gross Value Added (GVA)	**153 273,9**	**199 857,5**	**105,8**	**5,1**
Agriculture, forestry and fisheries	41 767,0	48 552,4	102,1	0,5
Industry	41 548,5	60 601,6	106,9	1,6
Construction	11 226,7	15 215,9	120,0	1,3
Trade, accommodation and food services	12 178,2	14 360,7	104,1	0,3
Transportation and storage, information and communication	14 170,4	16 401,6	105,1	0,4
Other service industries	32 383,1	44 725,3	105,4	1,0
Net taxes on products	**22 093,6**	**22 164,5**	**105,9**	**0,7**

When preparing statistical material for visualization, it is important to remember that the main purpose of visualization is to simplify and speed up the perception of information. The selected format and type of graphics should contribute to this, and not interfere.

For example, if a pie chart has more than three to five figures, the graph becomes unreadable. In this case, it is better to choose a regular bar chart. Another example of unsuccessful use of a pie chart is when the sum of categories is not 100%. This is a gross mistake, since the data is simply distorted. [1]

Chart 3 It is important to choose the right type and format of visualization.



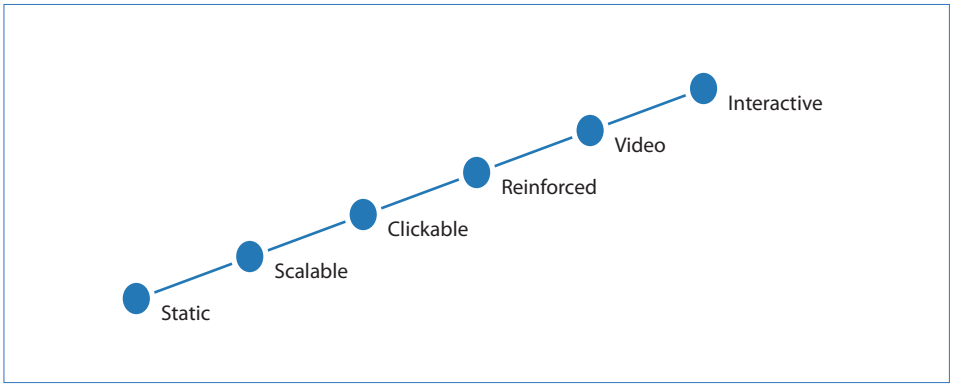
Existing ready-made solutions allow you to create new information products in less time and for less money. Today, there is no need to have a separate server and / or a complex IT infrastructure for publishing materials; there is no need to have a large staff of highly professional programmers and designers. Indeed, big projects (for example Panama Papers or Dollars for Doctors) still require teams of IT specialists. However, all the same the advantage remains with those journalists who know and are able to use off-the-shelf solutions.

Task: review the following services for the preparation of visual material, analyse each of them. Find what matches each one has.

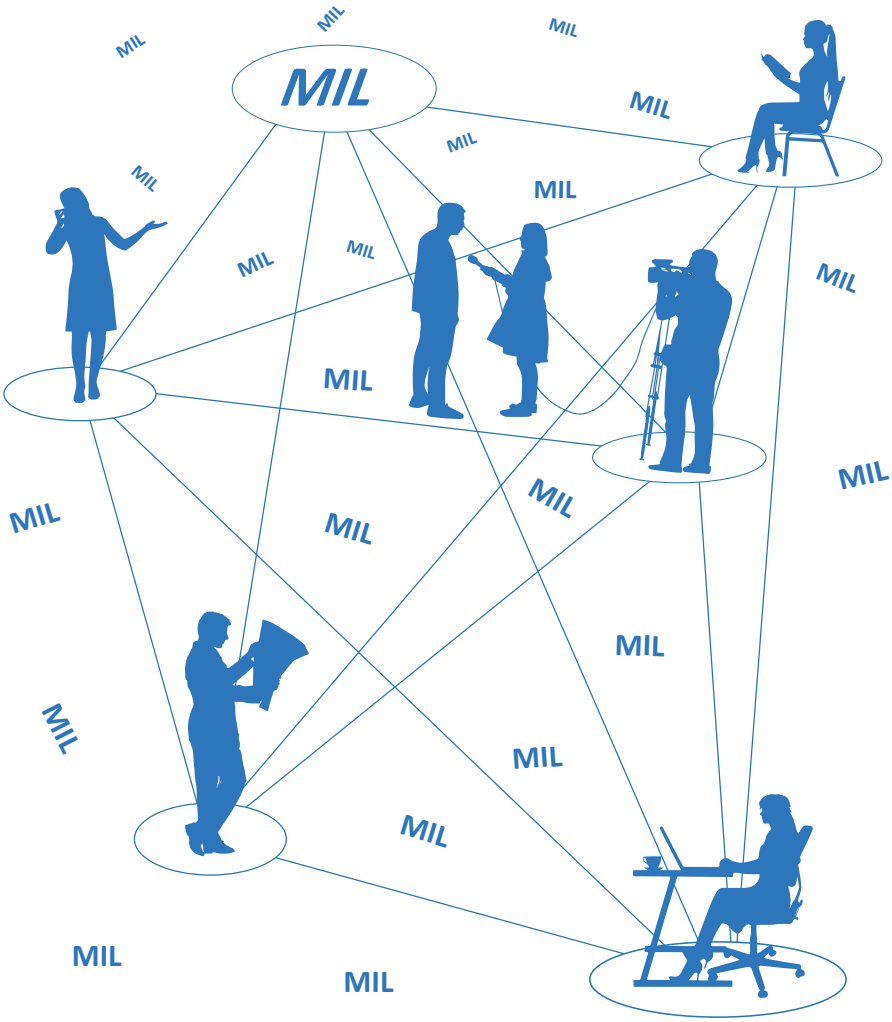
1 Bazaleva, O. 11 rules of data visualization. ttps://habrahabr.ru/company/netologyru/blog/341364/

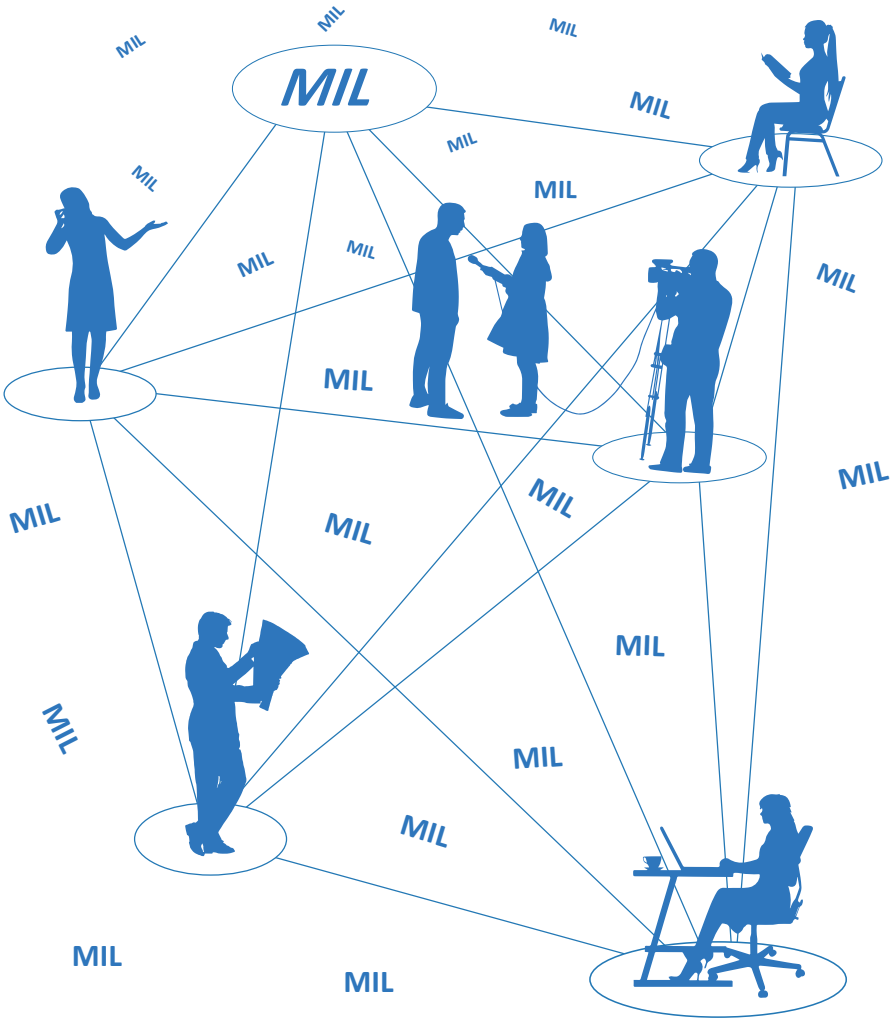
Infogram Pictochart.com	Timeline
Timeline JS	Number of the day Facts and Figures Infographics Visualisation Simple table
Jpen Street Map Google Maps Animaps.com Storymap JS	Word cloud Question-answer Vocabulary Check-list Selection of links A selection of quotes Rating
Tagul.com	Static map
Tagxedo.com	Interactive map Animated travel map Map and timeline

Figure 12 Levels of Complexity in Infographics



Based on the complexity, infographics can be developed using programming. So if the usual static infographics can be very simple, it can turn into three-dimensional one with the help of various software.


MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL



PART III. MEDIA AND INFORMATION LITERACY IN JOURNALISM PRACTICES

Media and other information providers, including those on the internet, as well as private media owners are central to promote MIL as a mass civic education movement. While the freedom, independence and plurality of media and other information providers must be guarded, there are opportunities for fruitful partnerships between them and other stakeholders. Mass media (radio, TV and newspapers) and other information providers can all assist in ensuring the permanence of MIL issues in the public and developing all citizens' information and media competencies. By promoting MIL, media are to simultaneously build a relationship with their audience while improving their quality and thus building and fostering the trust in media in general.

The types of activities that could be developed, strengthened and replicated to reach not only cities but also remote, rural and marginalised groups are endless.

3.1. WHY MIL IN JOURNALISM? BUILDING TRUST IN MEDIA THROUGH MIL

Box 4. Why MIL in Journalism?

Source: Adapted from UNESCO Guidelines for broadcasters on encouraging media and information literacy and user-generated content Martin Scott (2019)

1. **Enabling discerning information, media, technology, and news consumers/ users**

- ☐ Examples are outlined below and throughout this publication.

2. **Build trust in media**

- ☐ Build and strengthen a relationship with the audience and develop trust and loyalty
- ☐ Increased responsiveness to people's interests
- ☐ MIL audience can help strengthen the media businesses, once audience is media and information literate, their demand for quality media increases, then it makes the case for good journalism.

3. **Appreciating the people's voice**

- ☐ Acknowledge and promote the audience diversity
- ☐ Reduce the inclusion gap between the represented and unrepresented communities
- ☐ Getting to know your audience better
- ☐ Interacting with audiences and valuing their voice

- ☐ By providing tools to the audience to create content, benefits apply to both media organisations and audience themselves.
- ☐ Media organisations are enabled to provide distinctive value in the media market if they are to access material which journalists otherwise might not obtain; e.g. footage of breaking news stories by audiences or different storytelling.

4. Enable citizens to be active participants of democracy

- ☐ Promoting MIL is a vital element of the democratic duty of the media.
- ☐ Media are one of the few institutions with the capacity to promote MIL and play a vital role in enabling citizens to take part in public debates.

5. Nurturing the creatives of the future

- ☐ If the media sector is to grow, promoting MIL is an important way of developing the creative talent in a country. Teaching media production skills is an important way of nurturing the creatives of the future.
- ☐ Promoting MIL is an important way to help audiences to appreciate different types of media content.

6. Establish your media organisation's brand as a trustful source

- ☐ Constitute your media organisation as a brand of good journalism and MIL.
- ☐ By integrating MIL in your journalism practice and further by promoting MIL, you establish your organisation's brand as a trustful source of news and engaged in contributing to society wellbeing. This, on the other hand, would increase the number of viewers and readers.

Box 5. How can journalists and media organisations integrate MIL in practice?

Source: Adapted from UNESCO Guidelines for broadcasters on encouraging media and information literacy and user-generated content Martin Scott (2019)

1. Implementing internal MIL strategy

- ☐ Adapt and pilot guidelines for broadcast and print media to promote MIL and UGC.
- ☐ Make efforts to explain your workings to the public and raise transparency of your operations — including in schools.
- ☐ Facilitate accurate coverage of issues by developing media policies that discourage misrepresentation in the interest of the public.
- ☐ Review existing national media policies and strategies to see to what extent these policies include MIL.

2. Equipping audience with MIL

- ☐ Equipping audience with MIL is an on-going process that can be implemented on different levels.
- ☐ Enable citizens to understand the importance of media. This way, besides facilitating their understanding, you gain an alliance of trust and loyalty which helps you fight censorship and external influences.

3. Equipping citizens to tell their story

- ☐ Enable citizens to tell their story by creating a readers' section or submitting their story through multi-media programs.
- ☐ Equip citizens with production skills techniques by short-videos how to write a news-article, create videos etc.
- ☐ Take initiatives on teaching young people how to report news, use cameras and edit etc.
- ☐ Equip citizens with verification techniques through creating a video or writing an article where you tell which techniques should be used to verify news
- ☐ Engage in outreach activities to teach MIL

4. Improve media and audience relationship

- ☐ Work to enhance the relationship between audience and media for improved understanding of the positive and negative potential of the relationship.
- ☐ Establish a mechanism and regulatory framework for access to information and an efficient information feedback system; raising citizens' involvement in the process through MIL activities.
- ☐ Raise awareness in the media professionals about the benefits of the MIL and encourage them to promote it.

  Journalists and media organisations can engage in an endless type of activities that could be developed, strengthened, replicated to reach cities, remote, rural and marginalised groups in order to promote MIL such as:
- ☐ Partnerships with community media and other local organisations
- ☐ Interactive journalism
- ☐ Community workshops
- ☐ Camera distribution project
- ☐ Engaging in out-reach initiatives to promote MIL
- ☐ Establishing a network of journalists and young people

Box 6. How are media around the world becoming actors on MIL?

Source: Drawn from various sources

- Telling people what you're doing and why — Buzz Feed News recently updated its code of ethics and told people what and why. They took the opportunity to explain what they had changed and why. Implicitly and explicitly telling their audience how seriously their newsroom takes ethics and standards.
- Working together with schools to teach MIL — In the Czech Republic, media education is already part of the country's school curriculum and many journalists representing newsrooms work with schools to develop students' understanding of the news process: including demonstrating how content is created and how it can be vulnerable to manipulation.
- Storytelling and Verification Techniques — New York Times has developed a special section for Fact-checking. NYT not only fact-checks public actors' statements, but also encourages readers to not take anything they listen, read or watch at face value.
- Getting involved in discussions on MIL — In South East Europe and Turkey, an array of media organisations and journalists participated in National Consultations on MIL policy and strategy
- Broadcasting MIL programs — Public broadcasters and private media organisations in South East Europe broadcast MIL-specialised programs.
- Teaching youth media production skills — Global Girl Media — the initiative is spread to different countries including the United States, Kosovo (Under UNSCR 1244), South Africa, UK and Morocco. This project is implemented by a local media organisation who gathers young girls from 16 to 25 years old and enables them to master video production, editing, writing and journalism skills to produce great content.
- Al Jazeera — A team of reporters were able to spend ten days with the teenagers at Jordan's Za'atari refugee camp, holding practical workshops to teach them to produce 360-degree videos that would result in the production of their own films through which they tell their story.
- EBU — European Broadcasting Union — supports members in the provision of journalism trainings to young people
- Making room for audience's ombudsman
- Using new social platforms such as Snapchat and Instagram to get people's stories — The Economist and The Telegraph use Instagram and Snapchat, respectively, to share their stories and engage young people to sharing their own stories and comment on different issues being tackled.
- Teaching young people to tackle disinformation through games — BBC iReporter — It was designed by the broadcaster to help students filter information,

make informed decisions, understand the importance of checking sources and deciding which sources to trust, and the benefits and pitfalls of using social media to gather information.

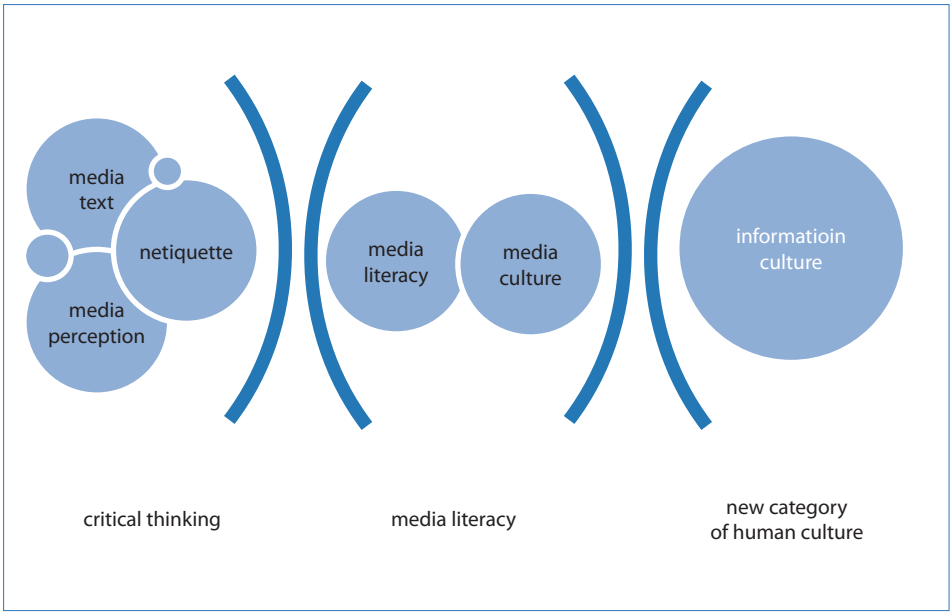
- Hashtag Our Stories — HoS — The news publisher bases its work on a collaboration between professional journalists and communities — the audience shoots and sends in the footage via social media platforms, and Hashtag Our Stories verifies, edits and publishes the content on Snapchat Discover and it's other social platforms. Their aim is to empower individuals to become citizen journalists, able to produce great footage using smartphones, and tell the stories that often go untold in the mainstream news agenda.
- PBS — US — includes media literacy section in its online platform for Media Learning aimed at teachers and students.
- 1 day, 1 question — France Television answers each day a child's questions related to news, in one minute and thirty seconds. The explanatory comment is always funny, the drawing is light and entertaining. The intention is to help the child to construct his/her own reasoning and to obtain the keys that will allow him/her to form his/her own opinion.
- Journalist? Not that easy! — France Television. This initiative presents and decrypts the different aspects of journalism, to better understand them, but also to identify potential drifts: the pace of publication of information, the economic reality of the sector and the expectations of the public have literally transformed the profession.
- "La Collab de L'Info" is an unprecedented collaboration initiated by France Television. Fifteen iconic journalists from France Television join forces with fifteen successful YouTubers to take stock of the fundamentals of media and information literacy.

Trust in the media is the most fragile or hard to sustain for the media today. A reader/viewer/listener, being guided by information flows, very easily today can change loyalty in relation to various media. However, for the editors, this changeable mood is tantamount to the loss of attention, and hence the loss of trust. One might say that the flux in audience loyalty and trust is perhaps due to an oversupply of information. However, reaching a new benchmark of information consumption and shaping the information culture of the population today can have the opposite effect and serve journalists in gaining reader's trust dividend. We explain the situation in more detail below.

As mentioned earlier, information culture is an important component of the media and information literacy concept. It can be described as one of the components of a general human culture, "a set of information worldview and a system of knowledge

and skills that provide targeted independent activities for the optimal satisfaction of individual information needs using both conventional and new information technology".[1] Media culture is closely connected with it — a set of material and intellectual values in the field of media.

Figure 13 Components of MIL



"**MEDIA EDUCATION** = PROTECTION AGAINST MEDIA + PREPARATION FOR THE MEDIA ANALYSIS = **UNDERSTANDING THE IMPORTANCE OF MEDIA FUNCTIONS** + CONSCIOUS PARTICIPATION IN MEDIA CULTURE"[2]

When there is a quest for the attention of the reader and the viewer, the media use many different methods in their efforts to lure to themselves. At the same time, all legitimate and non-legitimate ways are used, including fakes, which have become tools for manipulation. A media and information literate reader has critical analysis skills, and this in turn allows respectable and professional media to gain their readers' trust. Consider this on the example of the citizens' critical thinking skills and their influence on gaining trust to the media.

1 N.I. Gendina. Formation of information and media literacy in the conditions of knowledge society: a new UNESCO initiative and the problems of the Russian information of education. // Pedagogy. Psychology. Issue № 1 / 2012. P. 140–161.

2 Vartanova E.L., Zasursky Ya.N. Russian module of media education: concepts, principles, models. // Information society, 2003, № 3. P. 5-10.

Table 3

Reader / viewer skills*	Dividend of trust in the media
Understanding the difference between fact and fiction, advertising and other types of media content	Professional media confidently advance to another level of trust, as in professional publications advertising and paid information is always indicated, and the position of the editorial board or the author is not payable.
Familiar with various genres and narrative techniques and knows that the content of the media depends on the choice of authors and customers and may have different interpretations.	Already knows the authors of various editions, and the author's text already brings some trust in his press outlet, the author is respected and credible, and therefore audience develops more trust in the particular media.
can analyse, evaluate and control information, familiar with how media works. He is familiar with the structure of the media, he is able to recognise what is under the shell of media content	This enables the media to be visible/ recognisable among the many one-day media that can be easily created, which use cheap techniques to attract the attention, which in turn again increases the level of trust in this medium.
Questions media messages and understands how stereotypes work	This is very important when the reader casts doubt asking questions, and if the publication can answer professional questions to this, it will win the confidence of the reader.
Aware of commercial, political and ideological media goals	This is also important because he understands how other information is interpreted based on its political and ideological goals. So, for comparison, he will look for an alternative point of view, which means he will seek a professional source of information. If this happens a couple of times, his level of trust will be unshakable in relation to the alternative edition.
can determine the purpose and target audience of sources, assess the degree of reliability, accuracy, value, neutrality and openness of the information provided	Each medium relies on certain sources, and if the reader or viewer is familiar with the concepts of "source", "anonymous source", etc. he can also assess the level of publication that can and cannot work with reliable sources, and which of the publications relies only on rumours and lightning-fast fakes.

* *Media and information literacy as a holistic concept in a changing world.*

3.2. PROFESSIONAL MEDIA ASSOCIATIONS, NGOs AND REGULATORY AGENCIES ENGAGING IN MIL.

Numerous countries, organisations, societies and the media are active in the field of MIL. In the face of all the differences between them, they are united by a single goal — the promotion of MIL as a highly valued by all, widely practiced and necessary life skill in the 21st century.

The activities of international organisations such as UNESCO, the Council of Europe and the European Media Literacy Commission are crucial in implementing and promoting projects aimed at the sustainable development of MIL. Their efforts are valuable because they develop the concept in detail, initiating extensive discussions and sharing best practices, provide concrete and practical materials for introducing media literacy in national educational systems. As Tobias Flesenkemper, the head of the Council of Europe office in Belgrade said, "In particular, children have the right to a safe and stimulating media environment," and this statement applies to all of us. Active efforts of these international organisations motivate and guide regulatory bodies towards a number of effective steps, responsibility and exchange of experience between countries in the development of a trustable media environment.

Experience of European Countries

A prerequisite for every democratic process is a well-informed citizen. This statement is emphasised by the results of a recent study based on a comparative analysis of the experience of European countries in the field of electronic media and media literacy.

The study presents several examples of the best European practices and ways to attract regulatory bodies and all other relevant actors to increase media literacy, with particular emphasis on the Finnish model in this area.

For example, in Finland media education is offered wherever there are children and young people, not only in kindergartens and schools, but also at libraries, game rooms, youth centres, even in virtual communities and digital games.

A specific feature of the development of MIL in Finland is that attempts were made to combine different approaches, as well as practical and research issues of media education, which was developed in Finland within the framework of co-operation between government agencies, schools and

school administration, academia and third parties such as NGOs. The Finnish Society for Media Education supports research and practice in this area on a national scale (www.mediaeducation.fi) and plays an important role in the development of MIL.[1]

The concept of media education, originated in the 1990s, further developed in four areas that were defined as camps. The technology camp was aimed at technological solutions, namely the use of information and communication technologies and media in the learning process. The protection camp investigated what influence media have on a person, and especially children, dealt with issues of protection from the negative media content. The cultural research camp came under the influence of the British cultural research movement. The camp of criticism has taken critical pedagogy and questions of strategies for participation and resistance in relations with the media as the basis of its activities.

Today in Finland a large number of organisations is engaged in media information literacy, which is impressive for such a small country.

There are almost 100 different MIL organisations in Finland. This is in addition to media education conducted in the field of formal education, youth work, libraries and other public cultural services. Most often, you can see that organisations promote MIL as part of their work and integrate it into their specific areas of expertise.

The **National Audiovisual Institute** under the Ministry of Education and Culture is a Finnish media education agency whose task is to promote media education.

The **National Board of Education** is a key player in the development of education in Finland.

The **Ministry of Justice and the Finnish Competition and Consumer Protection Agency** are contributing to the MIL as part of their responsibilities.

The Finnish Media Education Society is a key organisation among media education NGOs, especially in bridging the gap between research and practice.

1 Media education as a factor of optimization of the Russian media space: Collective monograph / Ed. ed. I.V. Zhilavskaya and T.N. Vladimirova. — M.: RIC MGGU named after M.A. Sholokhov, 2014. — P. 420

The Finnish Library Association is also very active in the field of media education. Libraries are generally the main players in areas such as game-based education and support for older people with media skills.

Children and youth organisations promote media literacy to ensure the well-being and participation of children and adolescents. From the point of view of MIL, the most active national youth work services are the **Centre for the Development of Youth Information and Counseling** (Koordinaatti), the **National Centre for the Development of Online Youth Work** (Verke) and the **Finnish Youth Research Network**. Active NGOs also include the **Mannerheim Children's Protection League, Opinkirjo Development Centre, "Save the Children" Finland and the Finnish Parents League**.

NGOs often have strong regional networks, which is very important for Finland as a sparsely populated country with large distances between urbanised settlements. Organisations promoting art and culture have been very active and important operators in the field of media education for decades. The national network of children's cultural centres unites a number of organisations that conduct media education in their regional activities. Cinema education, especially, has a long and continuous history in Finland. For example, Koulukino (School Film Association) and Metka Centre for Media Education are promoting film education as part of MIL. The National Audiovisual Institute enhances the quality of education in cinema and enhances the status of Finnish audiovisual culture as part of its legal duties. Increasing media literacy is also becoming increasingly common in media companies and associations. The Finnish National Television and Radio Company (YLE) has been providing educational projects and media materials for several years. Finnmedia, **Finnish Media Industry Federation of Finland** has chosen MIL development among children and adolescents as its strategic and social goal.

Teamwork is the best practice for the Finnish model of media information literacy. A key factor in this model is co-operation between various organisations and actors. Here are some successful examples of media education in Finland based on joint efforts. Finnish MIL experts play an active role as international partners in terms of research, practice and policy development. MILs are promoted at the Northern, European and global levels, for example, through projects co-ordinated by the European Union, the Council of Europe and UNESCO. Each interested organisation, researcher can contact Finnish specialists when looking for a partnership in the field of MIL.

Media Literacy Week — MLW is celebrated in February and aims to raise awareness and promote the importance of media literacy and media education. About 40 organisations (including ministries, government agencies, telecom operators, data protection companies, media companies and non-governmental organisations) participate in MLW. The collaboration identifies and implements themes, campaigns, information materials and MLW events. The National Audiovisual Institute is primarily responsible for Media Literacy Week. www.mediataitoviikko.fi

National Game Day (NGD) includes a number of events that discuss the merits, meanings of games, and the impact they can have on players. This day also promotes public debate based on facts about digital games and encourages children and adults to play together. www.pelipaiva.fi

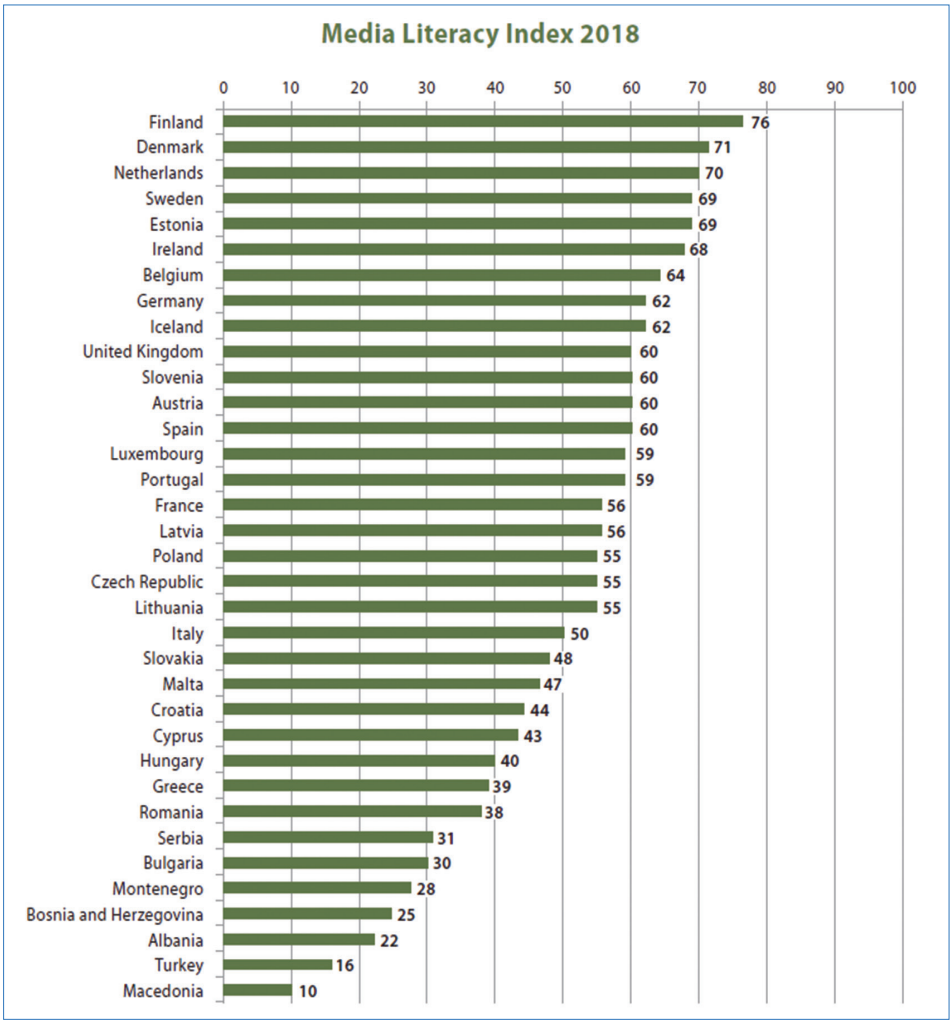
The Media Education Forum for Professionals is a meeting place for researchers, decision-makers, government officials and professionals working in the field of MIL. The forum aims to support sectoral partnerships and local co-operation. The organiser is the National Audiovisual Institute.[1]

One can cite a large number of events and organisations promoting MIL competencies in a given country and far beyond its borders. The Finnish experience serves as an excellent school for developing countries and defining their strategies in the development of MIL in their society.

Interregional and local projects in close co-operation with the media and public institutions conduct research, develop tools and exchange views and practices in the field of MIL. One of the comprehensive measures is the Index MIL created in 2017. It is a measure of resistance to "post-truth", "misinformation and disinformation" and their consequences in several European countries and offers a useful tool for finding solutions. [2] The Media Literacy Index — 2018 included 35 countries in Europe and was evaluated according to their ability to withstand distorted information and its negative consequences. The main assumption is that indicators of media freedom, quality of education, interpersonal trust and e-participation can serve as predictors of the level of public resistance to falsification of news, post-truth and related phenomena.[3]

1 Based on the materials of www.kavi.fi: Finnish Media Education.
2 The report on the first Media Literacy Index 2017 entitled "Can this be true? Predictors of media literacy and resilience to the posttruth phenomenon in Europe", October 2017.
3 Common sense wanted resilience to 'post-truth' and its predictors in the new media literacy index 2018, Marin Lessenski.

Chart 4



Source: Common sense wanted resilience to 'post-truth' and its predictors in the new media literacy index 2018, Marin Lessenski

According to the results of 2018 (Chart 4), the most well-prepared countries to counter the misinformation and disinformation and their consequences are the countries of North-Western Europe, that is, Nordic countries, the Netherlands as well as Estonia and Ireland. According to this rating, the level of education, the state of the media, public confidence and the use of new participation tools are leading markers in the assessment of media literacy. Since these indicators have a different level of significance, they are estimated by appropriate weight. The indicators of

media freedom and the education indicator are of the greatest importance. Indicators of trust and e-participation of citizens make up the rest of the overall assessment

Table 4 Here is a reference to MIL Index methodology[1]

Indicators	%
Media freedom indicator	
Rating of Press freedom by Freedom House	**20%**
Press freedom Index by Reporters Without Borders	**20%**
Indicator of Education	
PISA Index of Reading Literacy	**30%**
PISA Index of Natural Sciences Literacy	**5%**
PISA Index of Math Literacy	**5%**
Percentage of population (%) with higher education (Eurostat)	**5%**
Trust	
Level of trust in others (Eurostat)	**10%**
New forms of engagement	
Index of electronic participation (UN)	**5%**

The rating is run among 35 European countries and is rated on a scale from 100 to 0 points (from the best result to the worst). Based on the information that is regularly updated on the website http://www.thecatchupindex.eu, it can be seen that in recent years Finland (76), Denmark (71), the Netherlands (70), Sweden (69), Estonia (69), Ireland (68) are the leaders.

Organisations dealing with MIL issues along with important factors for assessing MIL development in various countries point out the following important tasks:

The level of media and information literacy of professionals — curricula/programmes, training for the media and journalists, training of teachers, lecturers, other activities

1 Common sense wanted resilience to 'post-truth' and its predictors in the new media literacy index 2018, Marin Lessenski.

related to MIL and journalistic education, resources aimed at the development of digital literacy of journalists.

Public policy — the existence of regulatory bodies, policies and activities of regulators associated with the MIL. Engaging public authorities and regulators in the promotion and protection of the rights of users to freedom of expression.

Media industry — the role of the media in activities and initiatives related to the promotion of MIL, journalistic education and ethics, including programmes, projects, financing, development of informational, educational, promotional materials

The NGO sector is organisations involved in media literacy and journalism education, sector co-ordination and co-operation, activities and projects. The number of organisations active in the field of media literacy and journalism education. The presence of self-regulators, their activities and influence.

- Accessibility of media tools that the general public can use to access information (mobile phones, Internet, TV, radio, newspapers, online information, social networks).[2]

It is also worth focusing on which laws and regulations determine media education policy, what resources are available in media education, whether there are programmes or projects related to MIL, whether there are events related to media literacy — media weeks, festivals, contests, games, groups in social networks that show and promote the importance of MIL, whether statistics and statistics practice exist when a MIL deficiency led to violations of the law. We assume that the solution to these problems will help develop the MIL competency and enter the list of countries where media information literacy as an essential life skill improves people's quality of life**.**

3.3. MIL AND PROFESSIONAL ETHICS OF JOURNALISTS

The ethical principles of professional journalism or the "code of honour" of modern journalists in different countries are based on various documents. For example, in Uzbekistan, many ethical issues in journalism are reflected in the charter of the National Association of Electronic Mass Media of Uzbekistan, and a Code of Professional Activities of Journalists of Uzbekistan adopted in 2019.

2 Media Literacy and Education Needs of Journalists and the Public in Albania, Bosnia Herzegovina, Macedonia, Montenegro, Serbia - Regional Report March 2017 Project "South-East European Partnership for Media Development"

International and regional organisations which include 400,000 journalists in different countries of the world, united after consultative meetings held under the auspices of UNESCO in 1978. At the fourth such consultative meeting in Paris and Prague, the role that "information and communication play on national and international level, given the increased social responsibility of the media and journalists» was specified. The Final Document sets out the basic principles of professional ethics of journalists. The first and second issues focused on "The right of citizens to reliable information" and "Objective coverage of events — the duty of a journalist" in third place is the principle of social responsibility of a journalist.

And this is significant. Modern information verification technology implies the establishment of its compliance to certain ethical standards such as independence, objectivity, impartiality and accuracy. Adherence to these principles secures publication's impeccable reputation and gains trust of the general public.

Distortion of the facts is considered to be a crime against objectivity. If this is a deliberate distortion, then it is about trampling on impartiality and independence as the basic values of socially responsible journalism. Conscious manipulation turns the journalist into an informational aggressor, a participant of an informational war.

Media-educated civil society requires that the foundation of media literacy — critical thinking — also applies to social networks. They have long avoided the status of the mass media, which allowed them to reduce their own social responsibility. The use of algorithms has shown that social networks are able to exercise control over users' content. However, at present, social networks independently determine the quality of content, are not transparent — to the public as to ethical reasoning of their actions, operating according to their own rules.

However, self-regulatory mechanisms are currently ineffective, as the flow of manipulative content in social networks is only increasing.

Exercise 5

Answer the questions

1. The social network account contains personal information. Does the journalist have the moral right to view this information to verify the facts? (justify your answer)

_____

_____

2. The event, which the journalist describes, has a dramatic nature for the source of information (for him it is a tragedy). How does a journalist interact with a source? Does a journalist have the moral right to disturb a person in moments of grief, fulfilling his professional duty? (give a detailed, reasoned answer)

_____

_____

3. The journalist collects user content for the material. He has two stories illustrating important aspects of his theme, he has arguments, evidence and figures confirming that the development of events will take place in a certain way, but the drama of the plot requires the author to explain the third part of the material through the story of the character. Does the author of the material have the right to invent a character and put the data he has in his mouth? (give a detailed, justified answer)

_____

_____

3.4. REPORTING MIL DEVELOPMENT: TOOLS AND TECHNIQUES

The media have always been a powerful watchdog in stimulating public debate about the need for public policies in various development areas such as climate change, gender equality, human trafficking, and freedom of expression etc. Ensuring the sustainable development of MIL for all has become a crucial national and global concern. However, reporting about MIL development in the media is minimal to non-existent. Recent sporadic instances are evident in light of the rise in disinformation.

The UNESCO publication *MIL Policy and Strategy Guidelines*[1] [Grizzle, A and Torras-Carme, M. (2013)], notes

"Media and information literacy (MIL) policy and strategy enhance the creation of knowledge-driven, inclusive, pluralistic, democratic, and open societies.[2] MIL policy and strategy are crucial for the survival of modern governance and global citizenship

1 Grizzle, A. & Torras, M.C. (Eds.) (2013). Media and Information Literacy Policy and Strategy Guidelines. United Nations Educational, Scientific and Cultural Organization. Paris, France. https://unesdoc.unesco.org/ark:/48223/pf0000225606. Accessed on 31 August 2019.
Steinerová, J. and Šušol, J. (2007), "Users' information behaviour - a gender perspective", Information Research, 12(3): paper 320, Available at http://InformationR.net/ir/12-3/paper320.html
2 See also Carlsson, U. (ed) (2019). Understanding Media and Information Literacy (MIL) in the Digital Age: A question of democracy. Department of
Journalism, Media and Communication (JMG). University of Gothenburg, Sweden.

in the digital world. Without a MIL policy and strategy, disparities are likely to increase between those who have and those who do not have access to information and media, and enjoy or not freedom of expression. Additional disparities will emerge between those who are able and unable to find, analyse and critically evaluate and apply information and media content for decision-making (p. 12)".

The media can help to advance public debate about the urgent need for national MIL policies in every country. As UNESCO's Alton Grizzle noted elsewhere, UNESCO is advocating for a global media partnership on MIL development and awareness. Table 5 suggests some issues as well as tools and techniques that the media should consider in reporting about MIL development at national and global levels,

Table 5 Issues, Tools and Techniques in Reporting about MIL Development

DEVELOPMENT ISSUES WHEN REPORTING about MIL. Media/Journalists should:	**TOOLS AND TECHNIQUES**
Investigate and report about the development context of MIL, helping the public to be aware of how MIL relates to knowledge societies, education, democracy, peace, good governance, and sustainable development in general.	– MILID Yearbook 2015: Media and Information Literacy for the Sustainable Development Goals – Understanding Media and Information Literacy (MIL) in the Digital Age: A question of democracy – MILID Yearbook 2016: Media and Information Literacy: Reinforcing Human Rights, Countering Radicalisation and Extremism
Investigate and report about media that are promoting MIL and how this changes their relation with their audiences.	– WAN/IFRA Database of 130 sample news literacy projects media organisations – Information Literacy Competency Standards for Journalism Students and Professionals – Dilevko, J. (1998). Bibliographic instruction and mass media news literacy: A theoretical background. Library Quarterly, 68(4), 431-474. – Research, resources and ideas to improve journalism. (n.d.). Journalism.org. Retrieved 1 December 2019 from HYPERLINK "http://journalism.org/" http://journalism.org
Report on and stimulate debate about the need for nation MIL policies.	Media and Informational Literacy: Policy and Strategy Guidelines
Investigate and report on countries with national MIL policies and the extent to which these are being implemented.	

Access and report about empirical research findings in connection with the impact of MIL on citizens and societies.	– International Journal of Media and Information Literacy – Journal of Information Literacy (JIL) – Journal of Media Literacy Education (JMLE.org)

The work of a journalist is based on handling primary information, checking it for accuracy. But in this age of information boom and lightning-fast development of technologies, this area is becoming more and more technological and requires new skills and abilities.

An immutable rule: a skeptic journalist. He is obliged to question everything that he sees and hears. He is obliged to verify the information he disseminates. And since not only a professional journalist, but also a man on the street is becoming the creator of information flows, the foundations of media literacy become the necessary skill of absolutely everyone who comes into contact with information.

There are basic rules for stopping the spread of inaccurate information.

- Identify the source (who began to distribute it; do I trust this source). Find alternative evidence or denials of information (at least three independent sources, if the fact is of doubtful nature)
- The source is the person from whom the original utterance or action originates. This may be a person who participated in the events (an eyewitness) or is intimately familiar with the original source. It is never redundant to check information from different sources, solicit comments from experts and competent people. It is necessary to clearly separate the fact from the comment, the text from the context.
- Opinion of the opponent.

If we are talking about opinions, the number of sources is not important, if they adhere to the same position, then the author risks being biased. It is necessary to present the opposite point of view, too. In this case, the number of sources of opinions does not work for the quality of the material. Positions must be balanced. Especially in a conflict situation, there are at least two sides — two poles. Therefore, it is necessary to map the stakeholders and find out their opinion on the issues covered by the parties.

- Accuracy of facts is more important than speed.

Emotions are a very dangerous enemy of a journalist. In handling information, one should be guided not so much by one's own emotions as by logic and a healthy share of skepticism. There is a constant danger of succumbing to the general mood, own sympathies and wishful thinking. Especially under the influence of permanent

time pressure for any modern journalist. It is necessary to fight the desire to publish the first «hot» news, if there is a probability to spread false information.

- Care in using information from social networks.

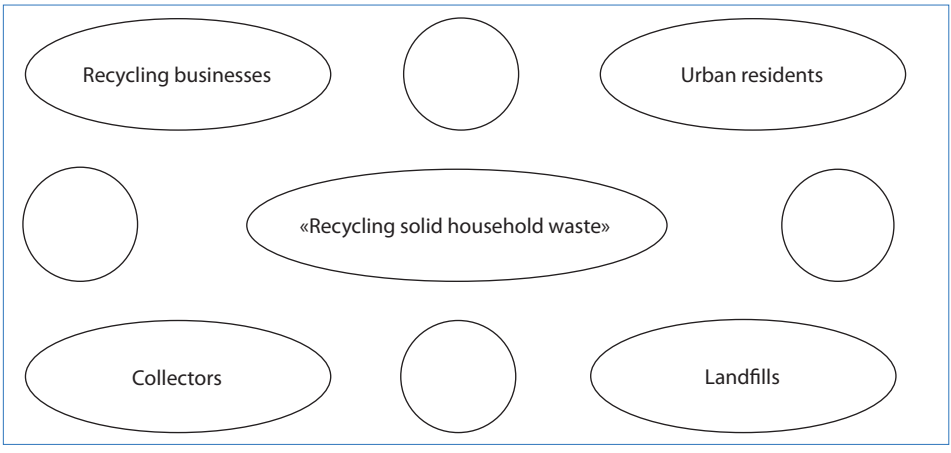
Social networks concurrently facilitated the work of journalists, since very quickly there is news from the witnesses of the events, and the social network often contains a large number of comments showing different opinions, but the information of social network users needs to be more thoroughly checked and verified by at least three independent sources.

- Use all kinds of verification tools.

Journalism responds to the challenges of the modern information environment in a timely manner, and a huge number of methods and tools for checking information in various types of information are appearing. There are many websites, which are directly involved in exposing misinformation. There are also communities in the network, leading the fight against lies and manipulation of information.
http://factcheck.kg
http://www.accessify.com/visit?domain=faktograf.hr
https://anhor.uz/MILplus

In the process of verifying information, it is important to separate the facts and the source. Check in two ways. Network communication allows you to find traces of a person — the source of information, contact his family, relatives and friends, interview his colleagues and acquaintances.

Exercise 6 Map the relationship of stakeholders on the proposed problem, add to the list, draw lines indicating the relationships.



Social networks are another important source of information and an indicator of public sentiment, as well as the object of study for a journalist. Modern technologies have created the phenomenon of "a thousand eyes": when an extraordinary event occurs, ordinary citizens — users of social networks, "civic journalists" are the first to report it. Of course, such information needs to be thoroughly checked for authenticity. At the same time, user-generated content is also used as an auxiliary tool for identifying fake information, factoids and copy-paste.

When checking information received from the social network, you should first verify the authenticity of the account. This can be useful for further clarification of information, obtaining details as well as to establish the authenticity of the facts.

We distinguish fact, factoid, and fake. One of the fundamental principles of the work of the editorial board of a quality publication has historically been and remains the presence of an editorial filter. Today, many people call this process the term "fact-checking" — that is, checking the accuracy of the disseminated information. But modern fact-checking is not limited to this function, but represents a new form of organisation of the material — the approach, format, method of presentation. As practice shows, the fact-checking does not boil down only to checking the published material, it forms the material itself.

In journalistic practice, fact is an event, a phenomenon that is clearly established and indisputable, therefore a fact must not only be established, but verified, re-checked and fixed.

In the format of fact-checking, it is important not only to prove or disprove the information, but also to show the sources, the algorithm of verification, to make a story out of it. In order to convey to the audience the idea that the information may be unreliable.

Fact-checking is not limited to a set of established rules. It is based on such personal qualities of a journalist as responsibility, lively interest and non-indifference. Of course, a journalist should be well — versed in the properties of the media landscape and be well aware of how to use the services.

The modern realities of digital media are such that truth becomes less important than the effect. Therefore, factoids appear — that is, the initially non-existent facts, which are published in the media, are distributed online, and receive evaluation and reaction.

The bulk of ordinary consumers trust the form, and does not critically consider the content due to the automation and stereotyping of the mass media perception process. Once printed in the newspaper — it is true, if said on TV — it means truth. If published on the website — it must be true, if a large number of views and likes — it means truth. That is how many phenomena and events become legalised and actualised, are perceived as facts. Consciously or accidentally, they are embedded in the information field and become an evidence base for other facts, thus distorting the real picture of the world.

Exercise 7 Find examples from local and international media. Insert the heading and media outlet, where the material was published.

Table 6

Miscommunication. The title, illustration or content is not related or inconsistent.	
False context. When a fact is inscribed in a false context and thereby distorts its essence	
Manipulative context. Original information is presented so as to provoke a reaction.	
Satire and parody. There is no obvious goal to harm, but there is a desire to fool.	
Confusing content. Knowingly similar statement to cause confusion and questions.	
Content imposter. Facts without a source, the source is impersonal.	
Fabricated content. Fully crafted content designed to harm.	

3.5. DEVELOPMENT AND IMPLEMENTATION OF MIL'S INTERNAL POLICY FOR THE MEDIA

Today it is necessary for each editorial board to form its information policy regarding media and information literacy. A journalist, being an employee of the editorial, may become a distributor of unverified information. Therefore, it is important that editors have an internal media literacy policy.

In February 2017, the Science, one of the most influential scientific journals in the world, made misinformation and disinformation the topic of the issue. A team of scientists gathered 126,000 reposts of the news, false and true, made over the course of ten years on Twitter, and found out: a lie is spread far more actively than the truth.[1]

It is for this reason that consolidation in the area of working with unverified information should be one of the criteria within the editorial policy. For example, the issue of re-verifying the accuracy of information gave impetus to journalists and international projects to create communities of fact-checking journalists.

For example, during the election campaign in the United States, the Electionland project was launched in collaboration with ProPublica and First Draft. The project was aimed at monitoring reviews in social networks about the problems of voting for the future US president. "It was an ambitious project that attracted more than 600 students of journalism and 400 reporters across America, as well as a big news hub in the center of New York with 150 journalists among them. An effective teamwork was created and journalists worked every minute on information and told stories about people's voting experiences, " comments Claire Wardle, the project director.[2]

Using the example of Pro Publica, French journalists also demonstrated the willingness and then implemented the CrossCheck project, with the support of First Draft and Google New Lab in February 2017, also as part of the election campaign of the President of France. Over 100 journalists and 33 editors from France and the UK have worked together to fight online disinformation and to promote objective democratic debates among voters.

On the CrossCheck platform, each published material had an editorial or resource logo and content analysis for accuracy. Also, the material was marked according to the following typology: True, False, Caution, Inadequately Reliable and Caution.

In the case of the "False information" mark, a detailed assessment was given regarding the type of information distortion: **ridicule (joke), incomplete information, manipulation of information, fabricated information and misleading content and misinterpreted information**.[3]

1 Kozlovsky, B. Maximum repost: How social networks make us believe the misinformation and disinformation / Borislav Kozlovsky. — M.: Alpina Publisher. — P. 198

2 firstdraftnews.com/crosscheck-findings

3 The Impact of CrossCheck on Journalists & the Audience, by Smyrnaios,N., Chauvet,S.,& Marty, E., November 2017.



Source: https://www.poynter.org/channels/fact-checking

In order to help the editorials to do this, the International Fact-Checking Network has been created, which is a subdivision of the Poynter Institute, dedicated to the union of journalists — fact-checkers around the world. IFCN was founded in September 2015 to support a rapidly growing culture of fact-checking initiatives by promoting best practices and sharing information in this area.

The International Fact-Checking Network[1]:

- Monitors trends, formats and fact-finding policy development around the world, and regularly publishes articles on this topic.
- Promotes basic standards, fact-checkers code of principles and promotes projects aimed at the development of fact-checking.
- Provides annual scholarships, grants for innovations and programs on this topic.
- Convenes journalists for annual conferences (Global Fact) and promotes joint efforts on fact-checking internationally.
- Conducts online training on actual fact-checking topics

These communities and online resources are aimed at creating a world-wide networking among journalists and professionals who are not indifferent to the authenticity of the content and to the exclusion of various forms of distortion of information in the global media environment.

1 https://www.poynter.org/channels/fact-checking

Since today's media and information literacy is "one of the basic competencies for each member of society to achieve personal and social goals," [2] and also because "it is the most important factor in successful professional and everyday activities, as well as the social security of the individual in knowledge society" [3] questions helping to identify the level of media literacy of an applicant for a journalistic job in any media outlet are a must at the job interview.

A prerequisite for successful building of a dialogue with users and preparation of quality media-content, media-literacy should be taken into account when hiring journalists, and also become a part of the editorial internal policy to secure both adequate professional level of hired employees and their subsequent diligence in their creative work.

Another principle internal editorial policy should adhere to is solidarity in journalists' rights protection. In the course of media-education development, journalists frequently face resistance and even conflicts between colleagues occur. In these cases, adherence to the principle of solidarity and a uniform editorial approach to conflict resolution are of the essence. Such policy nowadays should be in place in every editorial, keeping in mind today's high level of interactivity between journalists and readers.

3.6. HUMAN RIGHTS ONLINE. MIL AND JOURNALISM AS A TOOL FOR CIVIC EDUCATION

The principles of media and information literacy mirror a number of basic principles of human rights. Let us add that the MIL can be considered as necessary components, conditions for ensuring these rights in the new online reality. Using the comparative table as an example, one can see that the main message of the MIL is aimed at preserving human rights in the media information space.

MIL programs will help to warn online users against campaigns and movements aimed at inciting hatred towards certain groups (i.e. migrants or refugees), minority

2 Zhilavskaya, Irina Vladimirovna. Media information literacy as a new direction in media education // Magister Dixit. 2011. №3. URL: https://cyberleninka.ru/article/n/ mediainformatsionnaya-gramotnost-kak-novoe-napravlenie-v-mediaobrazovanii

3 Gendina, N.I., Kolkova, N.I., Starodubova, G. A., Ulenko Yu. V. Formation of an information culture of a person: theoretical substantiation and modeling of the content of an academic discipline. M .: Interregional Center for Library Cooperation. M.: Межрегиональный центр библиотечного сотрудничества, 2006.

groups (on religious, racial or ethnic grounds, groups of people with disabilities), hatred based on gender or social status.

MIL Principles		Human Rights
The ability to effectively search and find the required information	⟷	Human right for access ot information
The ability to protect themselves from malicious and excessive content	⟷	Human right for privacy
The ability to verify and critically evaluate information using alternative sources of information	⟷	Human right for freedom of choice
Ability to adequately perceive information and use it effectively (correctly)	⟷	Human right for freedom of thought
Ability to effectively and adequately disseminate information in line with statutory requirements.	⟷	Human right for dissemination of information

One of the most destructive phenomena in relation to human rights is hate speech. The problem of offensive speech and humiliation of dignity by going online has found a hybrid form that is easily multiplied, not always subject to responsibility and not always punishable. A regular user who does not have critical thinking regarding a fake fact, a story, a photo or other kind of storiy easily lends itself to fabricated information and unconsciously supports, and sometimes forms part of, the movement aimed at humiliating, destroying the dignity of a person or a group of people. As journalists, we can be among the first to recognise hate speech and inform the media about possible risks and negative results of this information. Also, the task of the media is to bring to the audience the counter-arguments, alternative stories and points of view.

Another urgent task is the protection of personal data and privacy. The Internet has made accessing and sharing information, including personal data, easier and faster than ever. People provide their personal data online, consciously or unknowingly. In order to purchase goods and services, play, study or pay taxes, we enter our personal data into the network.

Social interactions are also increasingly taking place on the web — for example, on social platforms, creating new opportunities, but it is also a risk for privacy. The limitless nature of the Internet, which enables the free flow of data between countries, different people with different goals and life values, give reason to act deliberately to protect your privacy.

3.7. CREATION OF MEDIA CONTENT: PURPOSE, METHODS, PROMOTION OF MIL FOR COMMUNICATION WITH THE AUDIENCE

In daily practice, journalists are increasingly feeling the connection between digital platforms that distribute distorted information, popularise propaganda and viral content and thereby influence political and public life in democratic societies. It is possible to track down their goals, benefits and motives in promoting misinformation.

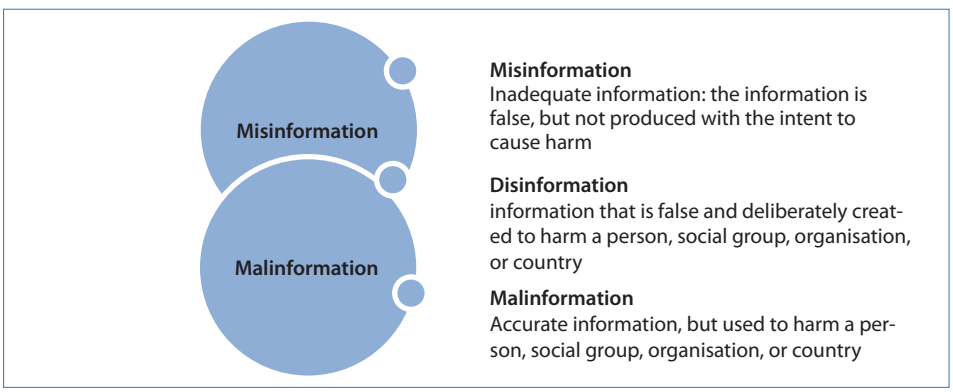
It is necessary to distinguish between "misinformation and disinformation" — content misleading and carrying false information. Distortion of information appears more often with the following three forms:

Disinformation — Disinformation: information that is false and deliberately created to harm a person, social group, organisation, or country

Misinformation — Inadequate information: the information is false, but not produced with the intent to cause harm.

Malinformation — Accurate information, but used to harm a person, social group, organisation, or country.

Figure 14 Three types of Information Distortion[1]



1 Claire Wardle, Hossein Derakhshan, "Information Disorder. Toward an interdisciplinary framework for research and policymaking", Council of Europe, 2017.

In the above figure, you can see that all three types of information distortion are aimed at spreading false information and causing harm. It should be noted that the flow of inaccurate, distorted information increases many times during the period of important events in different societies. Examples include political elections, military actions in certain regions, internationally significant dates in decision-making on various topical issues.

Like many information content resources, Facebook, as the most popular platform among social networks, has actively started fighting with misinformation and disinformation and distorted content. Below is a system for tracking and removing sources of misinformation. According to the analysis of the information flow, the accuracy of the facts revealed that only 14% of the US audience derives information content through social networks, but it is through these channels that distorted information is gaining momentum and repost, involving a huge audience.[1]



Step 1. How Facebook fights against misinformation. Content is analysed based on the response of the audience and users of the specified material.

1 Alcott, H. & Gentzcow, M. (2017). Social Media and Misinformation and disinformation in the 2016. Elections. Journal of Economic Perspectives 31(2), 211—236.

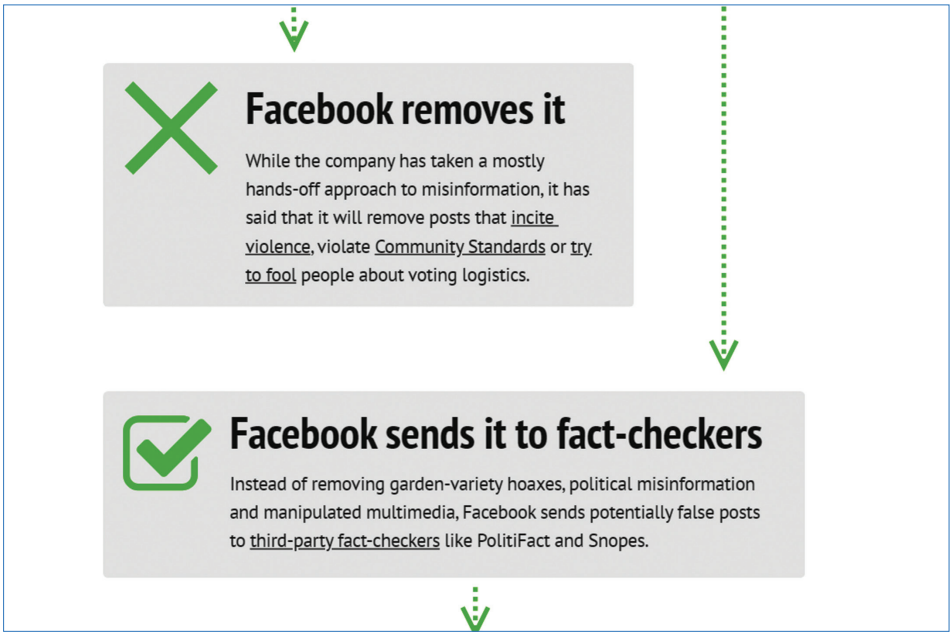


Source: Infographic by Daniel Funke
https://www.poynter.org/news/how-facebook-deals-misinformation-one-graphic/

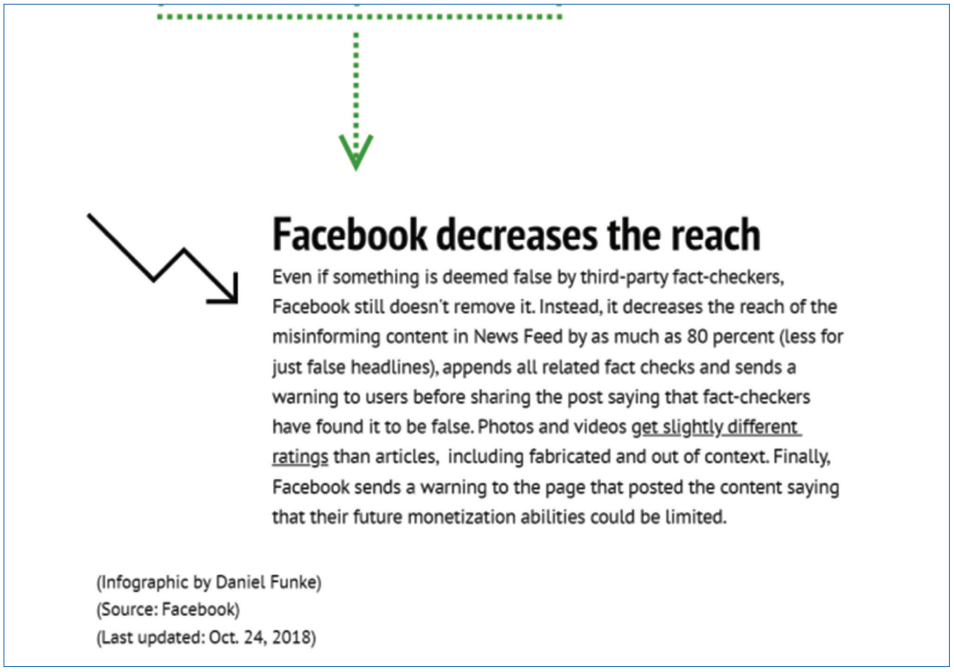
Step 2. The options are considered:

- content to reduce voter activity
- content contains a real threat of violence.
- content aims to violate the rules and regulations of society

If yes, the information is deleted.



In case of negative results on these parameters, the material is sent to factchecking.



Resources such as Politifacts or Snopes check the information for accuracy using "false information","mixed content","headline only" and "no" parameters. If manipulative content of disinformational nature is detected, Facebook reduces the material's audience.

Social networks are certainly capable of creating resonance, so when preparing news it is worth to remember that your information should not become a link in the misinformation and disinformation chain.

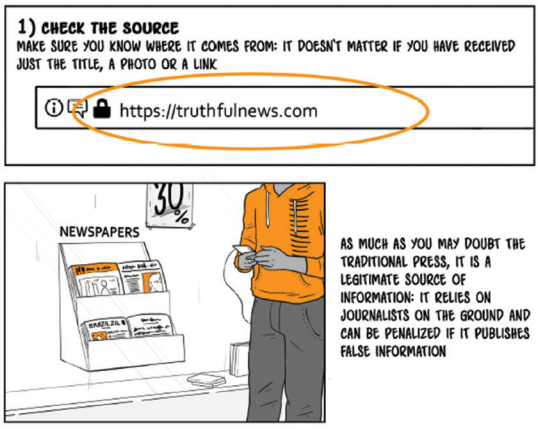
3.8. MIL IN PRACTICE: SELF-ASSESSMENT EXERCISE

The flow of information that surrounds us and the people who create and distribute content the reliability of which is doubious, requires to treat the stated material with doubt. Especially information from Internet sources and social networks needs to be rechecked through other sources.

Here is an approximate checklist for verifying the source of information and content. These steps were developed by the International Fact-Checking Network.[1]

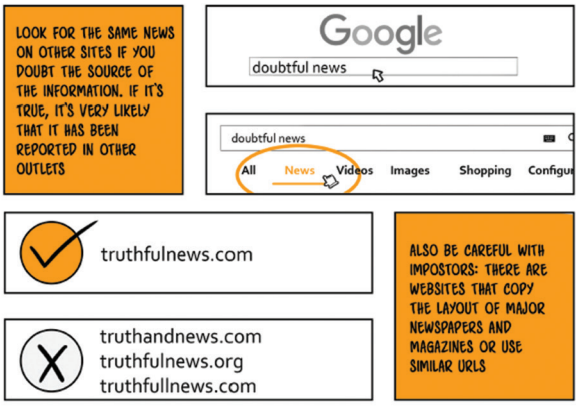
1 https://www.poynter.org/news/ Fred fact doesn´t fall for misinformation and disinformation. Brasilian fact-checking platform Aos Fatos, April 2018.

Through these resources, a journalist can verify the authenticity, objectivity and reliability of the material. Notably, such resources can be used with respect to isolated materials in the entire volume of information, which increases by 30% annually.[2]



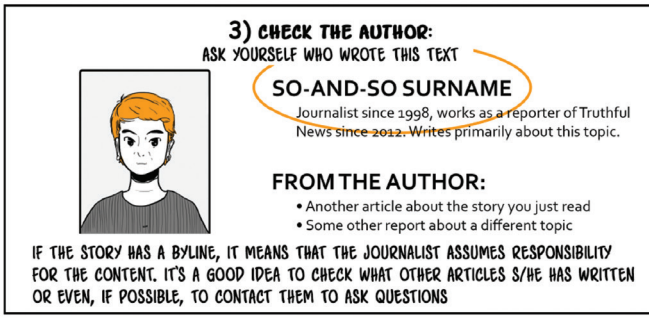
1. *Check source*

It is necessary to ascertain from which resource the information was streamed and it is not important that you check the title, photo or link.



2. *Recheck this information against other sources. If this is reliable information, it will often be published on other resources as well.Also beware of fake sites that have similar or similar names of known resources*

2 https://ru.wikipedia.org/wiki

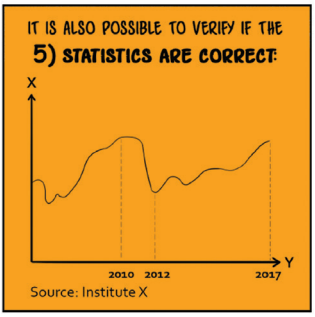


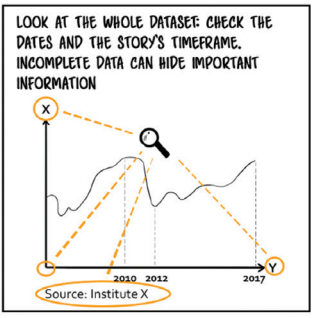
3. *It is necessary to check the name of the author, if this is a practicing author, he should have a publication history. Also usually there are links to his previous publications..*





4. *If you have any doubts about the authenticity of the photo or video, upload it to the search engine. You can also check out the video through the Youtube DataViewer.*





5. *You also need to carefully check the statistics. Statistics is a delicate matter and does not tolerate amusement or emotionality. True statistics always has a logical sequence, temporal, quantitative and qualitative data. An incomplete picture may hide important information.*





REMEMBER YOU ARE NOT ALONE! IF YOU NEED HELP,

7) REACH OUT THE SPECIALISTS

FACTCHECK.ORG

climate feedback

Africa Check
Sorting fact from fiction

chequeado

Full Fact

POLITIFACT

THERE ARE ALREADY MANY FACT-CHECKING SITES

OF COURSE, THEY CAN'T SEE (AND CHECK) ALL OF THE INFORMATION, BUT THEY USUALLY CHECK THE MOST TALKED ABOUT ISSUES OF THE MOMENT

6. *Make sure that there are experts ready to help you. There are many websites for fact-checking. Information not widely publicised may remain out of their sight. And you can do your bit in the fight against misinformation*





Fact-checking suggestion:

Hi! I would like to suggest to you some work. I think the last report c
News (04/04/2018) is fake. Can you check this piece?

Link to be checked:

https://truthfulnews.com/45663451

Author or origin of the information:

So-and-So Surname / Truthful News

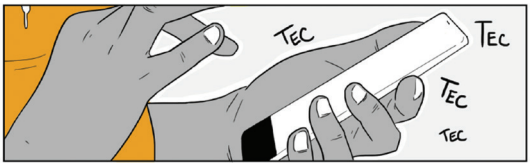
Send

JUST ASK: THERE ARE WEBSITES THAT PROVIDE ON-DEMAND CHECKING FOR CLAIMS THAT HAVE REACHED A LARGE AUDIENCE. IF YOUR QUESTION MEETS THEIR POLICIES, THEY WILL CHECK IT

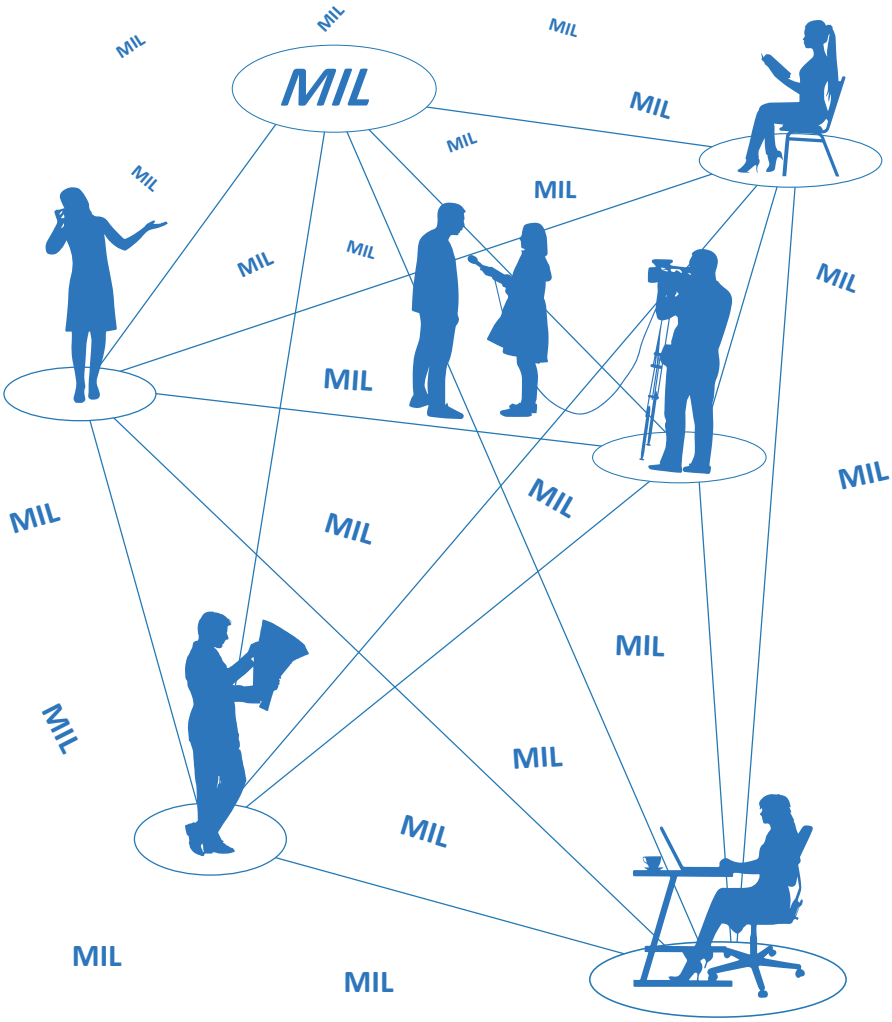
7. *You can ask specifying the author, source or title information and check for accuracy.*

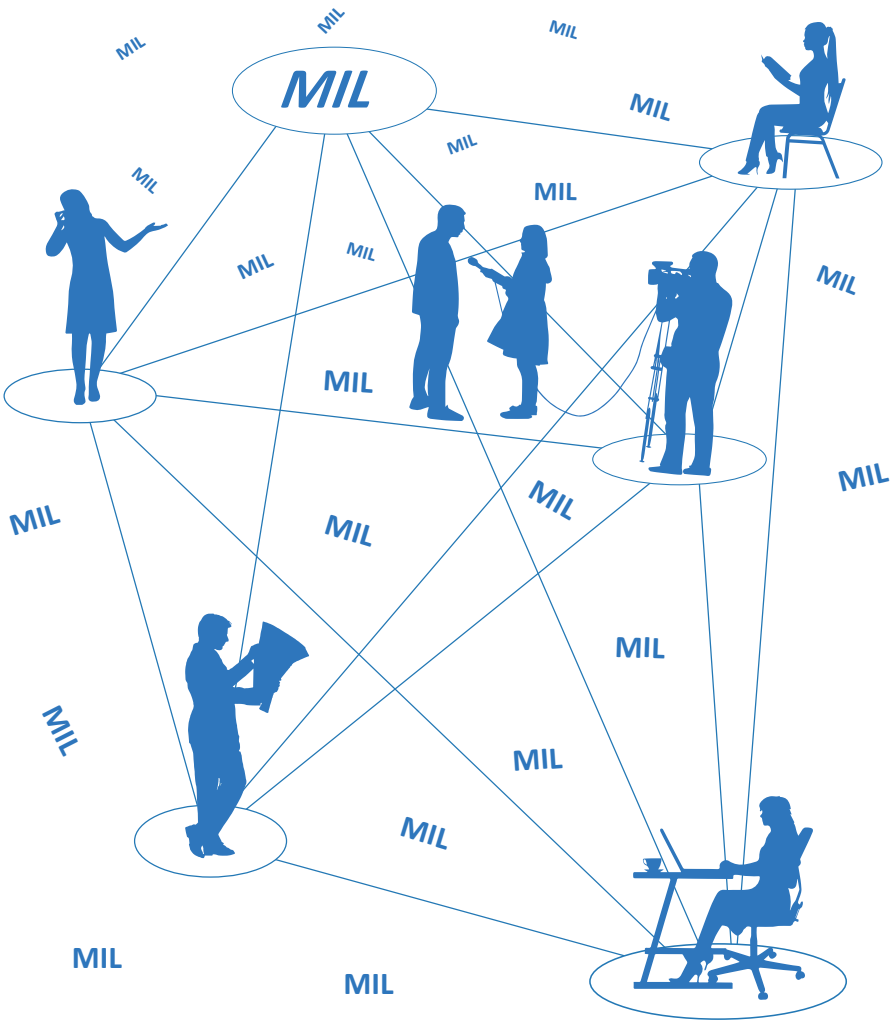


YES. IF YOU DON'T CHECK AND END UP SHARING FALSE INFORMATION, IT REACHES YOUR FAMILY AND FRIENDS. IF THEY ALSO DON'T CHECK, THEY'LL PASS ON IT TO THEIR FAMILY AND FRIENDS. AND SO ON



8. *Is just one misinformation or disinformation of so many worth so much effort? The answer is yes. Misinformation passed by you comes to your relatives and friends, then it is multiplied at times reaching millions of people. Disinformation is aimed at causing harm, damage to individuals or society. Your one click can change this chain reaction.*


MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL
MIL



PART IV. MEDIA AND INFORMATION LITERACY TOOLKIT

WHAT IS A CHECKLIST?

A checklist is an algorithm of actions or a simple and clear tool for self-verification. The checklist contains a list of control criteria, questions or tasks that helps not to miss important points of work, save time, avoid mistakes, structure information. It can be an important element in the work of a journalist with information sources. The checklists of this manual may be useful during the pre-production, production and post-production stages of media production.

4.1. CHECKLIST # 1: HOW TO PROMOTE MIL

Experts identify the following core competencies of MIL for journalists. In turn, media trainers should take these requirements into account in the learning process and develop and be able to apply methods for their formation. Dear reader, think and determine in what way these competencies can be effectively imparted to journalists during their work on themselves. In filling in the table, you need to focus on your own experience and knowledge. Work on yourself is the main principle in the "how to promote MIL" process.

Journalism competencies	**How journalism educators should develop them (***complete yourself on the basis of the EXAMPLE***)**
competency to compose and tell stories, has an idea of plotting	
competency to express your feelings in words, images and music	
competencies to identify and try on different roles and compare the character's personal experiences and feelings with their own	
competencies to express themselves and their individuality in the process of creating media content	
competencies to compare their values and attitudes with those presented in the media	
be able to analyse the meaning of media messages	
perceive different points of view presented in the media, the competencies of participation in discussions, the ability to understand someone else's point of view and listen to it	*EXAMPLE Organizing debates on various social and professional themes*
competencies to distinguish between private and public space in the media, to be familiar with the principles of freedom of speech	
have an idea of different ways of engaging in media	
competence in differentiating age limits on media content	
be able to safely use the Internet and know how to protect information and privacy in the virtual space	
have an idea about the norms of communication and correct behavior on the Internet and observes them	
know the legal rights and obligations of media users	
use media in a variety of ways, following the rules and laws of the Internet	

4.2. CHECKLIST # 2: HOW TO INTEGRATE MIL IN JOURNALIST'S REPORTS

In the table below, find the most similar and different principles among the main principles of journalism and MIL principles.[1]

Journalism principles	MIL Principles
1. Journalism's first obligation is to the truth.	1. It enables people to effectively participate in truth seeking process.
2. Its first loyalty is to citizens.	2. It must focus on empowerment of citizens.
3. Its essence is a discipline of verification.	3. MIL is also a discipline of individual verification.
4. Its practitioners must maintain an independence from those they cover.	4. MIL should not be about telling people what to think or how to think but to think for themselves.
5. It must serve as an independent monitor of power.	5. While media are the 4th Estate, MIL enables the 5th Estate (citizens).
6. It must provide a forum for public criticism and compromise.	6. MIL enables people to participate in the public discourse and dialogue.
7. It must strive to make the significant interesting and relevant.	7. MIL stimulates curiosity and technology exploration in people to understand the relevance of information and media in their lives.
8. It must keep the news comprehensive and proportional.	8. MIL enables people to consider the plurality of information and media.
9. Its practitioners must be allowed to exercise their personal conscience.	9. MIL stimulates reasoning and conscience, with which we are all endowed.

1 Source: Alton Grizzle, Unpublished Work.

4.3. CHECKLIST # 3: WORKING ON SOURCES

- ☐ Is there a background to your topic
- ☐ Are there any statistics on the topic?
- ☐ Were subject polls conducted
- ☐ Which experts can confirm / voice the facts?
- ☐ How many local experts need to be interviewed
- ☐ How many international experts can be found by topic
- ☐ Is there additional / visual confirmation
- ☐ Are there any sociological studies on the topic that confirm / refute the data
- ☐ Which media outlets have additionally covered this topic?
- ☐ How / from what angle has the subject been further / additionally covered
- ☐ Are there any documentary sources
- ☐ What percentage of the material collected is made up of materials from Internet sources
- ☐ Are there audio recordings of the interview?
- ☐ How many / which of the received facts can / should be put on the front page
- ☐ How many / which of the obtained facts serve as supporting material
- ☐ Are there any facts that can be included in the headline?
- ☐ Are there any details that can be used to visually accompany the material?
- ☐ Are there any information that can be used to prepare infographics?
- ☐ Do the received data correspond to the topic of your material?

4.4. CHECKLIST # 4: HOW TO WRITE TEXT-BASED JOURNALISTIC MATERIAL

Work on the main idea of the article (45 min)

☐ **Formulate the main idea**

Answer the question: what is the main idea of my article? The wording should be short and concise. 1–2 sentences. In order not to get stuck it is useful to set a timer for 10–15 minutes.

☐ **Give a pilot name**

The title should reflect the essence of the article, but should not slow down in writing so you do not need to polish it for a long time because then you can come back to this. It is helpful to set a timer for 20–30 minutes so that the process does not drag on.

Creating the structure of the article (30 min)

☐ **Formulate 5–7 subtitles**

Write subtopics of the article in the brainstorming mode. You can fix them in the form of an intellectual map. The more subtitles that are formulated the better. In order not to get stuck on this, put the timer for 15–20 minutes.

☐ **Select 3–4 key subtitles**

Re-read the main topic and based on it select 3–4 sub-topics that are most important for reflecting the main idea.

Timing action plan with precise timing (~ 60 min)

☐ **Allocate time for each subtopic.**

Record in front of each subtopic how much time it takes in minutes to write it. Consider the search for illustrations and the creation of schemes.

Allocate time for "Results"

The time for summing up should not be longer than the time allocated for create subtopic. In the results you need to briefly touch upon only the basic thoughts voiced in the article. The results should be in the style: "Earlier in the series..."

☐ **Allocate time for proofreading**

Time to correct mistakes and formulate more correct names.

☐ **Specify dates**

Check if the received plan fits in due time for the release of the article, if not then decide which constituents of the article can be discarded.

☐ **Create (print) work plan**

Based on the required time and deadlines, create a file (text or electronic tables) where each stage of work will be tied to a specific date. Allocate a place to mark the time actually spent. Print the plan and hang in a visible place.[1]

1 E version is available online at http://checklists.expert

4.5. CHECKLIST # 5: HANDLING OPEN DATA

☐ **Verify the source of data**.

If there is no reference to the source, such data cannot be taken for granted, they need to be rechecked. Such a database is rated very low.

☐ **What is the format of the data?**

.xls, .csv — good database, .docx, .pdf is not a database.

☐ We **process data** in OpenRefine or Excel.

☐ Ensure that **each variable** is in a separate column.

☐ Ensure that the **description of the variable** is in a separate line.

☐ Ensure that there is a separate table for **variable groups**.

☐ Ensure that **individual tables are linked** by a common column.

4.6. MIL NOTEBOOK OF A JOURNALIST

Exercise 1

Verify the reliability of the source — person.

Step 1	Does a person have access to information of this kind?	
Step 2	Does his message contain details suitable to verify the information?	
Step 3	Has this source provided information before, and has it been confirmed?	
Step 4	What are his motives?	
Step 5	Is it an open-source or requires publication without a link to his name?	
Step 6	Is there a source, which has broader information?	

Exercise 2

When interviewing, you must have the highest degree of media literacy, since there are a number of techniques for creating artificial vagueness, and easier to say, techniques for manipulating information. The use of such techniques is called "manipulative rhetoric."

Have you encountered using similar techniques? Give examples from your own practice, describe them.

- **"non-specific words**" are the use of polysemantic words in speech, in which everyone puts his own meaning. Such statements have the nature of a slogan and do not carry specific features. For example, "We stand for freedom and prosperity.

  _____
  _____
  _____

- "**omission of actors**" or reference to an abstract group of people, for example, "All conscious citizens support us"

  _____
  _____
  _____

- the "**binding" technique"** unites various events, facts, and phenomena that do not have common cause-and-effect relationships, for example: "While deputies sit in the Duma, the children of miners are starving".

_____

_____

- "**illegal generalisation**" is the use of generalisations and avoiding specifics with the help of the words "practically", "almost", etc.

_____

_____

_____

- "**re-wording**" — when the interlocutor changes the question of a journalist, close to the meaning, but convenient for its response, avoiding sharp corners

_____

_____

_____

- "**reference to the inadmissibility of a question**", when the interviewee, wishing to avoid an answer, refers to the fact that he is not the right person for this question or this wording of the question is impossible

_____

_____

_____

Exercise 3

Role-playing game "my hero". Choose a character from your closest circle and create his portrait according to psychological, demographic, and sociometric characteristics. "Draw" the image of your character.

Exercise 4

The game "**Historical personality**". Choose a historical character and collect as much different information about them as possible to create a portrait of the hero in a historical context.

Historical figure	Personal Facts	Facts about Historical events
Historical figure	1	1.
	2.	2.
	3.	3.
	4.	4.

Exercise 5

CHOICE OF THE FORMAT

Find matches according to the descriptions and features of the following visual formats

Video		numbers and data
audio		a series of events tied in time, united by a common theme, character, and an issue
text		static description
photo		description of the situation, narration. with important logical information
Photoslider		series of events related to time and geolocation.
infographics		act changing in time and space
Timeline		expert opinion or emotional performance of the character, where it is important to preserve its speech characteristics
Interactive map		a series of bright visual impressions

Exercise 6

Assignment: verify the reliability of the website — source

Algorithm of Verification:

Stages	Actions
Step 1	Pay attention to the domain. News agencies and media usually have their own domains
Step 2	The article must indicate the author and publication date
Step 3	The site should contain a description of "About Us" and a list of editorial staff. Often, on specialised sites that produce misinformation and disinformation and specialise in such activities, this is mentioned in the "About Us" section. Entertainment websites — fake makers: Onion. Fog News. HOBOSTI. Smixer.
Step 4	Most websites in the "About Us" section describe the mission of the publication. If this part is dramatic, the description is too pompously generic without specifics — this is a reason for doubt. Look for information about the reliability of this media outlet using Google.
Step 5	Pay attention on whether the content of a website is not biased.
Step 6	Analyse content headers. Screaming headlines — a reason for doubts about the reliability of the site.
Step 7	View comments under the materials. If they say that this material is fake, this is worth listening to.
Step 8	If a controversial topic is raised in the material, quotes must be present in it. Unfounded conclusions should raise doubts.

Exercise 7

Assignment: verification of the authenticity of the photo.

Stages	Actions
Step 1	We check whether someone had published this image earlier. We use the services of Google Image Search or TinEye. This is a search for similar images. They are sorted by date and size and compared with each other. TinEye also shows the date the image appeared on the Internet. * It is preferable to take the image in the best resolution. So search engines will be able to quickly find the original.
Step 2	It often happens that the fake image is fabricated from two photos. If there is this suspicion, divide the parts of the image in any graphic editor and try to find each part separately.
Step 3	During the fabrication of photos, two parts of the image are often connected, and one or both parts are rotated (mirrored). To make the search effective, you can try to process the image in a graphic editor and search again.
Step 4	Foto Forensics service allows you to check how the photo has been digitally processed. It shows "added image components", set and edited areas. The program displays an image where the changed fragments will be highlighted against the background of others
Step 5	One way to create fakes is to accompany genuine images with false comments. Therefore, it is very important to read the photo captions carefully, since two identical images may have different descriptions.
Step 6	The source of the image can be found from the URL of the file. A long set of numbers in the file name tells us that the photo was most likely taken from social networks. Some Facebook photos contain the ID of the user who posted it in the title. For example
Step 7	Can help in identifying and visual information on the image: road signs, markings, car signs, houses, clothes, landscape elements. Google Maps Street View or Wikimapia contain images of various places with which you can compare existing photos. Geofeedia is a search engine that allows you to detect posts in social networks by geolocation. The service works with posts Twitter, Flickr, Youtube, Instagram and Picasa, using GPS. Results are provided in the form of a collage

Exercise 8

Algorithm for Verification of the Authenticity of the Account

Stages	Actions
Step 1	Identify: a person or a bot? We pay attention to personal information, posts from friends, whether publications are accompanied by comments or are they just pictures. Lack of copyright publications give reason to believe that we are dealing with a bot
Step 2	How many posts are in your account? 2–3 reposts. Different in thematic directions — a reason for mistrust.
Step 3	When was the account created? Often for the sake of trolling accounts are created in social networks immediately after the post under attack is published. In addition, if the account was created for a long time, and there are only 2–3 publications in it, this is a reason for mistrust.
Step 4	Is the profile related to the place of work, study, residence, sphere of interest?
Step 5	Which pages on social networks this user is subscribed to, is the topic of the groups visited related to the information about?
Step 6	What results does a profile picture search give?
Step 7	What results does a search by user nickname give?
Step 8	We conclude we make a verdict.

When writing material, you need to check yourself. Since people tend to be involved, to emotionally respond to certain facts, to carry the material through themselves. Therefore, in order not to lose objectivity, you should ask yourself the following questions at different stages of work:

- Do I have a vested interest?
- What is the result I want to get?
- Do I adjust the facts to fit my hypothesis?

GLOSSARY

Alternative facts — facts that are not verifiable ("This is not a fact. This is a lie" — from a speech by Chuck Todd, NBC presenter).

Audience — a group of readers, television viewers, radio listeners, united by a common interest in one outlet.

Blog — 1. Internet event log, Internet diary, online diary — a website, the main content of which is regularly added records containing text, images or multimedia presented in reverse chronological order, containing brief remarks and comments on links to third-party resources. The differences between a blog and a traditional diary are due to the medium: blogs are usually public and involve third-party readers who may enter into public debate with the author. 2. Personal websites, which consist mainly of personal entries of the blog owner and user comments on these posts.

A blogger is a person who maintains his personal blog.

Bots — a special kind of author-mystifier; programmes that perform operations that may be identical to the actions of any Internet user.

Briefing (English, briefing; from brief — brief) — a meeting of officials with representatives of the media, which briefly presents the official position on a particular issue or agreed by the parties involved in international negotiations, meetings, conferences, information on their progress, the views of the parties, etc.

Background (option: backgrounder) — contains information about the "background" (additions, details) that surrounds the event, about what preceded or became the cause. This is not a sensation, not news, but an addition, details that affect both the presentation and the structure of the text. As a rule, the background is a single and complete "story" built in a narrative manner. It covers a single topic or analyses the various circumstances that surround the event and can be used by journalists.

Computer literacy — the ability to use computer equipment, knowledge of the basics of computer science, information technology. Related concepts: information literacy, media competence, media literacy.

Cross-check — a system of mutual verification among professionals.

Deadline (slang term, died line — of letters, "death line") — the deadline for putting the material for publication.

Digital aggression — the pressure that the digital environment exerts on the human psyche. <...> It is rudeness, disrespect, violation of generally accepted perceptions, destructive behaviour along with inflicting harm, attack, invasion of another person's territory, threat or direct violence.

Data journalism is a trend in journalism, which is based on data processing and their use to create journalistic material. Data can serve as a tool for the disclosure of a particular journalistic history, and its source. The development of data journalism is associated with the design of technologies that allow storing and processing large amounts of data, and the movement towards greater openness of information. Data journalism is related to computer science, design and statistics.

Emotional Transfer — the process of generating emotions to transfer them to content. For example, a Coca-Cola ad shows happy, beautiful people, but tells us nothing about the product. The fact is that you feel good and convey this feeling to the brand or product. This is the number one and most important media manipulation process.

Fact — proven, reliable knowledge of a real event.

Factoid — descriptive information, which can only be partially verified, since it represents only some of the parameters of what happened.

Fact-checking — a fact check that identifies inconsistencies between published facts and those that actually exist.

Gender statistics — an integral part of each of the traditional areas of statistics and serves to identify, produce and disseminate statistics reflecting the real life of women and men, and is taken into account when developing gender policies. [1]

Hoax — a deliberate attempt to mislead people by providing them with non-existent facts.

Hook *(syn. information event (newsbreak, inject))* — an event that serves to form and provide information support to the community, to form a different view, to correct the view on the subject of the information occasion.

Information culture of personality — one of the components of a person's general culture; a set of information outlook and a system of knowledge and skills that provide targeted independent activities for the optimal satisfaction of individual information needs using both traditional and new information and technologies. It is the most important factor in successful professional and non-professional activities, as well as the social security of the individual in knowledge society (Gendina, N.I. 2002).

Insert — a shock piece of text or a bright phrase from an interview, typed in a large size and decorated as an independent text block using a frame, or fill, or lines. The insert is placed inside the text, it visually "facilitates" a large array of text. Plays the role of lead, prompting to read the text.

Media impact — the impact of media texts on the audience: in the field of education and upbringing, development of consciousness, shaping behavior, attitudes, reactions, responses, information dissemination, etc.

1 Development of gender statistics: a practical guide. United Nations, Geneva, 2010. P. 1.

Media culture — a set of material and intellectual values in the field of media, as well as a historically defined system of their reproduction and functioning in society; in relation to the audience, "media culture" and "audiovisual culture" can be a system of the level of development of a person's personality capable of perceiving, evaluating, analyzing a media text, engaging in media creativity, and assimilating new knowledge in the field of media

Media text — a specific result of media production: a message containing information and presented in any type and genre of media (newspaper article, TV show, video clip, film, etc.).

Media Language — a set of expression tools and techniques used to create specific media texts

Media literacy — the process of preparing a media literate person with a developed ability to perceive, create, analyse, evaluate media texts, to understand the socio-cultural and political context of the functioning of the media in the modern world, coding and re-presentation systems used in the media; life of such a person in society and the world is associated with civic responsibility.

Media criticism — a special area of journalism, which is designed to help society in understanding new realities and trends in media activities. It is at the same time a peculiar way of reflection, the self-knowledge of the modern printed and electronic press, and the public mirror, which is designed to reflect the "glitter and poverty" of the media in the market environment.[1]

Media education — a dimension in pedagogy that advocates the study of the trends in mass communication (press, television, radio, cinema, video). The main tasks of media education: to prepare the new generation for life in modern information context, to perceive real information, to teach a person to understand it, to realise the consequences of its impact on the psyche, to master ways of communicating on the basis of non-verbal forms of communication using technical aids."

Media competence — a set of motives, knowledge, skills, abilities of an individual (indicators: motivational, contact, information-based, perceptual, interpretative / evaluative, practice-based / activity / creative) that contribute to the choice, use, critical analysis, evaluation, creation and transfer of media texts in various types, forms and genres, analysis of complex processes of functioning of media in society.

Media effects — the impact of media texts on the audience: in the field of education and upbringing, development of consciousness, shaping behaviour, attitudes, reactions, responses, information dissemination, etc.

1 A. P. Korochenas "The Fifth Power?" Phenomenon of Media Criticism in the Context of the Information Market. http://old.kpfu.ru

Media Perception — (media perception): perception of "media reality", feelings and thoughts of the authors of media texts.

Media Literacy — is the result of media education or media learning. The more you study media (through media), the more media literate you are: media literacy is the ability to experiment, interpret / analyse and create media texts.[2]

Media Literacy — the ability to use, analyse, evaluate and send messages in various forms.[3]

Media education — the process of personal development with the help and using the material of mass media to form a culture of communication with the media, communication and creative skills, critical thinking, skills of full-fledged perception, interpretation, analysis and evaluation of media texts, learning various forms of self-expression with the help of media techniques. Media literacy gained as a result of this process helps a person to actively use the capabilities of the information field of television, radio, video, cinema, press, Internet.

Media mystification — a fictitious story (event or phenomenon) created and recorded in the information field, supported by a series of plausible evidence, which serves as a vivid information cause for the media.

Media Fake — Planned Dissemination of Disinformation in Media

Misinformation — a special kind of information that creates an incorrect picture of reality for an audience.

Mockumentary (English, mock and documentary) is a pseudo-documentary film; a genre in which imitation of reality is inherent.

Prankers — a kind of mystificator authors who make phone calls, usually anonymous, or create fake accounts on the Internet.

Rewriting — writing news and articles by borrowing textures for them from different sources, deep processing of materials by other authors and thus creating your own original text

Scientific mystification — the publication of a utilitarian nature, aimed at meeting the vital needs of people

"**Soft" news** — a presentation of information, in which the emphasis is not on the end result of any event, but on its details.

Social network — an online service, a site that allows you to create social connections, build relationships, process and distribute information. The main features of social networks: virtually unlimited opportunities for sharing the most diverse information. The social networking site provides its users with the ability to

2 Worsnop, C. Screening Images: Ideas for Media Education (1999). Mississauga, Ontario: Wright Communications.

3 Kubey, R. Media Education: Portraits of an Evolving Field. In: Kubey, R. (Ed.) Media Literacy in the Information Age. — New Brunswick & London: Transaction Publishers, 1997, P .2

track links between their "friends", join various communities, create groups, open or close their profile information for everyone to access, comment on the content that his friends post, and much more.

Timeline — a story of all your posts. It's something like a tape of all your events in chronological order.[1]

Trolling — the publication of deliberately provocative messages to get a negative user reaction. They provoke individuals as well as groups of people. Network trolls can also act in groups and conduct co-ordinated or random psychological attacks.[2]

Trolling is an organised system through which messages are distributed via profiles that are controlled by trolls — real people.

Trolls — network users, as a rule, violating the ethics of network interaction, exhibiting various forms of aggressive and offensive behaviour to provoke conflicts.

Verification — identification of the adequacy of received and transmitted information using logical methods.

1 IQ-coaching educational portal. http://www.iq-coaching.ru

2 What is digital aggression. Maxim Kornev, MediaToolbox.ru expert, http://sdelano.media/project/stoptrolls/

BIBLIOGRAPHY

1. Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape.
2. Amzin A. A. News Internet journalism. M.: Aspect Press, 2012. 143 p.
3. Bakanov R. P., Simkacheva M.V., Tumanov D.V., Journalism for beginners: A textbook for university students. — M.: "AspectPress", 2018.
4. L. Vasilyeva. Making News! — M.: Aspect Press, 2003. 188 p.
5. Viren V., Frolova T. Information agencies. How news is made. — M.: Aspect Press, 2015. 176 p.
6. Gradyushko A. A. Fundamentals of journalism. The organisation of the media editorial. Minsk: Belorussian State University, 2005. 104 p.
7. Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.
8. Grizzle, A. (2014). Measuring Media and Information Literacy: Implications for the Sustainable Development Goal. In Singh, J., Grizzle, A., et al (2015). Media and Information Literacy for the Sustainable Development Goals. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden.
9. Jelazny D. Speak in the language of diagrams: a guide for visual communication for managers / M.: Institute for Integrated Strategic Studies, 2004. — 220 p.
10. Media and Information Literacy in Knowledge Societies / Comp. Kuzmin E. I., Parshakova A.V. — Moscow: ICBC, 2013. — 384 p.
11. N. I. Gendina. The UNESCO Media and Information Literacy Curriculum for Teachers as an object for analysis and adaptation in Russia and Uzbekistan. // Media education. Media Education, 2017. No. 3. P. 27–44
12. Media and information literacy in knowledge societies / Comp. Kuzmin E. I., Parshakova A.V. — Moscow: ICBC, 2013. — 384 p.
13. N. I. Gendina. The UNESCO Media and Information Literacy Curriculum for Teachers as an object for analysis and adaptation in Russia and Uzbekistan. // Media education. Media Education, 2017. No. 3. P. 27–44.
14. N. I. Gendina. Formation of information and media literacy in the conditions of knowledge society: a new UNESCO initiative and the problems of Russian information education. // Pedagogy. Psychology. Issue #1 / 2012. P. 140–161

15. Julie Posetti, Alice Matthews. A Short Guide to the History of 'Fake News' and Disinformation. https://www.icfj.org
16. What is digital aggression. MediaToolbox.ru expert Maxim Kornev, http://sdelano.media/project/stoptrolls/
17. Kozlovsky, B. Maximum repost: How social networks make us believe the fake news / Borislav Kozlovsky. — M.: Alpina Publisher.
18. Alcott, H. & Gentzcow, M. (2017). Social Media and Fake News in the 2016. Elections. Journal of Economic Perspectives 31(2),
19. IQ coaching educational portal. http://www.iqcoaching.ru
20. MILID Yearbook 2013: Media and Information Literacy and Intercultural Dialogue / Ed. Ulla Carlsson, Sherri Hope Culver, 2013. — 416 p.
21. Recommendations Addressed to the United Nations Educational Scientific and Cultural Organization / UNESCO // Education for the Media and the Digital Age. — Vienna: UNESCO, 1999. — P. 273–274.
22. The Second European Conference on Information Literacy (ECIL) / Abstracts // Editors: S. Spiranec, S. Kurbanoglu, R. Catts, E. Gras-sian, D. Mizrachi, M. Banek Zorica. — Zagreb, 2014. — 239 p.
23. Cyber Leninka: https://cyberleninka.ru/article/n/sovremennye-tendentsii-razvitiya-mediai-informatsionnoy-gramotnosti-v-mire
24. Online service http://checklists.expert
25. https://www.poynter.org/channels/fact-checking
26. UNESCO (2018) World Trends in Freedom of Expression and Media Development, Global Report 2017/2018. UNESCO (Paris). https://unesdoc.unesco.org/ark:/48223/pf0000261065. Accessed on 22 July 2019.
27. White, A. (2008). To Tell You The Truth. The Ethical Journalism Initiative. Brussels, Belgium: International Federation of Journalists.

ANNEX 1

Some Useful MIL Resources with Annotation

What is Media and Information Literacy: Concepts, definitions, an integrative approach, key stakeholders, tools and resources?

UNESCO Resources (all can be found on UNESCO website):

1. Publications:

Media and Information Literacy Curriculum for Teachers

Teachers are the gateway to literate societies. Therefore, this model Media and Information Literacy (MIL) Curriculum for Teachers is intended as a tool that will provide educators of all backgrounds with the main competencies (knowledge, skills and attitude) on MIL. It focuses on pedagogical approaches necessary to enable teachers to integrate MIL in their classrooms.

Media and Information Literacy: Policy and Strategy Guidelines

This comprehensive MIL Policy and Strategy Guidelines resource is the first of its kind to treat MIL as a composite concept, unifying information literacy and media literacy as well as considering the right to freedom of expression and access to information through ICTs. These guidelines offer a harmonised approach, which in turn enables all actors to articulate more sustained national MIL policies and strategies, describing both the process and content to be considered.

Guidelines for Broadcasters on Promoting User-Generated Content and MIL

For the first time guidelines have been published on how broadcasters around the world can encourage audiences to produce better quality user-generated content and to improve media and information literacy. The new guidelines will also enable the public to become more media and information literate.

Civic Education for Media Professionals: a Training Manual

As part of its efforts to strengthen the capacities of media professionals in developing countries through a series on journalism education, UNESCO has published this training manual, which offers knowledge on the relationship between media functions and active citizenship. The publication focuses on the underlying nexus of democracy, development, and the media based on the fundamental principles of democracy and human rights.

Media and Information Literacy: Reinforcing Human Rights, Countering Radicalisation and Extremism

This book offers rich perspectives on media and information literacy (MIL) from across the globe. Content is grouped in different sections: Community Empowerment

and Sustainable Development; Hate Speech and Incitement; Radicalisation and Extremism; Human Rights and Gender Equality; and Inter-religious and Intercultural Discourses in the Media.

Media and Information Literacy for the Sustainable Development Goals

The MILID Yearbook 2015 provides a case for media and information literacy (MIL) as a tool for open and inclusive sustainable development. It draws on research findings, theories and practices of MIL, and developments focusing on the theme identified.

Global Citizenship in a Digital World

The MILID Yearbook 2014 brings together a range of reviewed articles, which articulate the theme of global citizenship from varied perspectives and regions of the world. The articles represent different expressions on media and information literacy from researchers and practitioners, who offer bold new strategies, share research findings and best practices, musings and reflections.

Media and Information Literacy and Intercultural Dialogue

Specific objectives of this Yearbook include acting as an observatory for the role of media and information literacy (MIL) in promoting civic participation, democracy and development as well as enhancing intercultural and co-operative research on MIL. The programme also aims at promoting global actions related to MIL and intercultural dialogue. Co-editors of the 2013 Yearbook were Sherri Hope Culver, Ulla Carlsson, Catharina Bucht and Maria Edström.

Opportunities for Media and Information Literacy in the Middle East and North Africa

This book fills the gap in the existing body of literature about the progress of media and information literacy work in different parts of the world. We believe it is of particular interest to shed light on a region, the MENA region, where young citizens' engagement with media has been in focus in news reporting all over the world in recent years and awareness of MIL competencies is gaining ground.

UNESCO Global MIL Assessment Framework

The UNESCO Global Media and Information Literacy Assessment Framework offers UNESCO Member States methodological guidance and practical tools throughout the assessment of country readiness and competencies, particularly of teachers in service and in training, regarding media and information literacy at the national level.

Understanding Information Literacy: a Primer

This publication is an easy-to-read, non-technical overview explaining what "information literacy" means, designed for busy public policy-makers, business executives, civil society administrators and practicing professionals.

Media Education: a Kit for Teachers, Students, Parents and Professionals

This Training Kit provides a complex and comprehensive view of media education, encompassing all media, old and new. It seeks new ways in which people can

enhance their participation in the political and cultural life of the general community through the media. In particular, it promotes young people's access to the media, while also increasing their critical appreciation of its activities. It has a sustainable development perspective and addresses some of the challenges of knowledge societies, especially the digital knowledge divide.

Mapping Media Education Policies in the World: Visions, Programmes and Challenges

This publication, produced jointly by UNESCO, the UN Alliance of Civilisations, the European Commission and Grupo Comunicar, offers a comprehensive and multidimensional approach to media education. It provides answers to key questions for media, communication and education professionals, researchers and policymakers.

2. Online Multimedia MIL Teaching Resources Tool

This website provides access to an international, multimedia and multi-language media and information literacy (MIL) teaching resources tool for educators, researchers and individuals. The tool contains interactive and intercultural teaching resources proposed for use in formal and non-formal educational settings. The resources can be shared, adapted, used and re-uploaded by users at will. They are organised around the model Media and Information Literacy Curriculum, which is available in 9 languages.

http://unesco.mil-for-teachers.unaoc.org/

3. Online MIL and Intercultural Dialogue Courses

Faced with the choice between privacy and safety on the Internet, between freely expressing themselves and the ethical use of information, the media and technology — women, men and young boys and girls need new types of competencies. Media and information literacy (MIL) offers these competencies. Education for all must therefore include media and information literacy for all.

http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/online-mil-and-intercultural-dialogue-courses/

4. MIL CLICKS

MIL CLICKS is a way for people to acquire media and information literacy (MIL) competencies in their normal day-to-day use of the Internet and social media and to engage in peer education in an atmosphere of browsing, playing, connecting, sharing, and socialising.

Media and other information providers, including private owners, are also central to making media and information literacy (MIL) a mass, engaging civic education movement. While the freedom, independence and plurality of media and other information providers must be guarded, there are opportunities for fruitful partnerships between them and civil society groups.

https://www.facebook.com/MILCLICKS/posts/

5. Media & Information Literacy Clearinghouse

This clearinghouse aiming at supporting the global multi-language outreach of information and resources on Media and Information Literacy, providing these

resources to educators who can include MIL topics in their formal and informal educational settings.

https://milunesco.unaoc.org/welcome/

6. Networks

MIL and Intercultural Dialogue University Network

UNESCO and the United Nations Alliance of Civilisations (UNAOC), with a deep commitment to promote media- and information literate societies on a global scale, have launched the first international University Network on Media and Information Literacy and Intercultural Dialogue (UNESCO/UNAOC-MILID).

Global Alliance for Partnerships on Media and Information Literacy

The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) is a groundbreaking effort to promote international co-operation to ensure that all citizens have access to media and information competencies. Yet, organisations from over eighty countries have agreed to join forces and stand together for change. This pioneering initiative was launched during the Global Forum for Partnerships on Media and Information Literacy (MIL) which took place from 26 to 28 June 2013.

Resources from global partners (See more resources on their websites):

IFLA

The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession.

https://www.ifla.org/

ERYICA

The European Youth Information and Counselling Agency (ERYICA) is an independent European organisation, composed of national and regional youth information co-ordination bodies and networks. It works to intensify European and international co-operation in the field of youth information work and services. It develops, supports and promotes quality generalist youth information policy and practice at all levels in order to meet the information needs of young people and to apply the principles of the European Youth Information Charter.

Their Good Practice Booklet is a collection of successful stories from our Network in order to learn, inspire, generate and develop new projects and ideas. https://www.eryica.org/tools-resources

https://static1.squarespace.com/static/59ab1130ff7c50083fc9736c/t/5bd9654c-cd83666261ba9e53/1540973907525/Sheryica_2018_online+%281%29.pdf

The Center for Media and Information Literacy

https://centermil.org/resources/

Council of Europe

https://www.coe.int/en/web/portal

European Commission

https://ec.europa.eu/commission/index_en

Crash Course Media Literacy Miniseries by Jay Smooth

1 Crash Course Media Literacy Preview

2 Introduction to Media Literacy: Crash Course Media Literacy #1

3 History of Media Literacy, part 1: Crash Course Media Literacy #2

4 History of Media Literacy, part 2: Crash Course Media Literacy #3

5 Media & the Mind: Crash Course Media Literacy #4

6 Media & Money: Crash Course Media Literacy #5

7 Influence & Persuasion: Crash Course Media Literacy #6

8 Online Advertising: Crash Course Media Literacy #7

9 Media Ownership: Crash Course Media Literacy #8

10 Media Policy & You: Crash Course Media Literacy #9

https://www.youtube.com/watch?v=sPwJ0obJya0&list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY

Examples of Media Promoting MIL

7 stories for 7 years: Al Jazeera ran virtual reality workshops in Jordan's Za'atari refugee camp, https://www.journalism.co.uk/video/telling-their-own-stories-al-jazeera-s-virtual-reality-workshops-in-jordan/s400/a719878/

'It's not just an audience, it's a community': How The Economist is engaging with young people on Instagram,https://www.journalism.co.uk/news/-it-s-not-just-an-audience-it-s-a-community-how-the-economist-is-engage-with-young-people-on-instagram/s2/a725173/

How The Telegraph is reaching teenagers with news stories on Snapchat Discover, https://www.journalism.co.uk/news/how-the-telegraph-is-reaching-teenagers-with-news-stories-on-snapchat-discover/s2/a724198/

Hashtag Our Stories is using Snapchat lenses to turn citizens into more effective storytellers, https://www.journalism.co.uk/news/hashtag-our-stories-is-using-snapchat-lenses-to-turn-citizens-into-more-effective-storytellers/s2/a733370/

Journalists and Schools Work Together to Teach Media Literacy, https://en.ejo.ch/ethics-quality/journalists-schools-work-together-teach-media-literacy

With an interactive game, the BBC is helping young people better understand the disinformation ecosystem,https://www.journalism.co.uk/news/with-an-interactive-game-the-bbc-is-helping-young-people-better-understand-the-disinformation-ecosystem-/s2/a721168/

Ethical Storytelling: Journalism and Media Literacy, https://ethicaljournalismnetwork.org/ethical-storytelling-journalism-media-literacy

Editor: Alton Grizzle
Assistance with Copyediting: Denis Sureyev
Design: Andrey Kholmatov

Licence: AI №263 31.12.2014. Sign to print 01.12.2019

Format 70x100 1/16. Offset printing. Fonts Myriad Pro

Publishing House "Baktria press"
15/25, Tashkent city
Tel/fax: + 998 (71) 233-23-84

Printed in Mega Basim:
Baha Is Merkezi, Haramidere, Istanbul, Turkey.
www.mega.com.tr

ISBN 978-9943-5811-2-8

United Nations
Educational, Scientific and
Cultural Organization

Tashkent Office

British Embassy
Tashkent

ISBN: 978-9943-5811-2-8