INFO-MEDIA LITERACY AND CRITICAL THINKING

TEXTBOOK

UDC 378.015.31:070]:159.955(075.8)
        I-74

Reviewers:

KHITROVA Tetiana – PhD in Philology, Professor of the Department of Journalism, National University "Zaporizhzhia Polytechnic".

SHRAMKO Ruslana - PhD in Philology, Associate Professor of the Department of English and German Philology at Poltava V.G. Korolenko National Pedagogical University.

I-74 Infomedia literacy and critical thinking : a textbook (in English) / edited by O. Golovko. Poltava: V. G. Korolenko Poltava National Pedagogical University, 2023. 240 p.

The *Infomedia Literacy and Critical Thinking* textbook reveals topics aiming at development of the skills necessary for efficient interaction with information within the modern digital environment. These authors offer the system of tasks that promote critical thinking development while working with various media resources.

The specificity of the proposed edition is in the implementation of CLIL-methodology, which allows students to improve their skills in English, as well as master specialized data on infomedia literacy.

The manual was developed by the team of authors within the framework of the Erasmus+ KA2 project "Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd)"

This edition is intended for lecturers and students of various specialties.

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Рецензенти:

ХІТРОВА Тетяна – кандидат філологічних наук, професор кафедри журналістики Національного університету «Запорізька політехніка».

ШРАМКО Руслана – кандидат філологічних наук, доцент кафедри англійської та німецької філології Полтавського національного педагогічного університету імені В.Г.Короленка.

I-74 ***Інфомедійна грамотність та критичне мислення*** : навчальний посібник (англійською мовою) / за заг. ред. О. Головко. Полтава : ПНПУ імені В. Г. Короленка, 2023. 240 с.

У навчальному посібнику "Інфомедійна грамотність та критичне мислення" представлено теми, спрямовані на формування навичок, необхідних для ефективного взаємодії з інформацією в сучасному цифровому середовищі. Автори посібника пропонують систему завдань, що сприяють розвитку критичного мислення в роботі з різними медійними ресурсами.

Специфікою запропонованого видання є впровадження CLIL-методології, яка дозволить студентам водночас з освоєнням спеціалізованих знань з інфомедійної грамотності вдосконалити й рівень володіння англійською мовою.

Навчальний посібник підготовлено авторським колективом у межах реалізації програми Європейського Союзу Erasmus+ КА2 «Розвиток потенціалу підготовки учителів іноземної мови як шлях до впровадження багатомовної освіти та європейської інтеграції України / MultiEd».

Видання призначене для викладачів та здобувачів освіти різних спеціальностей.

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Contents

INTRODUCTION

The increase in the amount of information and the intensification of virtual confrontation in hybrid warfare require a comprehensive approach to effective work with facts: the ability to analyze, evaluate and critically reflect on them. The Infomedia Literacy and Critical Thinking manual is focused on developing the competencies necessary for effective navigation in the digital environment. Practical tips and exercises help to distinguish between credible and fake sources, use search engines and social networks effectively, and counteract media manipulation.

It is important to note that the methodological component of the Infomedia Literacy and Critical Thinking textbook includes the CLIL (Content and Language Integrated Learning) approach, where the subject is taught in English with a dual focus on both content and language. This concept demonstrates the relevance of the publication in the context of the internationalization of the Ukrainian education system.

The development of infomedia literacy and critical thinking in combination with English is the key to success for active participants in discussions, confident media users, and conscious citizens.

The textbook "Infomedia Literacy and Critical Thinking" was developed by a team of authors within the framework of the Erasmus+ KA2 project "Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd)".

ВСТУП

Збільшення обсягу інформації, загострення віртуального протиборства у гібридній війні вимагає комплексного підходу до ефективної роботи з фактами: вміння їх аналізувати, оцінювати та критично осмислювати. Навчальний посібник «Інфомедійна грамотність та критичне мислення» зорієнтований на розвиток компетентностей, необхідних для результативної навігації у цифровому середовищі. Практичні поради та вправи допомагають розрізняти достовірні та фейкові джерела, ефективно використовувати пошукові системи та соціальні мережі, а також протидіяти медіа маніпуляціям.

Важливо, що методична складова посібника «Інфомедійна грамотність та критичне мислення» передбачає упровадження підходу CLIL (Content and Language Integrated Learning), коли предмет викладається англійською мовою з подвійним фокусом: і на зміст, і на мову. Така концепція засвідчує актуальність видання в контексті інтернаціоналізації української системи освіти.

Розвиток інфомедійної грамотності та критичного мислення у комплексі з англійською мовою – запорука успіху для активних учасників дискусій, впевнених користувачів медіа та свідомих громадян.

Навчальний посібник «Інфомедійна грамотність та критичне мислення», розроблений колективом авторів у рамках проєкту Erasmus+ КА2 «Розвиток потенціалу підготовки учителів іноземної мови як шлях до впровадження багатомовної освіти та європейської інтеграції України (MultiEd)».

UNIT 1
CHANGE AND CONTINUITY: A BRIEF HISTORY OF THE MEDIA

Content
- the notion of media
- media types and formats
- the ages of media, its history and evolution

Language
- basis terms and vocabulary related to the media
- listening for main ideas and taking notes
- developing meaning from context
- presenting facts concisely

Critical thinking
- interpreting visuals
- reflecting

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Answer the questions:

1. What is media? How do you understand this word?
2. How often do the modern people face with media in their daily life? Has it always been like that?
3. When, where, and how did the media appear?
4. What forms of media do you consume on a regular basis?

- Print media _____

- Broadcast media _____

- Social media _____

Compare your answers in the group.

Ex.2. Look at the spidergram. Add the missing information in the bubbles. Discuss results together.
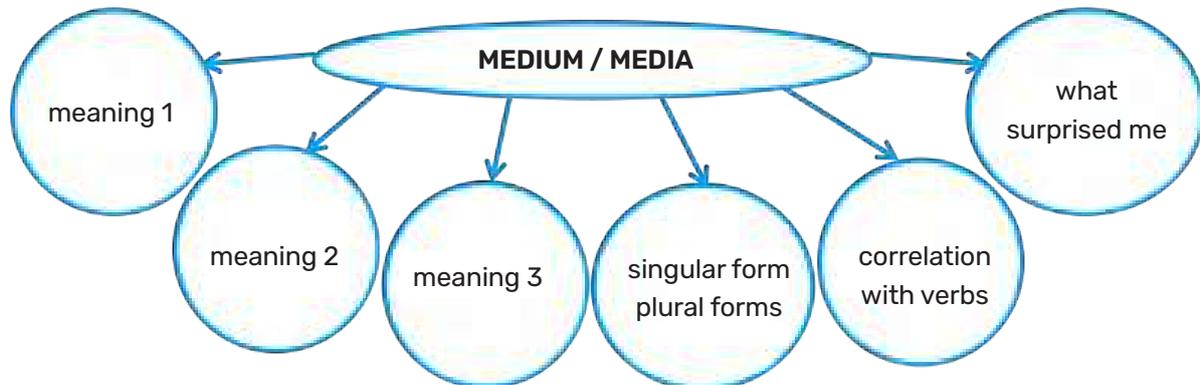
To broaden your knowledge, check online dictionaries of your preference. You can also read a paragraph "Medium" from the article "What If There's Only One?" from Meriam-Webster online dictionary.

Think: How is the word "media" related to the words "medium", "mediate", "middle"? Which meaning do they share?

Ex.3. Read the quotations about the media. Do you agree with them? Why? Why not?

Media is the nervous system of our culture. (Gary Malkin, Emmy award-winning composer)

Technology is shifting power away from the editors, the publishers, the establishment, the media elite. Now it's the people who are taking control. (Rupert Murdoch, American media mogul)

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 4. Look at the timeline that describes the evolution of the media. Answer the following questions:

1. What are the four eras of the media? Using the picture, characterize every era in 2–3 sentences.
2. How old is the media? Is it older than you used to think?
3. Do you think the media existed before the movable type? In which societies? In which formats (oral, written, graphic)?
4. Analyze the timeline. How did mass media react to the scientific and technical breakthroughs? Give examples.
5. What does "New Media" mean? When did it begin? In what way is it different from the traditional media (radio, TV, printed press)?
6. What is social media? What is the difference between social networking and social media?
7. What and who are the main agents in the media-dominated world of today?
8. What is your favorite media channel? Which media do your parents and grandparents follow? Why do your preferences differ?
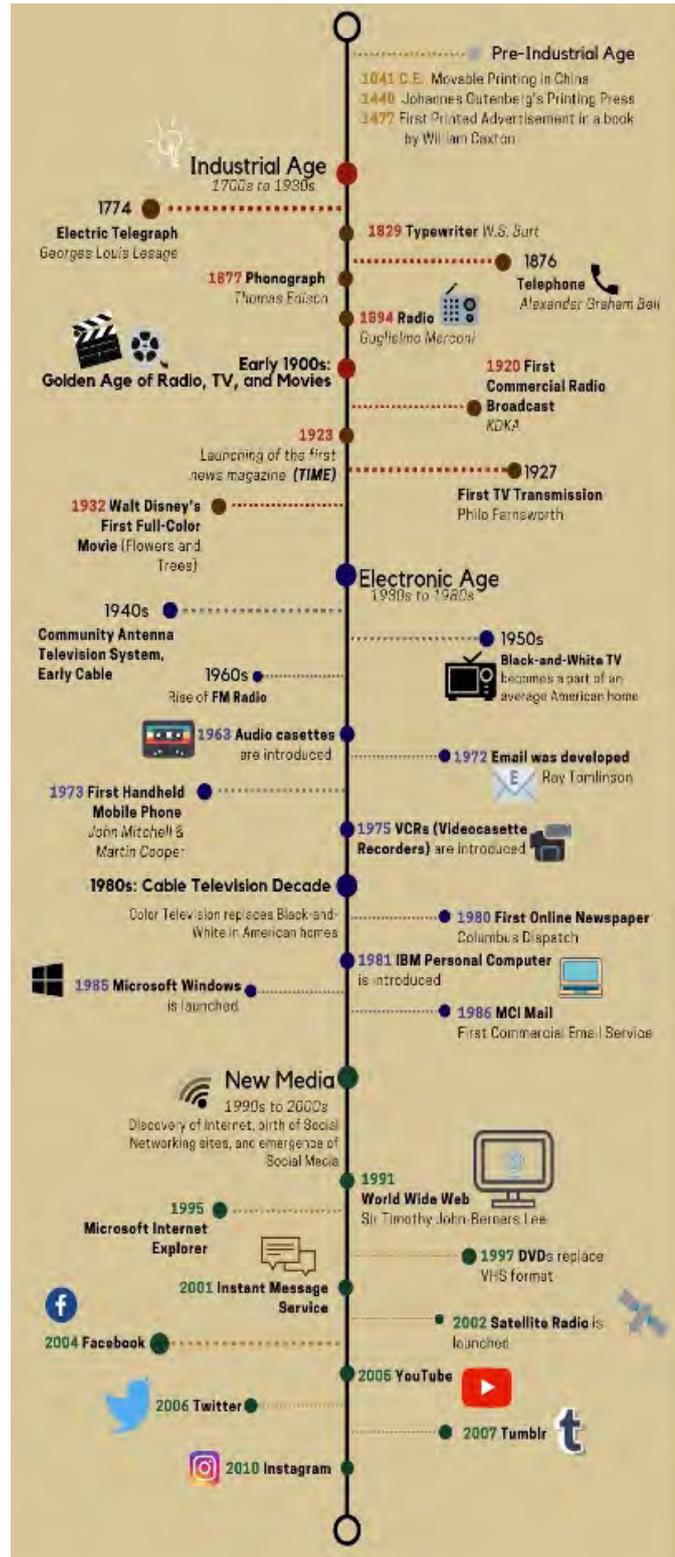
Timeline source:

Ex. 5. Answer the questions and fill out the table below.

a) Who were the people who stimulated the media evolution? How did they do it?
b) Fill in two first columns. If necessary, visit https://www.britannica.com/ where you can read short articles and/or watch short videos.
c) Together with your groupmates discuss how these inventors changed history and society. Fill out the last column together.

Name	Invention	Country and year	How this invention changed history and society
Alexander Graham Bell			
Johannes Gutenberg			
John Logie Baird			
Lumière Brothers			
Mark Zuckerberg			
Philo Taylor Farnsworth			
Samuel Morse			
Steve Jobs			
Tim Berners-Lee			

Who was the inventor who launched the most radical social changes? Why do you think so?

PART 3. READING

Ex. 6. You are going to read an article titled "15th CENTURY: JOHANN GUTENBERG (c. 1395-1468)". Before reading the text, fill out first 2 columns of the chart.

What I know about Johann Gutenberg	What I would like to learn about Johann Gutenberg	What I learned about Johann Gutenberg

Ex. 7. Read the article from TIME magazine written by Paul Gray in 1999.

15th CENTURY: JOHANN GUTENBERG (c. 1395-1468)

The French peasant girl who rallied her country's dispirited troops against the occupying English forces; the Turkish ruler who conquered Constantinople and enlarged what would become the millennium's most durable empire; the Italian navigator who sailed the ocean blue in 1492. Joan of Arc, Sultan Mehmet II and Christopher Columbus indisputably made lasting history. But it was one of their 15th century contemporaries who created a revolutionary way to spread not only their names and deeds but the sum total of human knowledge around the globe.

Johann Gutenberg was born of well-to-do parents in the Archbishopric of Mainz, Germany. Details of his life, early as well as late, are sketchy, but he apparently trained as a goldsmith and/or gem cutter and then became a partner in a printing shop in Strasbourg.

When Gutenberg entered it, printing was a slow and laborious business. Each new page required the creation of a new printing form, usually an incised block of wood. He began

(picture source: https://www.britannica.com/biography/Johannes-Gutenberg)

looking for ways to make metal casts of the individual letters of the alphabet. The advantages of such a method were obvious, or must have been to Gutenberg. Equipped with a sufficient supply of metal letters, a printer could use and reuse them in any order required, running off not just handbills and brief documents but a theoretically infinite number of individual pages. There were technical obstacles to overcome, including the discovery of an alloy that would melt at low temperatures, so that it could be poured into letter molds, and of an ink that would crisply transfer impressions from metal to paper. And what force would be employed to make these impressions? Gutenberg hit upon the idea of adapting a wine press for new uses.

By the time he was back in Mainz in 1448, Gutenberg had ironed out enough of these problems to persuade Johann Fust, a goldsmith and lawyer, to invest heavily in his new printing shop. Exactly what happened behind Gutenberg's closed doors during the next few years remains unknown. But in 1455 visitors to the Frankfurt Trade Fair reported having seen sections of a Latin Bible with two columns of 42 lines each. The completed book appeared about a year later; it did not bear its printer's name, but it eventually became known as the Gutenberg Bible.

It was a revelation, at least to Western eyes: multiple copies of an entire volume produced by mechanical means. True, printing from movable type had been performed in Asia, but thousands of ideograms made the widespread use of the technique impractical. Gutenberg, who apparently knew nothing of the Asian innovations, was blessed not only with an inventive mind but also with a phonetic alphabet and its manageable cast of characters. Movable type was set to change the world. Presses adapted to print from movable type rapidly spread across Europe. By 1500 an estimated 30,000 titles had been published.

And that was only the beginning of a tide of print that has been rising ever since. We can hardly imagine a world without an abundance of printed matter, and thus we take for granted an invention that produced astonishing consequences. Early printed books tended to resemble, in appearance as well as content, the hand-copied manuscripts

they were replacing. Before print, the ability to read was useful mainly to the elite and the trained scribes who handled their affairs. Affordable books made literacy a crucial skill and an unprecedented means of social advancement to those who acquired it. Established hierarchies began to crumble. Books were the world's first mass-produced items. But most important of all, printing proved to be the greatest extension of human consciousness ever created. It isn't over: the 500-year-old information revolution continues on the internet. And thanks to a German printer who wanted a more efficient way to do business, you can look that up.

Ex. 8. While reading the text, fill out the third column of the chart in Ex. 6. If the text does not meet your demands from the middle column, google this information and complete the chart.

Ex. 9. Answer the questions about the text.

1. Who is Johann Gutenberg compared with? Why?
2. Why does the author believe that Gutenberg's contribution is incomparable with any other invention?
3. Why and how did Gutenberg come up with the idea of the printing press?
4. Which obstacles did Johann Gutenberg face? How did he overcome these obstacles?
5. What was the first book he published? Why do you think Gutenberg choose this book?
6. Was Gutenberg the pioneer of printing? Why? Why not?
7. What was the consequence of this invention? What would our society be like without this invention?

PART 4. GUIDING TO MORE CALP

Ex. 10. History of the printed press.

Scan the article "A Brief History of Newspaper Lingo" by Angela Tung published in *The Week*. Together with your partner fill in the table to find out about the evolution of first reliable system of social information.

Name of the media and / or formats	Time and Place	Format	Other information
Acta Diurna or Daily Acts	Ancient Rome	carved in metal or stone, posted in public places	
	Ancient China		
			price of a copper coin
	1649		
Newspaper			
	1860s		
	1908		
Yellow journalism			
			condensed, illustrated, sensational material.
	1912		
	1960s		
Factoids			
	UK, 1996		

Answer the questions:

Did you know about all these formats of the printed press? Which facts came as a surprise for you?

Do/did you have all these formats of printed press in your country?

Ex.11. History of television.

a) Answer the questions:

1. When and where did television appear?
2. When did it appear in your country and town?
3. What are the most popular TV programs today? Why are they popular?
4. Who are the famous journalists and TV hosts in your county/in the world? How did they change television?

Source: Pexels (free picture)

b) Watch the video "The Evolution of Television: Chapter 1". Write out 10 terms connected with television. Check their meaning if necessary.

SCAN ME

_____
_____
_____
_____

c) Watch the video "The Evolution of Television: Chapter 2". Write out 10 terms connected with television. Check their meaning if necessary.

SCAN ME

_____
_____
_____
_____

d) Using the terms that you wrote out, retell the factual history of television.

PART 5. WRITING

Ex.12. Discuss these pictures with statistics below (prepared by Global Web Index and Digital Sapiens). Why is the social media a modern concern?

Average Time Spent Connected to Social Networks During a Typical Day (hh:mm)

Country	Time
Philippines	04:01
Nigeria	03:36
Mexico	03:10
Turkey	03:05
Russia	02:28
India	02:25
China	02:19
USA	01:57
UK	01:49
Spain	01:43
France	01:28
Germany	01:15
Japan	00:45

575,000 internet users aged 16-64 were interviewed across 46 markets.
@StatistaCharts   Source: Global Web Index
FIPP   statista

Social Media Users Statistics 2016

Tumblr 230 Million
Google+ 440 Million
Instagram 430 Million
Facebook 16 Billion
LinkedIn 429 Million
Twitter 325 Million
Youtube 1 Billion
Pinterest 110 Million

DigitalSapiens

Ex. 13. Write an essay of 200 words on "Why Social Media makes people anti-social".

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 14. Check if you remember the terms and expressions from this unit. If necessary, consult the dictionary or Appendix A.

Anchorman, broadcast media, broadsheet, commercial, conventional/cable/streaming television, entertainment industry, golden age of television, lead, new media, online platform, paparazzo (paparazzi), print media, printing press, sit-coms, social media, streaming (service), tabloid, the press, to consume media, to televise, traditional media, to transmit sound / image, variety show, yellow journalism.

Ex. 15. Read a chapter "Darvin's Media: How did we get here?" from the book "Mediactive" by Dan Gillmor. Do you agree with the author' approach to media evolution? Why/Why not? Explain why.

Ex. 16. Watch a TED-talk "A 30-year History of the Future" by Nicholas Negroponte, MIT Media Lab founder. While watching, find out how the attitudes to media and technologies have changed/will change in the future. How will we consume information in the future?

PART 7. REFLECTION

- What was my learning objective in this unit?
- What do I already know about the media, its main types and formats?
- What do I already know about the media evolution?
- What media eras can I distinguish? What and who stipulated their upheaval?
- How was the society influenced by the media evolution?
- Which information was new / useful for me?
- How / Where can I use the new knowledge / skills?
- Which vocabulary was challenging/a revelation?

PART 8. REVISION

Answer the questions:

1. The word "MEDIA":

   a) has been with us since time immemorial.
   b) means a kind of communication (e.g., newspapers, radio, television, Internet) that is designed to reach people.
   c) follows typical English grammar rules.

2. "New Media"

   a) relates to social and online systems of communication that appeared after the advent of the Internet
   b) describes a newspaper/TV channel functioning less than 3 years on for international target audience

3. Name 3 people who boosted the development of media and mass communication.
4. The newspaper as a concept:

   a) has hardly evolved if we compare the modern and ancient counterparts
   b) has considerably evolved and ramified to meet the demands of the society and use the technical progress to its advantage

5. Within a couple of decades, the television has gone from its experimentation stage:

   a) to all the homes of the world.
   b) and become an integral element of the global culture.
   c) to most powerful source of knowledge and propaganda.

PART 9. GLOSSARY

- **Media**: a means of communication (such as newspapers, radio, television, or the Internet) that is designed to reach the mass of the people in the format "from one to many".
- **New Media**: digital communication technologies that enable the exchange of information between users through such tools such as blogs, wikis, other social media platforms.
- **Traditional Media**: any type of content distributed through established channels (film, television, radio, or print publishing).
- **Social Media**: interactive technologies that facilitate the creation and sharing of information, ideas, in the format "from many to many".
- **Journalism**: activity of gathering, assessing, creating, and presenting news and information to the public, usually following the rules of the media source.

UNIT 2
TRADITIONAL VS NEW MEDIA

Content
- identify the functions and characteristics of traditional and new media
- categorize different types of social media platforms
- develop an understanding of the advantages of different types of media in terms of access to information

Language
- learn relevant terms and expressions to discuss the roles and functions of traditional and new media
- improve speaking and presentation skills

Critical thinking
- use prior knowledge to draw conclusions
- evaluate the strengths and weaknesses of traditional and new media.
- reflect on personal progress

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Answer the questions:

1. What does Traditional Media mean? Give examples.
2. What does New Media mean? Give examples.
3. What media do you use regularly?
4. hat does Social Media mean?

Compare your answers in the group.

Ex.2. Comment on the quotations about traditional and new media. State whether you agree or not.

1. *"I think that learning to read between the lines of traditional media is one way to stay informed, and also realizing that eventually you're going to have to cross-reference all sorts of different information coming from different sources"* – **Immortal Technique**, a Peruvian American hip-hop recording artist and activist

2. *"Being the first is old media, while being to the point is new media. And Twitter never forgets."* – **Mercedes Bunz,** a German art historian, philosopher and journalist.

3. *"The new media are not ways of relating to us the 'real' world; they are the real world and they reshape what remains of the old world at will."* – **Marshall McLuhan**, a Canadian philosopher, who worked on media theory

Find additional information how the authors of the given quotations influenced the development of new media.

PART 2. PROVIDING AN ENCOURAGING OUTPUT

Ex. 3. Watch the video "What is traditional media" prepared by Duong Huong (watch till 5:46 min).

Answer the questions:

1. How do traditional media types differ? Give examples.
2. Why is advertising important to traditional media?
3. What are the characteristics of traditional media?

Ex.4. Watch the video "New Media Vs Traditional Media" prepared by Daniela Sunde-Brown and mark the statements as true or false. Prove you answer from your own experience.

1. New media has a huge advantage in speed and reach as it presupposes use of modern technologies.
2. Traditional media comprises only newspapers, television and radio.
3. New media content is so absorbing that it takes people's time and space.
4. Traditional media provide people with a better general topic than can be found on the Internet.
5. Newspapers are more trustworthy than the Internet.

Ex. 5. To realize the difference between new and social media, analyze the pictures given below.

5.1 What do new and social media involve? How do they function? What is their main difference?

(picture source: www.freepik.com)

5.2 To know the answers, scan the article written by Christopher S. Penn "What is the difference between social media and new media?" Have you defined the key differences correctly? Prove your answer.

PART 3. READING

Ex. 6. Pre-reading activity.

6.1. Look at the Social Media Comparison Infographic and analyze it from the point of view of a consumer.
6.2. Characterize each platform.

picture source: https://www.pinterest.com/pin/492722015461180014/
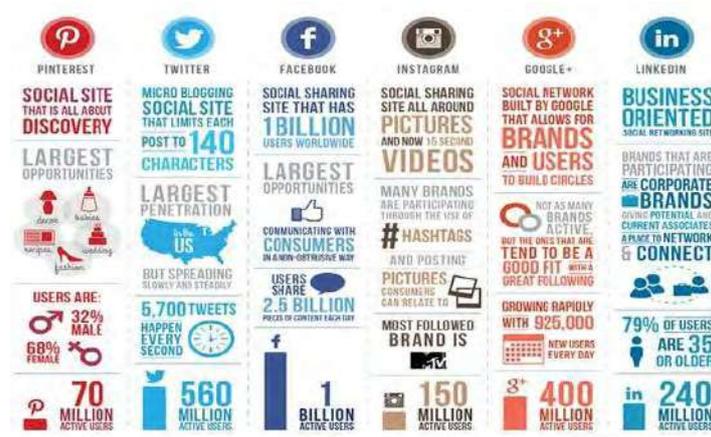
1. How have new media platforms replaced traditional media platforms? Give examples.
2. When did new media originate?
3. What is the purpose of social platforms?
4. Do you know the meaning of the term "social platform"? How is it different from traditional platforms (radio, television, printing presses)?
5. What is your favorite media platform? Why do you use this platform? Which media do your parents or grandparents follow? Do your tastes differ?
6. What social platforms will emerge in future?

Ex. 7. Read the article from Muck Rack Blog written in 2018.

5 MAJOR DIFFERENCES BETWEEN TRADITIONAL MEDIA AND SOCIAL MEDIA

Traditional media used to be the only way to get your message across to the public. But in today's digital environment, there are many new ways to reach mass (or niche) audiences. The question arises, which is better, traditional media or social media? Let us first understand what we're actually looking at.

What is Traditional Media?
Traditional media is a form of mass media focused on delivering news to the general public or a specific audience. Traditional media formats include print publications (newspapers and magazines), broadcast news (television and radio), and more recently digital versions of these media, such as digital newspapers and blogs.

What is Social Media?
The term "social media" is often used today to refer to various digital platforms. In this article, the term "social media" refers to social networks such as Facebook, Twitter, Instagram, Pinterest, YouTube and LinkedIn.

Differences between traditional media and social media
Traditional media generally provides a larger audience, while social media allows for more targeted delivery. Properly advertised, the well-deserved media hit should reach a narrower audience. However, even the best pitches presented to the best media end up reaching a broader audience than their original target. Especially because of this, traditional media has been very popular in the past. Social media, on the other hand, offers PR professionals the opportunity to target messages by choosing everything from audience demographics and geography to the time of day posts are published. Social media is immediacy, while traditional media can be delayed due to publication time which every PR professional has already experienced. It may happen that you will publish your story in mid-September, and the finished play will first appear in March of the following year. Traditional media tend to have longer time spans than social media. Not only are print times slowing down, but articles in traditional media tend to take longer to put together. Social media posts tend to be short. This usually means that it takes less time to create and can be published quickly. Traditional media posts are more deterministic, but social media is dynamic.

Social Media is a Two-Way Conversation, Traditionally One-Way
A typical flow of traditional works goes like this: PR professionals publish stories, reporters publish stories, and the public reads them. The public does not only expect to be

heard when they share their opinions on a story or current event, they also expect the brand to respond. PR pros using social media in their day-to-day should be prepared to act fast and respond appropriately.

The best of both worlds
The media industry is changing rapidly, and PR must keep up to survive. However, not all old methods are obsolete. As you can probably tell from the comparison above, both traditional and social media have strengths and weaknesses. One method may work better for your brand than another, depending on your situation, goals, and strategy. Instead of applying traditional thinking, think how these two tactics can work together to achieve an overall goal, rather than a social strategy in the sense that one slowly replaces the other. Even if you incorporate traditional and social media (or both!) into your scope of work, keep in mind that your strategy will also need to be changed.

(information source: https://muckrack.com/blog/2018/08/01/differences-between-traditional-media-and-social-media)

Reflect on the following.

1. How was traditional media changed in the digital era?
2. What is the main peculiarity of traditional media?
3. What is the main peculiarity of social media?
4. What is the main difference between traditional and social media?
5. What should a consumer understand if he wants to use social media for business?

Ex. 8. Read the article "The Evolution of Social Media: How Did It Begin, and Where Could It Go Next?" prepared by Maryville University.

8.1. Answer the questions:

1. What are the roots of social media?
2. How did people launch social platforms?
3. What was the reason for creating social platforms?
4. What happened with social media with the development of social media apps that are used on smartphones?

8.2 Fill in the first and the third columns of the given table.

Name of the inventor	Invention	Country and year	How this invention changed history and society
	YouTube		
	TikTok		
	Facebook		
	Instagram		
	Twitter		
	Pinterest		
	Snapchat		

8.3 Fill in the last column and discuss how these inventions influenced the development of our society.

Alternative exercise. Scan the text "Social Media Platforms Marketers should Watch in 2023" by Flori Needle and answer the questions.

1. What are the hottest social media trends?
2. Why do several social media platforms lose popularity?
3. What social platform has the highest ROI (return on investment) and why?

PART 4. GUIDING TO MORE CALP

Ex. 9. To know how the information functions, scan the article "Functions and Theories of Mass Communication" by the University of Minnesota Libraries Publishing

9.1. Work in groups and fill in the table

Name of the function	The reason for its appearance	Platforms	Additional information
Information	The media saturation has led to increased competition to provide information	news media outlets	
	ethical gray		
			More than passing on information
	people who share common values and interests wanted to gather online		
Diversions			
	mass media requires some third party to get a message from people and messages needs "hitch a ride" to be received on additional channels		

Alternative exercise. To know more about the theories of mass communication proceed reading the article and fill in the table.

Name of the function	The reason for its appearance	Platforms	Additional information

9.2. Answer the questions:

1. What does a gatekeeping function presuppose?
2. What does the Media Needle mean?
3. What are the media effects?
4. What are the functions of mass communication?
5. What functions are the most important nowadays?

Ex. 10. Follow the hyperlink to watch the video "The History of Social Media: Communication & Connection"

SCAN ME

10.1. Write out 10 terms connected with social networks. Check their meaning if necessary in the glossary.

10.2. Answer the questions:

1. What technologies were used to communicate before the appearance of social media?
2. Why do people use social media?
3. How was it possible to communicate with people before the appearance of social media?
4. What is the advantage of e-mail over a telephone?
5. How does communication differ in the digital world?

PART 5. WRITING

Ex.12. Give the analysis of the given statistics.

picture source: https://www.smartinsights.com/wp-content/uploads/2023/01/April-2023-global-social-media-growth.png
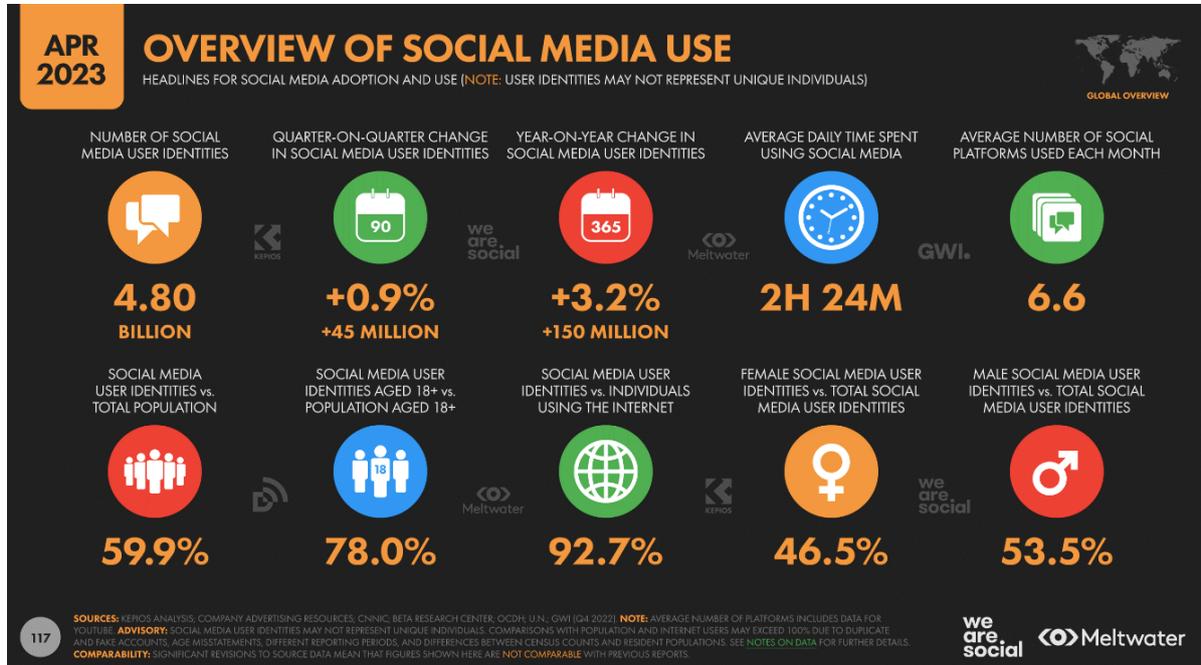
Ex. 13. Essay writing. Present the information about the influence of social platforms on people's life using the data from the statistics in a form of an essay (200 words).

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 14. Check if you remember the terms and expressions from this unit. If necessary, consult Appendix A.

Anchorman, broadcast media, blogger, digital age, conventional/cable/streaming television, entertainment industry, platform, lead, new media, online platform, paparazzo (paparazzi), print media, printing press, social network, social media, streaming (service), tabloid, to televise, traditional media, to transmit sound / image, variety show, yellow journalism.

Ex. 15. Read the article "5 Types of New Media" by Brian Neese and do the tasks that follow.

15.1. Do you agree with Robert Logan's quotation?
"New media is very easily processed, stored, transformed, retrieved, hyper-linked, and perhaps most radical of all, easily searched for and accessed"

15.2. Answer the questions:

1. Is it true that new media is often characterized as highly interactive digital techno-logy?
2. What are the five types of new media that illustrate the evolution of media?
3. What type of new media presented in the article do you consume on a regular basis?

Ex. Choose any traditional media and social media, and describe or draw a portrait of its user: name, gender, social status, way of living, friends, hobbies, profession, likes/dislikes, preferences in spending free time. Think about stereotypes we have about users of definite media and risks users face while using definite media.

PART 7. REFLECTION

- What do I want to learn? What is my learning objective in this session of the course?
- What do I already know about traditional and new media?
- Was the information from the session useful for me?
- How will I implement the knowledge I obtained during this session in my future work? Is it relevant to my field of studies?
- How will I continue developing my media literacy and critical thinking skills after this session?

PART 8. REVISION

Answer the questions:

1. What is traditional media?

   a) It's a term referring to communications in physical objects, for instance radio, television and film.
   b) It includes social networks and social platforms
   c) Any type of media
   d) Online services

2. What is the main difference between traditional and social media?

   a) Traditional media offers no way for audiences to communicate with media producers.
   b) Participatory production
   c) The management structure of the companies.
   d) Social media reaches only a few people at a time

3. What is the benefit of an e-mail system in terms of long distance communication?

   a) The information can be addressed either to the organization or personally.
   b) E-mails messages have a specific code format.
   c) It provides flexibility in communication.
   d) It gives the opportunity to attach files.

4. Two increasingly important ethical aspects of social media are:

   a) Politeness and civility
   b) Ratings and traffic
   c) Identity and honest
   d) Transparency and privacy

5. When was the domain Facebook.com registered?

   a) 2000
   b) 1998
   c) 2010
   d) 2004

PART 9. GLOSSARY

- **Advancing technologies:** new IT technologies that still have relatively few users;
- **Broadcast media:** is all the broadcasts that are being carried out. That means that in 99% of cases it will be transmitted by television or radio;
- **Digital age:** is the time when massive amounts of information are available for most people, especially through the use of computers;
- **Domain:** is an area of interest or an area over which a person has control;
- **To emerge:** to come out from a position where something could not be seen;
- **Network:** is a collection of computers, server or other devices connected to allow data sharing;
- **Postal system:** a government-run system that helps to transport and deliver mail, packages, etc;
- **To target:** to select as an object of attention.

UNIT 3
MEDIA MARKET GAME: RULES AND PLAYERS

Content
- Media market players
- Ownership and control of mass media market
- Journalistic standards

Language
- improve listening and reading comprehension skills to understand main ideas and identify relevant information;
- learn related terms and phrases to discuss patterns of ownership and control as they currently exist in the media;
- improve presentation skills

Critical thinking
- analyze and interpret visuals and data;
- evaluate the role and strategies of the media market players;
- reflect on personal progress.

HE WHO PAYS THE PIPER CALLS THE TUNE

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Complete My Media Chart below with the names of media sources you use to read about current events in your home country.

My Media

Type of media	Name (program, news-paper, website)	Frequency (every day, twice a week, etc.)	Owner (corporation or individuals)
Print			
Television			
Radio			
Social Media			
Internet			
Other			

Ex.2. Find out more about the sources of the media you use and their owners.

UA TV Channels

UA Telegram channels

Global Media Platforms

Download full version in UKR/ENG, see pp. 40–42

Do the owners change with the source? Why would this be important in a democracy?

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex.3. In a group, read the texts about the media market participants and fill in the chart below following the guiding questions from the chart.

	A consumers	B the advertiser	C the media companies	D employees of media companies
Who are they?				
How many of them?				
What resources do they bring to the game?				
What do they do?				
What is their main purpose?				
What is their power?				

The Media Game of Economics

(adapted from https://us.sagepub.com/default/files/upm-assets/71813_book_item_71813.pdf)

In the mass media economic game, there are **four types of players**: **(A)** you, the consumer; **(B)** the advertisers; **(C)** the media companies; and **(D)** the employees of media companies. Each type of player brings a different set of resources to the game.

a) We are **the consumers**, and our resources include not only our money but, even more importantly, our time. We seek to exchange our money and time for entertainment and information. We, as consumers, are the largest group with over 7 billion people worldwide. We have the greatest amount of resources. If we pulled out of the game entirely, the game would collapse. However, our resources are dispersed over so many people that no one individual feels he or she has that much power in playing the game. This feeling is a mistake. While no one individual has a significant amount of power to change the overall game, each of us has the power to alter the game significantly for ourselves. If we play the game well, we continually increase the value of the entertainment and information we get in return for our time and money. However, playing the game well requires that we keep track of our resources as well as our changing needs and that we negotiate better exchanges of resources. If we don't play the game well, we will make poor economic exchanges and continually get shortchanged on our expenditures of time and money.

b) The advertisers are a second group of players. Advertisers bring money to the game. They negotiate an exchange of their money for time and space in the media to present their ads to their target audiences. Advertisers want to get access to their target audiences for the lowest cost possible. Therefore, they look for media vehicles that have constructed the largest assemblages of the audience members they want without also including other kinds of audience members they do not want. For example, sellers of tennis rackets want to get their ad messages in front of as many people who play tennis as possible, but they do not want to pay a lot of money to get access to a large audience that might also include toddlers, invalids, and people who hate tennis. Therefore, they look for media vehicles (such as

particular sports TV shows, Internet sites, and magazines) that have constructed an audience of only tennis players and negotiate a good ad price to get access to that smaller, niche audience.

c) The media companies are the third group of players. These businesses bring money, messages, and audiences to the game to compete in three different markets simultaneously. First, each media business competes in the talent market for the services of the best writers, journalists, actors, directors, musicians, website designers, and so on. Second, media businesses compete in the audience market – that is, they present the messages produced by their talented employees in such a way to attract the greatest number of people within certain types of audiences. In the media industries of magazines, newspapers, cable, and Internet, those companies sell subscriptions, so they want to maximize their revenue by attracting as many subscribers as possible. Media companies also sell messages in the form of books, musical recordings, and DVDs. Third, media companies compete in the advertising market. When media companies have constructed quality niche audiences, they have something valuable to offer advertisers who want to get their messages in front of certain types of consumers.

d) The media employees bring their time, skills, and talent to the game. Talent has less to do with artistic ability than with the ability to attract large audiences. Sometimes, the two conceptualizations of talent are the same, but more often the two are very different. For example, Miley Cyrus and Justin Bieber have shown a demonstrated ability to attract huge audiences although their singing ability is no better than millions of other people. However, it is the influencers who can attract the most attention in their specific field of interest and are paid the most, they are not always celebrities. These are people who generate enough reach, engagement and passion for a product, a brand or an interest (like vegan cooking) to attract new *leads*[1] and buyers of their product(s) or service(s). The recent survey (by HubSpot) found that blogs are in the top-three of primary types of media used in their content strategy, along with e-books and videos. Marketers also acknowledge the importance of vloggers, as video directly increases sales by combining the visual attractiveness of statistics with the content of (spoken) text.

Another elite set of employees are the media company managers, who are often also partial owners of the companies. The talent of these managers is to oversee the construction of messages and their distribution so that the greatest number of targeted consumers experiences those messages. They construct these audiences by attracting consumers and maintaining them over time by making the exposures continually rewarding. These media managers also have a talent that is in short supply so they are also paid very well. Only a few of those who run the large media companies are known to the general public, but their economic value is often far greater than their very famous employees.

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1 lead (n.) – Depending on the organisation, the definition of the term "lead" may vary. For some companies, a 'lead' is a contact already determined to be a prospective customer, whereas other companies consider a 'lead' to be any sales contact. But what remains the same across definitions is that a lead will potentially become a future client. Sales teams therefore have a responsibility to convert a maximum amount of leads to maintain a good conversion rate.

Ex.4. In pairs, using the information from the chart, discuss the following statements. Mark them as false or true and explain your choice.

a) Media economics is a game where the major players compete for high quality content and audiences.

b) Advertisers have handed additional power to the consumer, including more information and more choice so that beyond simply consuming products and services, consumers have also become critics and creators.

c) Media market participants construct niche audiences and then condition audience members into habits of continual exposures.

'He who pays the piper calls the tune'. **Which of the players may this refer to? Which market participants have the most power? Why?**

PART 3. READING

Ex.5. Before you read the text, match the following terms from the text below with their definitions. If necessary, use the hyperlinks given. Answer the questions that follow.

1. Cross-media ownership	A. the combination of two or more companies, either by the creation of a new organization or by absorption by one of the others
2. Democracy	B. diversity across/between media enterprises when there is a number of owners, media companies, independent editorial boards, channels, titles or programmes with different political or ideological opinions and viewpoints
3. Ethics	C. two or more types of media coming together
4. Media concentration	D. when a company produces two or more types of media
5. Media convergence	E. a social, religious, or civil code of behaviour considered correct, especially that of a particular group, profession, or individual
6. Media diversity	F. rule by the people; a system of government in which supreme authority lies with the people and it exists to provide a way for people to live and be together in a way that is beneficial to all
7. Merger	G. a small number of owners of the same or many different media types
8. Media pluralism	H. a large number of owners of the same media type or of different media types

1. Which of the terms seemed confusing / absolutely clear?
2. Do any of the terms overlap? Look similar?
3. Can any of the terms be considered antonyms?

Ex.6. Read the text and do the task that follows.

MEDIA MARKET TRENDS AND STRATEGIES

Recent trends in media ownership and control suggest that the number of companies controlling global mass media has significantly shrunk in recent years. In 1983, 50 corporations controlled the vast majority of all news media in the USA, but by 2016, media ownership was concentrated in six corporations.

The major difference in media ownership and control compared with forty years ago is the movement of media corporations into the global marketplace. The major media companies are now *global conglomerations* – transnational corporations (TNCs) with a presence in many countries.

(picture source: https://lacsn.ca/who-owns-the-media/)
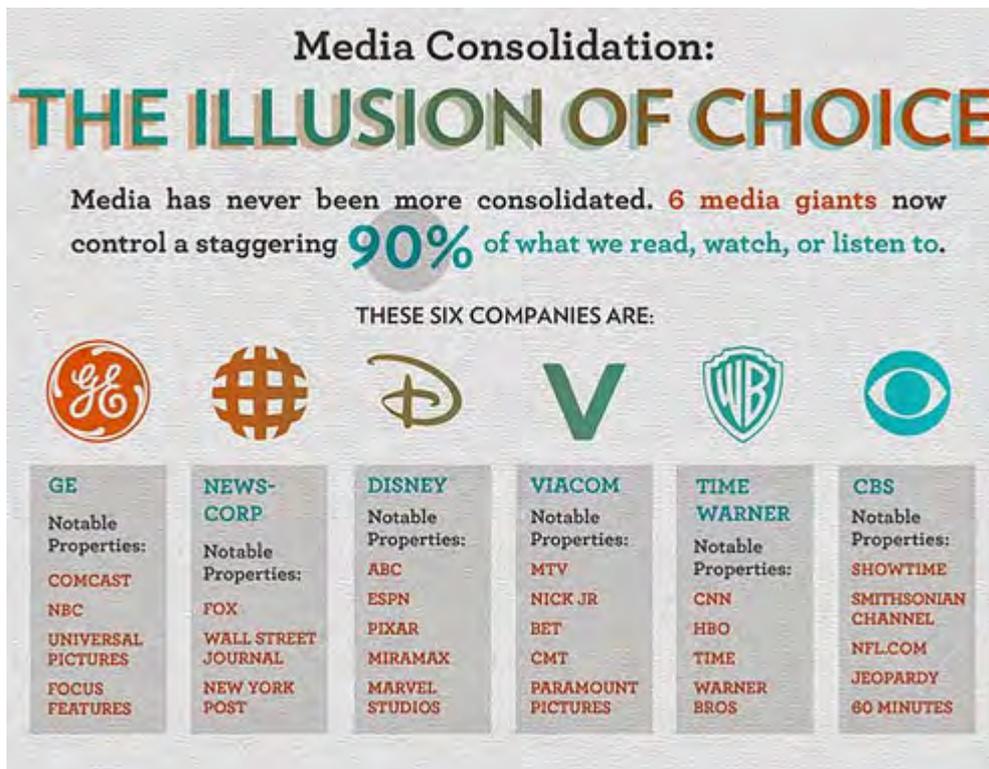
1. Which of the following is true according to what you have learned from the text and infographic?

The number of the media companies:

    a) increased
    b) decreased
    c) remained the same

2. What market trend does this change represent?

PART 4. GUIDING TO MORE CALP

Ex.7. Watch the video about media convergence and its five dimensions as a current global trend of the media market. While watching, make notes to complete the table. The first two have been done for you as an example.

SCAN ME

1. *Media* convergence	is a *phenomenon* that involves the interconnection of _____ and communication _____, computer networks and media content. It led to the transformation of all established media industries, services, and work practices and enabled entirely new forms of _____ to emerge. It has five _____.
2._____ convergence	is characterized by the rise of large _____ media and the growth of _____ content.
3._____ convergence	poses _____ to policy makers on how to ensure the diversity of _____ and content, regulate the _____ on the basis of community standards and meet local content _____ in an age of global media.
4._____ convergence	combines _____: computing, communication and _____ around networked digital platforms. As a result _____ content was born, which means that media outlets not just print an article but _____ the material into various forms and _____ it across all available platforms.
5. _____ / _____	is the one in which _____ are told across multiple platforms. The media contents are _____ and _____ to be spread further. It also serves as a source of _____ extension and a form of _____ engagement.
6._____ convergence	involves established media _____ in digital space and the rise of giant companies like Google, _____, Microsoft and others.

In which direction, do you think, digital media are more likely to go?

a) toward a more open, diversified, multicultural, and democratic medium **or**
b) toward a more corporate, commercialized, homogeneous, and centrally controlled medium? Why do you think so?

Ex.8. Read the text and do the task that follows.

WHAT IS MEDIA OWNERSHIP AND WHY DOES IT MATTER?

(Adapted from Media ownership and agenda control, Community media, Media Ownership)

The nature of the media landscape includes characteristics such as ownership, wealth, political history, legal framework, and culture. One of the most pivotal influences to media landscapes is wealth and economic prosperity. This affects both ownership and reach of media. Owning or controlling a media outlet or corporation is considered to be a very powerful position, as it potentially can have an effect on news content, journalistic autonomy, freedom of expression, and organizational and professional practices by shaping popular opinion. Here, ownership refers to the various forms of governance associated with particular ownership structures, while the owners of media constitute the individuals and companies that wield influence over their organization (Schlosberg, 2016, p.8).

The different types of ownership are *public or state-owned media, privately-owned media, community media, media directly owned by political parties*. It is usual for governments to run radio and television programs, and, in some countries, even 'official' newspapers while community media take the form of broadcasting and/or multimedia projects and are characterized by independence from governments, business companies, religious institutions and political parties. Community media organizations are an important part of the fabric of democratic societies, yet in many European countries, they still lack formal, legal recognition, fair access to distribution platforms and sustainable funding.

In order to be able to analyse media ownership, and resulting media concentration, we have to know the right questions. By answering the question of *who owns the media*, we also answer the question of who holds the reins of power.

Decide if the following statements are TRUE or FALSE:

1. All media whether it is film or music or print is owned by a company.
2. All media products are financed by a company or an individual.
3. Media products communicate ideas and values and as such have social and political implications.

Ex.9. Read the text and do the tasks that follow.

WHAT IS MEDIA REGULATION AND WHY IS MEDIA REGULATED?

Today it seems impossible to remain in power without the support of the media. Media owners use their media to promote and disseminate their own political views, and exploit politicians to achieve their own (corporate) goals while politicians use (and abuse) media for their own political purposes.

Monopolistic ownership of the media, like state control, can pose a significant threat to *media diversity* and *pluralism*, and therefore to *freedom of expression*. Competition regulation is an important part of restricting monopolies as is the professionalism and independence of journalism. Diversity of viewpoints is also helped by a variety of forms of ownership (public, private and not-for-profit), as well as by the availability of

different types of media (print, radio, television, Internet, etc.). While separately-owned newspapers and broadcasters generally criticize each other's content, the concentration of media under common ownership may prevent any kind of mutual criticism and result instead in self-promotion. That is why examination of ownership and control patterns is important for two reasons: all points of view need to be heard if society is to be truly democratic and abuses of power and influence by elites need to be monitored by a free media (Doyle, 2002).

Which of these is NOT a good reason to control the media ownership patterns?

1. to ensure media diversity and pluralism;
2. to ensure the professionalism and independence of journalism;
3. to ensure the owner's right to publish, distribute and present events from his/her own perspective;
4. to ensure freedom of expression.

Watch a short video where Facebook CEO Mark Zuckerberg himself answers questions from Sen. Lindsey Graham whether or not he thinks his business has competitors and why he should be allowed to "self-regulate." How far do you agree or disagree with his statement? Provide your arguments.

Ex.10. Read the text and do the task that follows.

JOURNALISM ETHICS

(Adapted from Mass Media Codes of Ethics and Councils)

The International Federation of Journalists, founded in 1952, leaned towards professional ethics of journalists and it was in Bordeaux in 1954, that a declaration of journalists' duties was adopted. The Bordeaux Declaration formulates a principle, which seems to have become widely and easily accepted in a profession. It is inclined to be distrustful of the State, whether it guarantees or not, on paper, freedom of the press, and of other powers, such as money and, essentially, owners of newspapers: the journalist only accepts, professionally, while recognizing the acknowledged right of every country, the jurisdiction of his equals, to the exclusion of any other interference, governmental or other.

Codes of Journalism are designed to guide journalists through numerous ethical challenges, such as conflict of interest and provide them with a framework for self-monitoring and self-correction. The United States and Europe have typically been considered pioneers in the formulation and adoption of these standards, though similar codes can be found in nearly any country that enjoys freedom of the press. While the written codes and practical standards of journalism vary somewhat from country to country and organization to organization, they tend to overlap substantially between mainstream publications and societies.

Answer the following questions:

1. What document describes the principles of journalists' good practice?
2. What are the basic principles that the journalists agree to follow?
3. How can these affect the content of news?
4. What happens if journalists break media ethics?

Can you think of any news story that you have read or watched which according to your opinion, was *a poor/wrong* or *an excellent* piece of journalism? Explain your choice.

Ex.11. Using the links given below, review the media coverage of the President Zelenskiy's decision to block TV channels in Ukraine of 2 February 2021 both in international and national/local media outlets and fill in the table below:

	Media source I	Media source II	Media source of your choice
	SCAN ME (_____) name	SCAN ME (_____) name	(_____) name
Who is the owner?			
Who financed the product?			
Which distribution channels did they use and why?			
What commercial and/or political factors influenced the creation of this media product?			
What position does it promote? (Does it support, oppose or is it impartial?			

Ex.12. Collect the data and discuss your results in small groups by answering the following questions:

1. Do international media reports on the event provide the same level of accuracy, coherence, completeness compared to the national ones?
2. How have the political and economic interests of media owners influenced the news coverage?
3. Can you identify factors that determine the degree of influence or control over the news coverage?
4. How would you describe journalists' general reputation in your country?
5. Why do you think journalists have a rather low reputation in many countries?
6. What should the editors and the newsrooms do to improve public trust in news media?

Media products communicate ideas and values and as such have economic and political implications

The right questions to ask:

- Who benefits economically from the production of this media message? How?
- Who might be negatively affected economically by this media message? How?
- Who funded the production of this media message?
- How do the funders make a profit from this text?
- If the funders DON'T make a profit, what DO they get from the audience's consumption of this text?
- What do consumers pay to consume this text?
- If consumers DON'T pay any money to consume this text, what might they sacrifice?
- If this text contains NO commercial implications, why was it created?

PART 5. WRITING

Ex.13. Choose one of the topics below and create a social media post (up to 100 words) to get your peers' response.

Media market economic game and its complex and interdependent relationship between consumers, advertisers, media companies, and media employees;
User generated content is becoming increasingly important, not only in social media but also in professional news media. Point out what benefits and what challenges this raises in the credibility of news media.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex.14. Check if you remember the terms and expressions from this unit. If necessary, consult the dictionary.

Code of ethics, community media, conglomerate, conglomeration, credibility, cross-media ownership, democracy, engagement, exposure, freedom of expression, influencers, journalists' good practice, lead (n.), media concentration, media consolidation, media convergence, media diversity, media pluralism, merger, ownership, passion, pluralism, privately-owned media, public/state-owned media, reach (n.).

Ex.15. Working in groups, choose which media market you would like to study: of Ukraine, the USA, or the EU. Following the guiding questions below and using the online resources (№ 1– 7), make a presentation as a group. Present it in class (up to 3 min).

1. Which media companies operate on the market? Which of them are global and which of them are local/national?
2. Which ways of distribution do they use? Which of them are the most/least popular?
3. What does the structure look like? (*use visuals*)
4. What are the main patterns of ownership and media market trends and how beneficial are they to society? Why?
5. Which regulating bodies exercise control over the market?
6. How effective are they in ensuring freedom of expression and restricting anti-competitive behavior, the spread of fake news and propaganda? (see *The Press Freedom Index*).
7. What level of accuracy and independence of the media do these patterns and trends provide at this particular media market? Provide examples of relevant cases/data/statistics to support your point of view.
8. How would you describe journalists' general reputation in this market?
9. Other.

During the presentation, do peer assessment by the given criteria and complete *Peer Evaluation Form for Presentations*.

PART 7. REFLECTION

- What do I already know about the media market, media ownership, media market regulation and journalism ethics?
- How can I identify the ownership of the media outlet and why is it important to do?
- How do the media market patterns of ownership influence the society?
- Which regulating bodies exercise control over the media market in my country and worldwide?
- Which information was new / useful for me?
- How / Where can I use the new knowledge / skills?
- Which vocabulary was challenging/a revelation?

PART 8. REVISION

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1. Which is NOT true about the media (more than one answer):

   a) All media are financed and owned.
   b) In a democratic society, newspapers and broadcasters criticize each other's content to promote themselves.
   c) Media concentration provides media diversity and pluralism.
   d) Owners of the media can affect the content of media messages.

2. Most media outlets in Ukraine are:

   a) For-profit business;
   b) Owned by the government;
   c) Non-profit businesses;
   d) Don't know

3. What is media convergence? (more than one answer)

   a) the merger of one media or one technology
   b) the merger of different few media or technology
   c) the merger of different human activities
   d) multiple products for multiple platforms to reach a mass audience with interactive content

4. Which of these is an example of economic convergence?

    a) What happens after you get married
    b) One company owning multiple products
    c) Spending money in multiple stores
    d) Two countries sharing funding

5. Which of the following is the best definition of the concentration of media ownership?

    a) the trend towards media diversity
    b) the trend towards fewer individuals and/ or companies owning a higher proportion of the media
    c) the ownership of the mass media by a big number of individuals.
    d) a process whereby progressively more individuals or organizations control decreasing shares of the mass media

6. Which of these is NOT concerned with regulating the media market of Ukraine:

    a) The Parliament Committee on freedom of speech and information policy
    b) The National Expert Commission of Ukraine on the Protection of Public Morality
    c) The State Committee of Ukraine on TV and radio broadcasting
    d) The Ombudsman of Ukraine

PART 9. GLOSSARY

- **Credibility:** the quality of being believed or trusted.
- **Engagement:** the number of likes, shares, retweets, comments.
- **Exposure:** 1) the attention given to someone or something by television, newspapers, magazines, etc. or the amount of public attention that someone or something, especially an advertisement or product, receives; 2) the fact of an event or information being often discussed in newspapers and on the television, etc.; 3) the act of stating facts publicly that show that someone is dishonest or dangerous.
- **Influencers:** a person or group that has the ability to influence the behaviour or opinions of others. The influencer is a person who is paid by a company to show and describe its products and services on social media, encouraging other people to buy them.
- **Media concentration:** 1) process of buying space in only one medium for advertising or publicity, rather than in various media, thus developing strength through concentration; 2) domination of media markets by a small number (or even just one) large media corporations.
- **Media consolidation:** reduction of media outlets and concentration of ownership in a few large companies.

- **Media convergence:** 1) erosion of traditional distinctions among media due to concentration of ownership, globalization, and audience fragmentation; 2) process by which formerly separate technologies such as television and the telephone are brought together by a common technological base (digitization) or a common industrial strategy.
- **Media diversity** or *structural diversity (here)* reflects the media policy goal of promoting a diverse range of information sources or content providers. This includes questions of media ownership, the number of outlets on the market, and various other dimensions of organizational or economic structures (e.g. public, private, non-profit media). A variety of organizational factors, such as editorial, management and recruitment policies, as well as newsroom cultures, also clearly impact diversity.
- **Reach** (n.) – the number of different persons or households exposed to a particular advertising media vehicle or a media schedule during a specified period of time.

Peer Evaluation Form for Presentations (IML&CT)

Group _____

Presenters' Names _____

For each of the categories below rate the paper on a scale of 1 to 5 (one being the lowest, 5 being the highest)

1. The content meets the objectives of the task (*relevant to the topic, answers all the questions, coherent*)	1	2	3	4	5
2. The slides built my interest in presentation (*clear, appropriate, well-designed, informative, effective*)	1	2	3	4	5
3. The presentation was well delivered (*clear, accurate and well-organized speech*)	1	2	3	4	5
4. The presenter is familiar with the subject matter (*exhibits knowledge of the subject matter, answers the questions with confidence*)	1	2	3	4	5
Total score		17 out of 20				

Comments and Suggestions for Improvement

_____
_____
_____
_____
_____
_____
_____

Mark (max. 5 points) – «   »

«1»	1–4
«2»	5–9
«3»	10–14
«4»	15–17
«5»	18–20

UNIT 4
MEDIA CONTENT: TYPES AND NARRATIVES

Content
- the notion and types of media content;
- the notion and modes of narrative;
- media narrative power.

Language
- listening and reading comprehension skills;
- understanding main ideas;
- identifying relevant information;
- presenting facts concisely.

Critical thinking
- evaluating the impact of different types of media content and narratives;
- systematizing facts, analyze and interpret visuals media stories;
- reflecting.

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Answer the questions:

1. What is the media content?
2. How do you understand "narrative media"?
3. What forms of visual media are used to convey stories?
4. What types of media content do you consume on a regular basis?

- Social media _____
- On-line classes _____
- Video / Films_____
- Others _____

Compare your answers in the group.

Ex.2. Look at the diagram. Add the missing components or delete the extra ones if you disagree with the media content given. Discuss the results together.
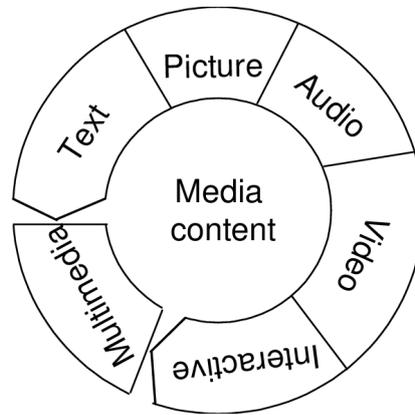
To check your knowledge go to Oxford Dictionary of English to identify "narrative".

Think: Is there a difference between notions "narrative" and "story"? If so, what is the difference?

Ex.3. Read the quotations about the interactive narrative and narrative performance. Do you agree with them? Why? Why not?

Interactive narrative is the art of telling stories enhanced with technological, social or collaborative interactive features to offer content adapted to new behaviours in a rapidly changing cultural ecosystem (Kelly McErlean, lecturer and writer)

"Narrative performance" - the mode of participation of human agents (authors, actors, readers) in the narrative event (Marie-Laure Ryan, scholar).
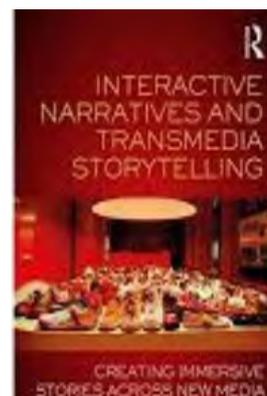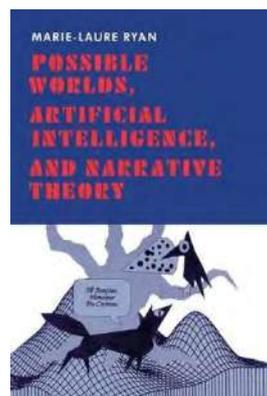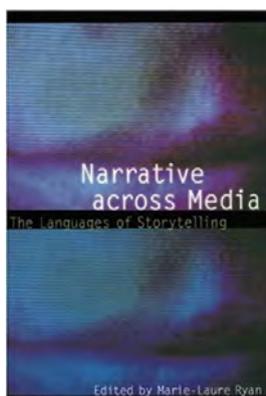
PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 4. Look at the timeline that describes the history of the storytelling. Answer the following questions:
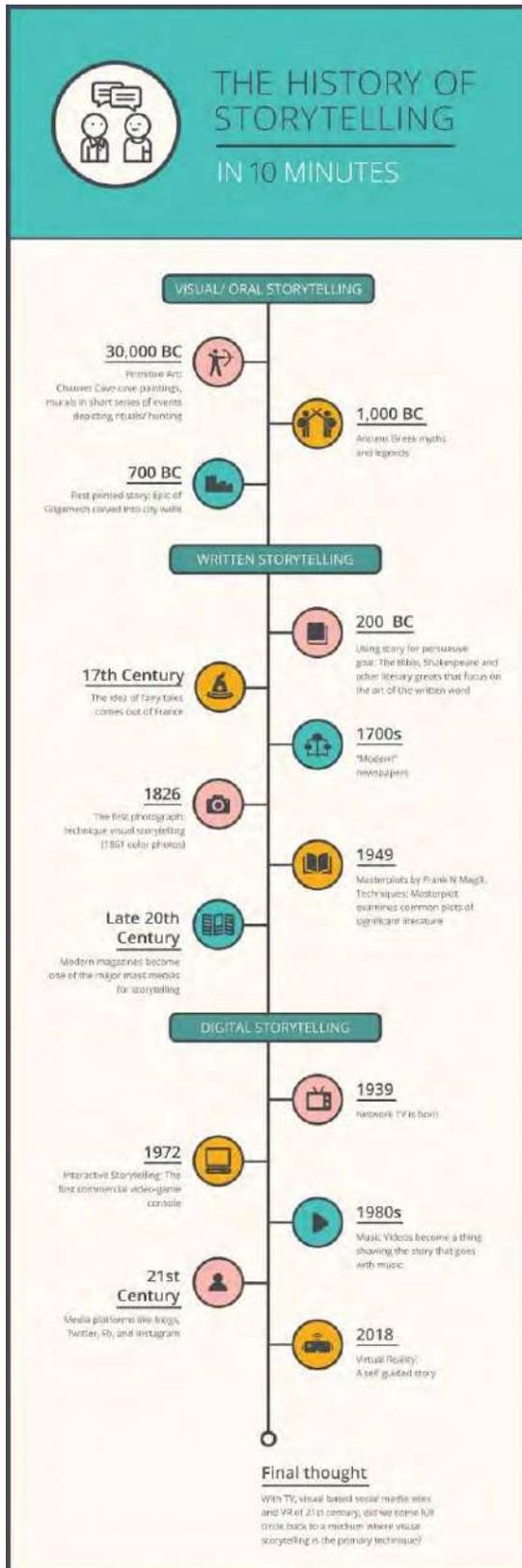
1. What are the tree periods of the storytelling? Using the picture, name every period.
2. How old is the storytelling? Is it older than you used to think?
3. Analyze the timeline. How did the storytelling develop? Give examples.
4. In which formats (oral, written, graphic) the storytelling existed before the digital storytelling?
5. What kind of storytelling do you prefer? Which one do your friends follow? Do your preferences differ or not?
6. Could there be a new kind of storytelling?

Timeline from: https://www.meetcortex.com/blog/the-history-of-storytelling-in-10-minutes The History of Storytelling in 10 Minutes (meetcortex.com)

PART 3. READING

Ex. 5. You are going to read an article titled "Writing about the audience in "Narrative and Ideology". Before reading the text, fill out the first 2 columns of the chart.

What I know about relationship between media narrative and audiences	What I would like to learn about relationship between media narrative and audiences	What I learned about relationship between media narrative and audiences

Ex. 6. Read the article "Writing about the audience in "Narrative and Ideology" from Media.codes written by Robert Young in 2018 and fill out the third column of the chart above. If the text does not meet your demands from the middle column, google this information.

WRITING ABOUT THE AUDIENCE IN "NARRATIVE AND IDEOLOGY"

Media narratives are more than just products. They are living, breathing things that have been influenced by the world and have audiences engage with them in a range of different ways.

Relationship between media narratives and audiences
The relationship between a media narrative and it's audiences is complex and is highly dependant on the audience itself. A media audience can be a specific person, or a certain group or type of person — but they will all engage with, consume and read the narrative differently, which will have an effect on the relationship.

When discussing this relationship it's important to name a specific audience.

One important audience to keep in mind is the media narrative's **target audience**. The **target audience** (or target market) is the specific group of people that the narrative was made for. These are the people that the producers had in mind when shaping the codes and conventions of the narrative so they were done in such a way that they would find it very engaging.

Some media narratives try to appeal to a **broad audience**. Often big Hollywood Studio films need to consider how the film will be received in other country's such as China in order to get the most box office receipts.

Other media narratives may strive for a **niche audience** — a more specific subset of people. Often niche audiences enjoy a certain genre. These audiences are usually very well versed in the genre conventions and have particular expectations for the products they consume.

Other target audience considerations include **demographic** (age, gender, location) and also **psychographic** (interests, hobbies, lifestyle).

When discussing the relationship between a media narrative and an audience, consider these questions:
1. Who are the different target audiences for the media product?
2. What expectations did these target audiences have for the film in terms of codes and conventions?
3. Did the producer conform to these expectations?

Audience engagement with media narratives
There are many theories regarding how and why an audience engages with the media. A common theory in this area is called the **uses and gratification theory.** This theory states that audiences choose media products for a specific reason, or need. When choosing a media product to consume, it might be for one of these reasons (PIES):
- **Personal Identity:** Audiences could be looking for a media product that aligns with their values or ideologies. The media product aligns with how they understand the world
- **Information:** Audiences could be looking for a media product to learn, find out about relevant events or they could be seeking advice.
- **Entertainment:** Audiences could be using a media product for a diversion — to relax or to fill time.
- **Social integration:** Audiences might be using a media product to help to connect with friends, family or society.

An important aspect to uses and gratification theory is that the audience has all the power in this relationship — media producers must make a product that meets the demands of their different audiences.

Audience consumption of media narratives
How an audience consumes a media narrative can have large effects of how they may engage with and read that media product. Consumption of media narratives include:
- The medium the narrative is in.
- The technologies used to consume the narrative.
- The environment the narrative is consumed in.

Media producers design products to be consumed in specific ways in order to get the most engagement possible. For example, film-makers usually design films to be consumed in a cinema on a large screen with surround sound, but audiences may end up consuming that film on their phone.

Present Day Audiences
*A **present day audience** is an audience that will consume the media narrative now. The difference between the intended audience maybe a long time (over 100 years!) or could be very short — but the context of how these products are understood can shift dramatically either way. In just a few months prior understandings, cultural contexts and personal understandings can shift dramatically.*

Present day audiences may have a variety of different readings of a film then the intended audience will. This might be because the product is in a new context. It could be nominated for awards and be seen as more prestigious or be seen as a dud film and not to be taken seriously. New information could have come out about the film, director or actors that create new readings of the text. Or the film could sit in a dramatically different ideological context which creates new readings of the film.

(source: Writing about the audience in 'Narrative and ideology' | by Robert Young | media.codes)

Ex. 7. Answer the questions about the text.

1. What media audiences can be?
2. What kinds of target audience have you learnt according to the text?
3. How can you measure how engaged you were with a media narrative?
4. For what reasons do the audience read the media product?
5. What does a present day audience consume? What do people prefer?

Using the terms that you have met in the text, answer what products media producers should make to hold the audience's attention.

PART 4. GUIDING TO MORE CALP

Ex. 8. Media narrative power.

Narratives are used to describe fictional and non-fictional media stories in all media forms. Media industries such as journalism, film-making, publishing and photojournalism are built upon the creation and distribution of stories.

Together with your partner fill in the table with famous series/films to find out target audiences and influence on them.

Name of the series / film	Genre	Time and Place	Target audience	Influence on an audience
Friends	Sitcom		Young people	
The Big Bang Theory		2007–2019, the USA		
House M.D.	Medical drama			Improving the knowledge about human body & health; …
Ugly Betty				
	Thriller			

Answer the questions:

1. Do films/series play a significant role in the lives of people? If so, why?
2. Which set expectations for the audience can be here?
3. What kind of storytelling do films/series use?
4. Which facts about the media narrative power came as a surprise for you?

PART 5. WRITING

Ex.9. Discuss these pictures with different structures of narratives below. What key points can be made?
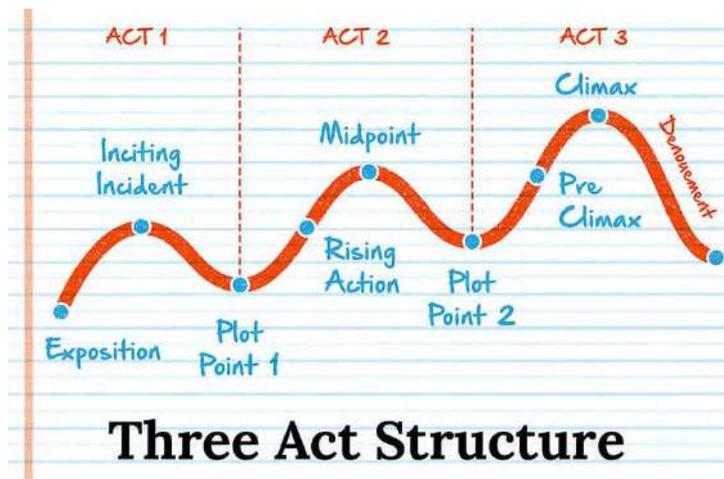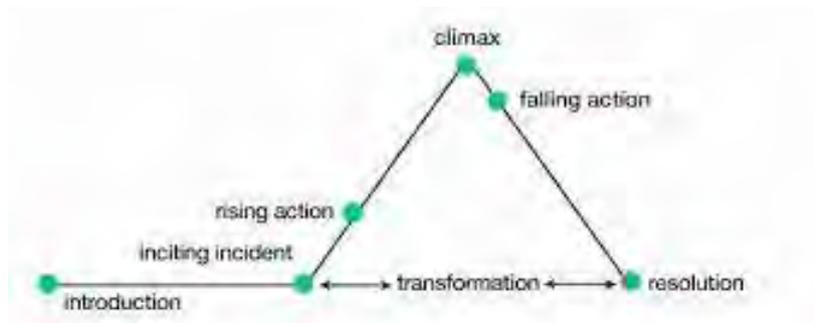
(source: https://blog.reedsy.com/guide/story-structure/)

Ex. 10. Write down the basic structure of stories (narratives). Describe it in 80-100 words.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 11. Check if you remember the terms and expressions from this unit. If necessary, consult the dictionary or Appendix A.

Broad audience, climax, exposition, commercial, <u>media content</u>, <u>narrative</u>, <u>new media</u>, niche audience, on-line platform, present day audience print media, printing press, social media, rising action, tabloid, target audience, the press, to consume media, traditional media.

PART 7. REFLECTION

- ● What new things have I learned?
- ● Why do I need to know them?
- ● Why is narrative important in media?
- ● How can you evaluate the impact of different types of media content and narratives on audience?
- ● How can you measure how engaged you were with a media narrative?
- ● What theory (regarding audience engagement) states that audiences prefer media products for a specific reason?

PART 8. REVISION

Answer the questions:

1. What is a media narrative (media story)?

   a) How the story of a media text is constructed
   b) How media texts are categorised
   c) How society is presented to the audience
   d) How an interesting fact is reported

2. What forms of visual media are used to convey stories?

   a) texts, audio, pictures
   b) photographs, illustrations, video
   c) multimedia
   d) symbols, signs, pixels

3. Sherlock attempting to solve a crime is what part of traditional narrative?

    a) Exposition
    b) Climax
    c) Rising action
    d) Ending (Resolution)

4. Hollywood films are usually designed for a:

    a) target audience
    b) broad audience
    c) niche audience
    d) present day audience

5. Consumption of media narratives include:

    a) technologies and environment
    b) cultural contexts and personal understandings
    c) audience engagement
    d) media concepts

PART 9. GLOSSARY

- **Climax** - a moment near the end when there's a lot of danger, suspense, and action - a point the whole movie/play has been building towards. A climax is a high point, it reaches its most important or exciting part.
- **Exposition** - the section of a story that explains the basics of the tale.
- **Media content** means any data, text, sounds, images (graphics, music, photographs, or advertisements, including video, streaming content, webcasts, podcasts) or similar matter disseminated in any form, including but not limited to advertising and matters disseminated electronically.
- **Media text** - any media product such as a TV programme, film, magazine, video game, newspaper, music track or album created for an audience.
- **Narrative** - a description of events (synonym - story); the part of a novel that tells the story, rather than the dialogue; a way of explaining events to illustrate a set of aims or values.
- **Niche audience** - a more specific subset of people, who enjoy a certain genre.
- **Present day audience -** an audience that will consume the media narrative nowadays.
- **Rising action** is the section of a story that leads toward its climax.
- **Target audience** (or target market) - the specific group of people that the narrative was made for.

UNIT 5
MULTIMEDIA CONTENT: TYPES AND TECHNOLOGIES

Content
- multimedia terms and features;
- multimedia formats and components;
- multimedia messages;

Language
- basic terms and vocabulary related to the multimedia content;
- discussing the content, type and technologies used in multimedia messages;
- developing writing skills to create multimedia projects;
- presenting multimedia projects;

Critical thinking
- interpreting visuals and data;
- analyzing the patterns of clickbait and speculative news
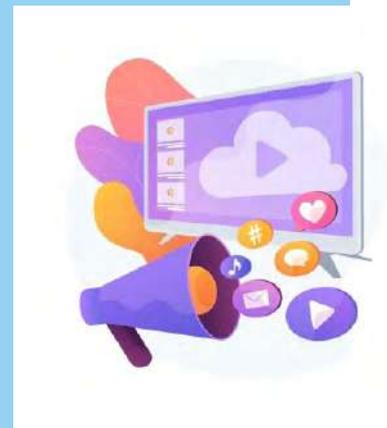
PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Look at the visuals

Source: www.freepik.com

Source: www.freepik.com

Source: www.freepik.com

Source: www.freepik.com

Answer the questions:

1. What media do you see?
2. What types of content do you identify?
3. What kind of content can combine in newspapers, radio, tv, and digital media?
4. What kind of content do you prefer more than others in your everyday media activity? Why?

Ex.2. Select characteristics of different media

	Text	Sound	Picture	Video	Live	Inter-active*
Print	yes	no	yes	no	no	no
Radio	no**	yes	no	no	yes	no***
Film						
Television						
Internet						

*We are using "interactive" here to mean a medium that enables easy, two-way communication between producer and user.
**Although digital radio, film, television (video), and sound recordings can show text on a screen, they are not primarily textual media.
***Two-way communication is possible using radio technology, but most modern radio sets do not allow for this

Ex.3. Watch the video "Text vs. Visuals: Which Content Format is Effective?"

Decide if the next statements are true or false.

1.	The human brain can process entire images that the eye sees for as little as 13 milliseconds	**true** or **false**
2.	When an image is seen for only 13 milliseconds before the next image appears, a part of the brain continues to process the images longer than the amount of time it was seen	**true** or **false**
3.	People following directions with text and illustrations do 323 percent better than those following directions without illustrations.	**true** or **false**
4.	When people hear information, they're likely to remember more than 65 percent of that information three days later. On the other hand, if a relevant image is paired with that same information, people retained 10 percent of the information three days later.	**true** or **false**
5.	Your brain learns new words by adding these words to your brain's "visual dictionary"	**true** or **false**
6.	Tweets without images receive 150 percent more retweets than tweets with images	**true** or **false**
7.	Using visuals with text makes more sense if you're looking to communicate with impact and make your content more memorable.	**true** or **false**

Ex. 4. Reconstruct the text. Discuss how you can prove or disprove these claims.

But they tell their stories through some combination of text, images, sound, video and graphics. Increasingly affordable and accessible technology has only added momentum to the trend. Multimedia journalism is a relatively new—and still developing—career path. Multimedia journalists are storytellers who work across many dimensions. It grew out of a mushrooming of digital platforms and social media channels, and a shift in people's preference for how they consume the news. Journalism has been around for centuries. They embrace the traditional tenets of journalism: objectivity, accuracy, credible sourcing and strong writing.

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 5. Look at the infographic

Answer the following questions:

1. What is the purpose of multimedia content in advertising?
2. Why do marketers consider multimedia content effective?
3. How do you understand the property of multimedia content "engaging"?
4. What are the most popular and most effective types of content in advertising?
5. Which video content do you consider the most popular?
6. Do marketers use users to produce video content? For what purpose?
7. Why are infographics the most shared type of multimedia content?
8. Why do users actively interact with quizzes? Do you take quizzes online? For what purpose?
9. What manipulative techniques are used in the quizzes?

How to properly interact with advertising multimedia content to avoid falling into manipulative traps?

Ex. 6. Scan the multimedia stories. Identify different types of content, and analyze their functions and impact. Fill out the table.

NTR & Rijksmuseum – Experience the Night Watch

Pointer – The story behind an identity theft

The Guardian - Firestorm

Content	Function	Impact
Sound	presence effect	immersive experience
Voice		
Music		
Text		

Content	Function	Impact
Video		
Photo		
Collage		
Animation		
Infographic		
….		

PART 3. READING

Ex.7. Before reading the text, scroll down your social media. What kinds of multimedia formats do you find? Explain why some of them are more popular than others. What kind of social content do you like to create? What kind of apps do you use to create social content?

Ex.8. Look at this infographic. Do you use these apps? What kinds of apps do you use to create social content?

Ex. 9. Read the text

The Rise of Mobile Journalism: Publishing's New Frontier.

(Adopted from WINP)

Ever since the pivot to online publishing, journalism has been adapting its traditional methods of newsgathering and publishing to suit the digital era. The rapid evolution of technology and the consequent shift to online publishing has led to a rise of mobile journalism

From publishing political news stories to covering village fairs, mobile journalism, otherwise known as 'mojo', is quickly becoming an essential tool for publishers. But what is mobile journalism?

Mobile journalism is a new workflow for digital storytelling where reporters are trained and equipped for being fully mobile and fully autonomous. A modern-day mobile device can be used for storytelling, as most phones have the ability to shoot, edit, and broadcast on a single device.

Even the BBC has developed its own app called Portable News Gathering (PNG) which can record, edit and send videos, audio, and photos straight into the newsroom production systems. Speaking to Shoulderpod, Marc Settle, a BBC trainer commented on the rise of mobile journalism, saying:

"Mobile journalism is the biggest revolution in news in decades and it's time everyone jumped on board".

Being the first to broadcast is essential to publishers, as they try to beat competitors to distribute the latest news and information. An advantage of mobile journalism is that it allows publishers to publish instantly. The easy accessibility of being able to shoot, edit and broadcast all in one place removes the amount of time needed to distribute footage, speeding up the publication process.

It is also cost-effective for a publisher as set-up costs are far less than an entry-level TV camera, and makes multimedia storytelling affordable for publishers around the world. According to Torben Stephan, publisher of the Mobile Journalism Manual, mojo is becoming increasingly popular because it is so cheap.

With only a US$200 phone and a US$30 tripod and microphone kit, publishers can produce content easily. Mobile reporting is also portable, as most mobile journalists can fit their equipment in a backpack. The phone plus a lightweight tripod, clip-microphones and an external light can weigh under 3kg, making it easy to produce high-quality stories anywhere, anytime

Although mobile may seem daunting at first to publishers, the KAS Media Programme and a team of multimedia journalists led by Corinne Podger have recently launched an online manual focused on teaching publishers and newsrooms to produce quality reports using just their phones.

"The challenge was sharing the knowledge about mobile journalism with journalists that are ready to report and publish about local contexts," said Stephan. The manual created by the team is free and open-sourced. The original version is in English, but the team is open to developing the manual for international publishers.

Accessible for all, for better or worse

The wide accessibility of mobile devices today means that it's not just reputable publishers that can use mobile journalism as an effective tool for publishing. Citizen journalism is the collecting and reporting of information via social media or public platforms by members of the public. The rise of citizen journalism is a direct result of the evolution of technologies and the easy accessibility to publishing on social media platforms.

With the power of social media, citizen journalism has the potential to be a threat to traditional publishers, as news produced by them is likely to spread faster. The content produced can also be unprofessional which can taint the reputation of reputable publishers. However, whenever an industry is undergoing change, growth pangs are always there, before what's new is assimilated and becomes the new normal.

Current affairs are benefiting from citizen journalism and video testimony from ordinary citizens. Speaking to the Guardian, Chris Shaw, editorial director of ITN productions said, "Social networks are opening up whole new vistas for documentary filmmakers, and publishers can make the most amazing films using content from social networks."

Despite the wide accessibility that mobile journalism enables, publishers can benefit from its instant publishing capabilities and low running costs.

Answer the following questions:

1. What is mobile journalism?
2. What makes mobile journalism unique?
3. What media skills can you develop using your smartphone?
4. How can you use your smartphone for digital storytelling?
5. What ground-breaking projects can journalists create using a smartphone?
6. What is citizen journalism?
7. Why does citizen journalism have the potential to be a threat to traditional publishers?
8. When you create social content, do you feel more like a citizen journalist or a mobile journalist?

PART 4. GUIDING TO MORE CALP

Ex. 10. Read the text. Transform the text into an infographic. Use free infographic makers (look for the list of free infographic makers after the text)

Social media - Statistics & Facts
(from Statista)

One of the defining phenomena of the present times reshaping the world as we know it, is the worldwide accessibility to the internet. The lovechild of the World Wide Web is social media, which comes in many forms, including blogs, forums, business networks, photo-sharing platforms, social gaming, microblogs, chat apps, and last but not least social networks. In 2020, the global social penetration rate reached 49 percent, with East Asia and North America having the highest penetration rate at 71 and 69 percent respectively, followed by Northern Europe at 67 percent.

The power of social networking is such that the number of worldwide users is expected to reach some 3.43 billion monthly active social media users by 2023, around a third of Earth's entire population. In 2023, an estimated 800 million of these users are expected to be from China alone and approximately 450 million from India.

Leading social networks usually boast a high number of user accounts or strong user engagement metrics. For example, Facebook is the first social network having surpassed the 1 billion monthly active user mark and as of the first quarter of 2020, has 2.6 billion MAU worldwide. The platform is also ranked first among the most popular social networks worldwide. Other leading social apps and networks include photo- and video sharing platform Instagram, which has over 1 billion monthly active users and most recently reported 500 million daily active users for its Stories feature. Messaging apps including WhatsApp, Facebook Messenger, and WeChat are also popular social channels for online users.

Despite the ubiquity of social networks market potential is still increasing, as not only user figures but also user engagement continues to grow. On average, global internet users spend some 144 minutes per day surfing social networks. This prompts worldwide brands and their marketers to use that time and screen space to promote various products and services via social media marketing or social advertising.

In recent years, social networking has demonstrated a clear shift towards mobile platforms. Smartphone and tablet apps as well as mobile web access have facilitated the constant presence of mobile-first or mobile-only platforms such as Twitter, Instagram, or Snapchat. In addition, these kinds of applications have heightened the profile of location-based services like Foursquare and enabled users to comfortably access visual blogging sites including Tumblr and Pinterest via tablet. As of 2018, 99.2 million online users in the United States accessed social networking sites exclusively via mobile devices.

The Statista Global Consumer Survey offers additional comprehensive information on social media usage in the United States, including data on the frequency of social networking, the popularity of selected social platforms among internet users as well as common activities performed on those platforms. With the option to display results broken down by desired target group, Statista's Global Consumer Survey provides insights into the habits of social media and instant messaging users.

Before making the infographics, watch the videos.

7 Common Types of Infographics	What Makes an Effective Infographic?	How to Write Content for Your Infographics

List of free infographic makers

1. Easel.ly https://www.easel.ly/
2. Canva - https://www.canva.com/
3. Piktochart - https://piktochart.com/
4. Infogr.am - https://infogram.com/
5. Visual.ly - https://visual.ly/
6. Draw.io - https://app.diagrams.net/

Ex. 11. Read the text. Pick different visual contents (images, photo, gif etc), using free photo stocks and photo banks

Graphic Design Trends (2023-2025)

(Adopted from Exploding Topics)

Graphic design is constantly transforming as cultural norms and consumer's expectations of brands evolve.

Simplicity and sophistication have long been tenants of good design.

But this year will likely bring more whimsy, experimentation, and character elements to the graphic design world.

1. Hand-Drawn Illustrations
Nearly 90% of consumers say authenticity is important when deciding what brands they like and support. Utilizing custom illustrations in visuals is one way businesses are boosting their authenticity among consumers.

Hand-drawn art conveys originality on the part of the business. It provides the personal, unique approach that today's consumers desire.

Custom illustrations and visuals also stand out among the competition. Consumers are more interested in looking at custom art than stock photography. This is especially true on social media.

Many examples of this trend are hand-drawn doodles and line art.

2. Surrealism
Surrealism is an art movement that began in the 1920s. It's a blend between reality and dreams, producing unexpected designs. Sometimes, it's even a bit creepy.

Shutterstock says surreal images can be eccentric and energizing, but also point to the fact that surrealism can be chic and modern if done in the right way.

Surrealism is traditionally marked by vibrant colours, juxtapositions, and negative space.

3. Colorful Minimalism
Minimalistic design is all about "telling a lot by saying a little".

Distinguished brands have utilized minimalism in the past in order to convey a feeling of simplicity and sophistication. This type of graphic design usually relies on simplicity, order, and clean lines.

Instead of stark black and white, businesses are using distinct colours to evoke emotions. But the simple and memorable illustrations are in keeping with traditional minimalism.

4. Maximalism
Despite the bright and simple motif that we expect colourful minimalism to bring to the industry in the coming years, maximalism is making its mark at the other end of the spectrum.

Where minimalism strives for clean and simple, maximalism ignores boundaries and delights in excess. This style is a bold mix of colours and patterns, excessive layering, off-balance designs, and a lack of negative space.

In particular, graphic designers like to use this style for musicians and fashion labels, industries in which spontaneity and one-of-a-kind designs are key.

5. Data Visualization

Brands create visuals with the goal of catching the eye of consumers. But with the average consumer's attention span being just 8 seconds, a design must communicate the brand's message quickly.

When a brand is trying to communicate complicated data, this task is nearly impossible. But new trends in data visualization are showing that graphic design techniques can be successful in getting consumers to stop and digest information.

Aside from simply catching the attention of consumers, data visualization is key to communicating authority and accountability without drowning consumers in pages and pages of data. In fact, our brains can process visuals 60,000 times faster than text.

Graphic designers are evolving their methods of data visualization to create a story and engage with the audience.

Conclusion

From 3D elements to nostalgic callbacks, these are the top graphic design trends to watch over the next few years.

Overall graphic design will seek to meet the unpredictability of the previous year with greater attention to authenticity, human connection, and social purpose.

As with other creative arts, expect graphic design to continue to evolve closely alongside cultural attitudes.

List of free photo stocks and photo banks

1. Pixabay - https://pixabay.com/
2. Life of Pix - https://www.lifeofpix.com/
3. Pexels - https://www.pexels.com/uk-ua/
4. PicJumbo - https://picjumbo.com/

PART 5. WRITING

Ex. 12. Look at the infographic. Create the headline and write the lead (200-300 symbols)

*The **lead*** is the introductory paragraph of the newspaper article. It provides an overview or the main idea of the news article. It generally describes ‹who›, ‹what›, ‹when› and ‹where›. It is written in such a way that it encourages a reader to want to find out more information.

Ex. 13. Look at the photoset. Create the photo story (reportage):

- Write the headline
- Write the lead
- Write the captions under the photos

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 14. Check if you remember the terms and expressions from this unit.

Animation, audio slideshow, caption, citizen journalism, collage, headline, infographic, interactive, lead, mobile journalism, multimedia contents, multimedia journalism, multimedia.

Ex. 15. Read the texts

Whatever happened to the audio slideshow?

What makes a good audio slideshow: the dos and don'ts

Ex. 16. Home assignment

In pairs create an audio slideshow about your hobbies (2 projects). Do it following this algorithm:

1. Prepare a script of your story (activate prior knowledge about storytelling and narrative)
2. Write the text. Record the voice on a smartphone (dictaphone). You can edit sound using the free audio editor Audacity (https://www.audacityteam.org/)
3. Take photos/videos.
4. According to the script, decide where in your multimedia story you have to use photos with voice, photos with sounds or music, videos with voice/sound/music, and slides with texts.
5. The first slide is the title of your audio slideshow. Create an accurate, lifelike, authentic, exclusive, and tolerant title.
6. Arrange all materials using free slideshow makers for browser or smartphone:

- Canva - https://www.canva.com/
- Animoto - https://animoto.com/k/video-slideshow
- Adobe Spark - https://www.adobe.com/express/
- Movavi - https://www.movavi.com/slideshow-maker-for-mac/
- Slide.ly - http://slide.ly/#show-screen

7. Save the audio slideshow and bring it to the next lesson. Prepare to present your project.

PART 7. REFLECTION

- What do I want to learn? What is my learning objective in this seminar?
- What did I learn in this seminar? What was new information to me?
- What am I planning to do with the new knowledge I have attained during the seminar? How will I implement it in my work right now and in the future? Is it relevant to my field of study?
- How will I continue learning on the topic of multimedia after the seminar?

PART 8. REVISION

Answer the questions:

1. Which is an example of interactive media?

   a) A newspaper
   b) Traditional Radio
   c) A magazine
   d) Internet

2. Who can tell stories through the combination of texts, images, sounds, videos, and graphics?

   a) Multimedia journalists
   b) Print journalists
   c) Radio journalists
   d) Citizen journalists

3. What is a practice that centres on the participation of readers and journalists in community issues, making newspapers a forum for discussion and engagement?

   a) Multimedia journalism
   b) Citizen journalists
   c) Television
   d) Mobile journalism

4. What is the visual representation of information, data, or knowledge intended to present information quickly and clearly

   a) Infographic
   b) Collage
   c) Multimedia
   d) Photo

5) What kind of impact does music content have on multimedia projects?

   a) Immersive experience
   b) Objectivity
   c) Visual experience
   d) Interactive experience

PART 9. GLOSSARY

- **Audio slideshow**: a form of storytelling commonly found in digital journalism. They combine images and sound (narration, natural sounds, music) to create engaging stories.
- **Caption**: 1. tagline for an advertisement; 2. verbal text accompanying an illustration or photograph; 3. short on-screen text that explains or relates to the visual image (for example, the name of the person who is talking)
- **Citizen journalism**: [also called civic journalism] practice centred on the participation of readers and journalists in community issues, making newspapers a forum for discussion and engagement
- **Collage**: a work of art created by cutting, arranging, and adhering various materials, such as cloth, paper, photos, and other objects, onto a surface
- **Headline**: 1. short title printed in heavier type at the top of a newspaper article telling what it is about; 2. line printed at the top of a page giving the running title, page number, and possibly
- **Infographic:** graphic visual representations of information, data, or knowledge intended to present information quickly and clearly
- **Interactive media**: media that allow for two-way communication between the media and users (such as viewers), enabling users to obtain responses in real time,
- **Lead:** the introductory paragraph of the newspaper article. It provides an overview or the main idea of the news article. It generally describes 'who', 'what', 'when' and 'where'. It is written in such a way that it encourages a reader to want to find out more information.
- **Mobile journalism (mojo)**: an emerging form of new media storytelling where reporters use portable electronic devices with network connectivity to gather, edit and distribute news from his or her community
- **Multimedia:** a computer system that allows the user to manipulate and use different types of media, such as text, sound, video, graphics, and animation. The most common multimedia system consists of a personal computer with a sound card, modem, digital speaker unit and portals for various devices.
- **Multimedia journalism**: the practice of contemporary journalism that distributes news content either using two or more media formats via the Internet or disseminating news reports via multiple media platforms.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIT 6
FACT VS OPINION IN THE MEDIA

Content
- define the notions of "news" and "information", their main features, and roles in mass information
- outline the structure of news and where to find news
- learn to distinguish "facts", "opinions", "features", and develop an algorithm for their identification
- main features of interviews.

Language
- get acquainted with basic terms, notions, and develop their meaning from context;
- learn to distinguish the phrases that explicitly introduce factual and speculative information
- develop writing skills to create factual and speculative texts

Critical thinking
- analyze the current news to find facts, opinions, and speculations to predict clickbait and speculative news;
- rank and range news sources and express opinion on their credibility;
- personalize their experience with media, facts, and speculations.
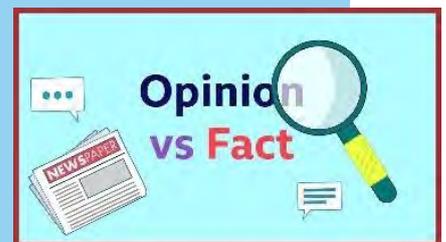
PART 1. ACTIVATING PRIOR KNOWLEDGE

Lead-in

Discuss in pairs or in groups of 3: 'You and the News'

- Do you often read or watch news?
- Why are people interested in getting news?
- Why do people make news coverage?
- Where do you get most of your news? Which of these sources is most entertaining?

- What source of news is the most accurate?
- Who controls the news?
- How much your fields of interest in news reports differ from 2 or 3 years ago?

TYPES AND SOURCES OF NEWS

Focus on vocabulary

Explain the meaning of words and word combinations using synonyms:

- Tend to watch
- Check up
- Follow
- Consume, consumption
- Surf
- Be keen on
- Prefer
- Spend time\hours\days doing smth
- Waste smth on smth

Exercise 1.

a) Look at the survey result among 62 people (the USA, 2018) about the types of news people are interested in, time spent on news consumption and ways people consume news today.

b) Do the matching, compare your results with a partner. Then look at the actual survey results. Guess what year this survey was made in.

c) Discuss with a partner, share your conclusions:

- Are you surprised with results?
- Is there a huge difference in your opinions and actual results? Why do you think there is\there isn't one?
- What key factors usually influence the results of surveys?

Pie chart # 1

Types of news that people are interested in

- economics — 11.3%
- technology — 10.8%
- entertainment — 12.8%
- crime — 23.1%
- politics — 11.8%
- education — 13.3%
- sport — 14.9%
- other
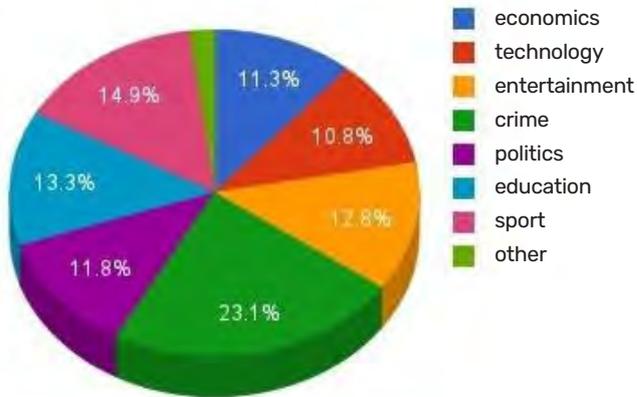
Pie chart # 2

Time spend on news consumption

- 2 hours — 45.2%
- 1 hour — 37.1%
- less than 1 hour — 8.1%
- more than 2 hours — 9.7%
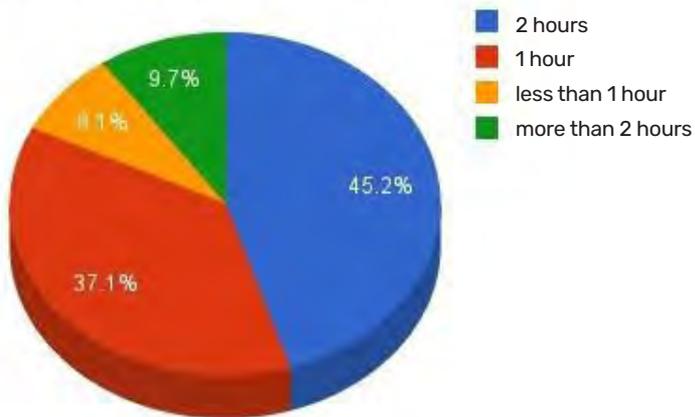
Pie chart # 3

Ways people consume news today

- newspapers — 28.3%
- television — 11.1%
- tablet — 16.1%
- smartphones — 16.7%
- radio — 24.4%
- computer
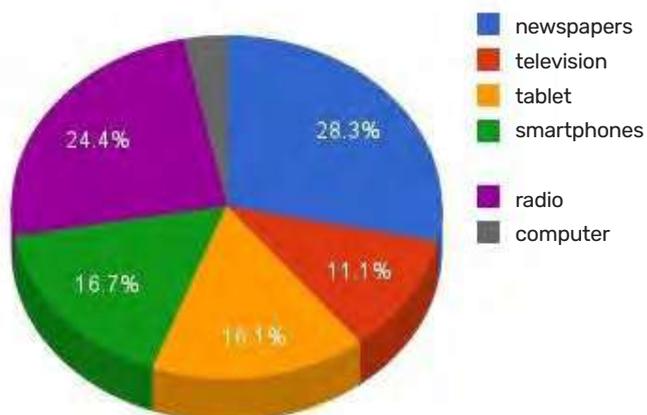
PART 2. PROVIDING AND ENCOURAGING OUTPUT

NEWS AND INFORMATION
NEWS VS INFORMATION

What in your opinion is the difference between news and information?
Which of the notions is more general, which one is more specific?

Exercise 2.

a) Say whether you agree or disagree with these definitions. Why?
b) Which of the definitions of news and information seem to be most relevant? Why?

- **News** is representation of facts about an event or incident that has just taken place or is taking place.
- **News** is a report of a current event. We can define news as a development that has happened in the past 24 hours which was not known outside and which is of wide interest to the people and that which generates curiosity among listeners or readers.
- **Information** is general and is not that urgent.
- **News** is meant to make people aware of their surroundings, people, and events taking place.
- **Information** is regular pieces of facts that do not change with time.
- **News** is an account about what has recently happened as in a news programme on the tv or radio telling you what has happened in the world.
- **Information** describes facts and details about a certain subject. When you go to a large store and you want to know where you can buy something, you go to the information desk to find out.

Exercise 3. a. Look at the explanation what hard and soft news is. Say what types of news you know; in teams draw your spider map of hard and soft news types, compare it with other teams.

What's the difference?

Hard news is

- important to a large number of people
- timely
- usually about events in government, politics, foreign affairs, education, labour, religion, courts etc.

Soft news is

- usually less important because it entertains, although it may also inform
- often less timely than hard news
- includes human interest and feature stories which may relate to hard news
- appeals more to emotions than to the intellect or the desire to be informed

Exercise 4.

a) Follow the link and study the statistics on how men's and women's interests in types of news differ from each other. How interested are you in the following types of news? Say what strikes you the most.

b) Write your own chart of news interests and compare it with a partner.

PART 3. GUIDING TO MORE CALP

Exercise 5.

a) Pre-viewing activity:

- Do you prefer reading or watching news? Why?
- When watching news reports, what do you usually pay attention to in the first place (e.g. *facts, intonation, newsreader's appearance etc*)?

b) Watch the video "How to choose your news" and answer the questions:

1) Why did alternative media sources\outlets appear?
2) How do you get the truth or something close?
3) "The more chaotic the story, the less you should try to follow it in real time". Why?
4) What is the best way to get a more or less objective picture of events?
5) What words in the news report give away the fact that the outlet is being careful and only taking a guess?
6) What is best to do when you can't get a direct story?

c) Watch the video again. Form pairs or teams of 3-4 students, fill in the table with issues relevant to the headings:

- - should check for the latest info at several points of the day
- - limited to a few papers and the TV channels
- - various outlets and perspectives
- - shouldn't follow news in real time
- - all of us turned into potential reporters
- - get original news without middlemen
- - broad-based (широкомасштабний)
- - find actual material
- - delivered at the same reliable time
- - allow time for false reports to be refuted
- - censored information
- - judge for yourself
- - read coverage in multiple outlets
- - appearance of alternative media
- - note the difference in various sources
- - misleading
- - undermining public faith
- - multiplied amount of info and viewpoints
- - follow reporters on social media
- - follow newscasters and bloggers
- - internet
- - allow time for complete details to emerge
- - put pieces together yourself
- - verify before spreading
- - have an interest in influencing the coverage
- - do a web-search yourself
- - find additional information or context
- - pay attention to words like 'think', 'probably'
- - have the responsibility to curate our own experience
- - the outlet is being careful
- - stop the rumours
- - the outlet is taking a guess
- - sources disagree on opinions and facts
- - they have little connection to the story
- - wait for falsehoods to be refuted
- - anonymity makes the sources unaccountable for their info
- - are more free from major gatekeepers
- - ensure information flow does not become a flood

A
Decades ago…

e.g limited to a few papers and the TV channels

B
This led to…

C
How do you get the truth?

D
If the story is chaotic, we…

F
Before sharing news…

e.g verify before spreading

E
How to separate facts from opinion:

G
Watch out for anonymous sources because…

Summing up:
(add 2-3 own conclusions and observations)

PART 4. READING

WHAT MAKES THE NEWS

Exercise 6.
a. Read the rubrics 'Did you know that...?' and answer the following questions:

- What makes a news item perfect?
- When does information become news?
- What is news value? Why is it important?

'Did you know that...?'

- If a news report provides answers to six questions like **When, Where, What, Why, Who** and **How**, it is said to be a perfect news item.
- **INFORMATION** becomes **NEWS** when some news **VALUE** is added to it. A display on railway station regarding timings of train is information. If the trains have introduced in new timings, it becomes news. Thus, news always gives some new facts to the people.
- **NEWS VALUES,** sometimes called **news criteria**, determine how much prominence a news story is given by a media outlet, and the attention it is given by the audience. In Western practice, decisions on the selection and prioritization of news are made by editors on the basis of their experience and intuition.

b. Study the following notions of news values and their definitions and say which of them are most typical of the hard and soft news.

Mind! There are different approaches to defining news values.

NEWS VALUES (Galtung and Ruge, 1973)

- **Immediacy:** Has it happened recently?
- **Familiarity:** Is it culturally close to us?
- **Amplitude:** Is it a big event that affects large numbers
- **Frequency:** Does the event happen often?
- **Unambiguity:** Is it clear and definite?
- **Predictability:** Did we expect it to happen?
- **Surprise:** Is it a rare or unexpected event?
- **Continuity:** Has it previously been defined as news?
- **Elite Nations\People (involved):** Big companies or celebrities?
- **Personalisation:** Is it a human-interest story?
- **Negativity:** Is it bad news?
- **Balance:** "and finally" fun story to balance bad news

NEWS VALUE AND PUBLIC INTEREST

- **Timeliness:** Is it a recent development?
- **Proximity:** Is the story relevant to local readers?
- **Conflicts:** Is the issue developing? Has it been resolved or does anybody care?
- **Prominence (eminence):** Are noteworthy people involved?
- **Consequence or impact:** What effect will the story have on readers?
- **Human interest:** Does it contain unique, interesting elements?

Exercise 7. Check whether you understand the notion of values in the news.

a. Read these paragraphs and add values into missing slots. # 1 is done for you.

NEWS VALUES				
A) Prominence	C) Currency	E) Timeliness	G) Oddity	I) Educational values
B) Controversy	D) Impact	F) Proximity	H) Usefulness	J) Emotion

E) Timeliness

1. News is something new. Thus, something happening in the present has **relevancy** to be news. But the timeliness varies for different publications. That is, timeliness for newspaper is different from a weekly or monthly magazine.

2. Impact of an event decides its newsworthiness.

3. It is a deciding fact which decides whether a news is **relevant** in this part or not. i.e. something happening within Ukraine is important for every one of us to know. But world news is of not that much importance.

4. People like **controversies**. Anything that is connected with conflicts, arguments, charges and counter-charges, fights and **tension** becomes news.

5. If a prominent person is involved in any event, it becomes news because people are interested in the lives of famous persons.

6. News is about current events. It gets relevant only if it is happening now around us.

7. Unusual things make news. **Extraordinary** and unexpected events **generate** public interest.

8. Stories of human interest make good news items. People are **eager** if something hurt their mind. They love to **emphasize** such things.

9. News helps people in many ways. They make them aware of things happening around them. Weather forecasts, train timings like information are of public interest. People tend to know and **enquire** more about government policies through news.

10. News has also an educational value. In almost all newspapers, you can find columns about educational and job opportunities. These guide you about different educational courses, career options **available**, opportunities for higher studies etc. These news items help you become more **knowledgeable**.

b. Discuss:

- What news values do you consider essential?
- What news values do you consider optional?

c. Follow-up activities:

Have students actively pick out news articles from various sources they find themselves. Analyze the type of news (home, world etc, hard or soft) and look for all possible VALUES in them. Get them to compare results and sum up what VALUES are typically highlighted. Students share their findings with the class, and then follow up with a news story about the same topic after doing the same type of analysis. Have them compare what they found in each article. For example, analyze the article *Darya Trepova: What we know about accused in Russia blogger Vladlen Tatarsky's killing*

SCAN ME

PART 5. FACT VS OPINION. SUBJECTIVE VS OBJECTIVE

Vocabulary focus

accurate   fact   opinion   prove   source   verify

Lead in:

Discuss with a partner the difference between FACTS and OPINIONS.

Exercise 8.

a. Read the definitions and check if you were right:

A fact *is a statement that can be proven true or false.*

*   **An opinion** *is an expression of a person's feelings that cannot be proven. Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others. Therefore, it is important to be aware of the author's purpose and choice of language. Sometimes, the author lets the facts speak for themselves.*

*   Sometimes the author may use descriptive language to appeal to your emotions and sway your thinking.*

b. Which of these examples are

- **a fact?**
- **an opinion? Why? Support your answer with evidence.**

- Do you like looking at a smoggy view from a congested highway? How do you feel about fighting road hugs and bumper to bumper traffic every day? Mass transportation is the solution to all these problems.

- With fewer cars on the road, there would be less air pollution and traffic noise; therefore, the use of mass transportation should be encouraged.

c. Read and pay attention!

FACT	OPINION
Something that can be verified	A belief or judgement about something
Based on research or observation	Based on personal view, cannot be verified
Verification possible	Verification not possible
Universal	Varies from one person to the next
Not debatable	Debatable
Has power to influence	Has power to influence

d. Fill in the table about facts and opinions in the news:

Facts	Opinions

- prove
- can't prove
- opposite point of view
- persuade
- it's good, or it's bad
- might not be true
- measurement
- scientific data
- historical records

Exercise 9. Read the excerpt; say what *evidence* in the news is; say why *evidence* is important

What is evidence?

*Emotional language is **neither right nor wrong**, but the way in which it is used can be positive or negative; it is up to you to **make reasonable judgement** about the material you are reading and to **draw your own conclusion**. Therefore, when you read, it is important to judge facts and opinions carefully in order to **come to the right conclusion**. Ask yourself, "are the facts reliable?" or "are the opinions **based on the facts**?" Once you answer these questions, you may **be on the right track for** finding and **sticking to the facts**; you **be the judge**.*

PAY ATTENTION!

Fact Clues
- *The research confirms...*
- *The doctors recently discovered that COVID-19 is airborne...,*
- *COVID-19 is ...*
- *"According to [source]" is usually followed by a fact.*
- *But it can also be followed by an opinion statement. You need to know your source.*
- *The source of a fact has to be credible. It cannot simply be your mother or your relatives – unless they are recognized authority.*

Opinion Clues
- *I think, I believe, I feel,*
- *In my opinion,*
- *Some people think,*
- *My friends think,*
- *My parents think,*
- *Some people claim,*
- *He/she claims*
- *Always/Never,*
- *Awful/Wonderful,*
- *Beautiful/Ugly,*
- *Better/Best/Worst,*
- *Delicious/Disgusting,*
- *Enjoyable/Horrible/Favorite,*
- *For/Against, Good/Bad,*
- *Inferior/Superior,*
- *Oppose/Support,*
- *Terrible/Unfair,*
- *Worthwhile*

Exercise 10.

a. Do the online test #1 or in your exercise-book\attach in google class; check your results with a partner.

b. Fill in the table with fact and opinion words. Check with a partner.

OPINION ADJECTIVES describe what you think or how you feel about something	FACT ADJECTIVES give information about something that can be proven
Opinion adjectives	**Quantity:**
	Size:
Opinion words	**Age:**
	Shape:
	Colour:
	Origin:
	Material:

more than…	*small*	*beautiful*	*many*	*young*
old	*pretty*	*many believe*	*ugly*	*it is likely that*
apparently	*definitely*	*large*	*definitely*	*friendly*
awesome	*cool*	*perhaps*	*yellow*	*ten*
square	*terrible*	*glass*	*let's assume…*	
gross	*best*	*wooden*	*should*	*might*
French	*worst*	*probably*	*obviously*	*plastic*
most	*amazing*	*Chinese*	*tallest*	*better than…*
dirty	*expensive*	*yummy*	*multicoloured*	*tired*
new	*African*	*few*	*most experts agree…*	
shorter than…	*flat*	*blue*	*round*	

c. Read each sentence below and circle the adjective. Then, write an F next to the statements that are facts, and an O next to the statements that are opinions.

1. That dress is a beautiful colour.
2. Explorers used wooden boats at sea.
3. The worst thing about school is homework?
4. Our team scored 10 points to win the game.
5. Bastille Day is a French holiday.
6. Plastic waste is polluting the ocean.
7. Avocados are too expensive.
8. Peter was so tired after dinner.
9. The old cabinet is an antique.
10. Our team is the best.

d. Are these opinions or facts? Explain your choice.

1. Chocolate is the best flavor for ice cream.
2. The beach is more fun than the mountains.
3. The fires are burning north of Sacramento.
4. Football is a dangerous sport.
5. Tennis is a great sport for kids to learn.
6. Audio books are an easier way to read a book.
7. School uniforms make most kids happier.
8. It is difficult for sea turtles to lay their eggs on land.
9. A university education is the key to success.
10. Abraham Lincoln was President of the United States during the Civil War.
11. English is an easy language to learn.

e. Fill in the blanks with an adjective to complete each statement. Then, circle fact or opinion.

1. These shoes are _____.   Fact – Opinion
2. _____bees live in hives.   Fact – Opinion
3. Some _____teachers are here.   Fact – Opinion
4. We are having _____ croissants for brunch.   Fact – Opinion
5. My granny is _____.   Fact – Opinion
6. The trip to Hawaii was _____.   Fact – Opinion
7. The President made a _____ speech.   Fact – Opinion
8. Rice grows in _____ climate.   Fact – Opinion
9. Yesterday weather was _____.   Fact – Opinion

f) Do online test 2; check your results with a partner.

Exercise 11.

a. Read paragraphs about facts and opinions. Underline correct options.

A

1) **Opinions\facts** are statements that reflect the views or ideas that people have about subjects and topics. For example, your friend says that all ice cream is tasty. This is their 2)**fact\opinion**, because not everyone may think the same way, nor can it be proven to be true. 3) **Opinions\facts** may not be rooted in fact or be supported by strong 4) **evidence\opinion**, though there are exceptions, such as in the case of expert 5) **opinions\facts**.

B

Sometimes, the language used in 6) **opinions\facts** can be deliberately emotional to mislead others. Therefore, we need to know the purpose of the message or information. Is it to 7) **inform\deform** or 8) **persuade\invade** you to do something or buy a product?

C

Here are some tips on how to differentiate 9) **between\with** fact and opinion. Firstly, ask yourself, "Can it be proven"? 10) **Evidence\opinion**s to support 11) **a fact\an opinion** can be easily found in books in a library's reference section, as well as by searching online using 12) **reliable\objectionable** sources of information, such as the websites of reputable educational institutions. These sources will provide 13) **evidence\opinion** for the same fact. However, for 14) **opinions\facts**, what is stated may differ across sources of information.

D

Facts will also be 15) **unbiased\biased.** They do not support only one perspective and present the information in an 16) **objective\subjective** manner. For opinions, the author's writing might be 17) **biased\unbiased** and written in a way to try to persuade the reader to believe in what he or she is saying.

When doing research, try to look for facts instead of opinions as they are supported by evidence.

Compare your answers with a partner. Correct mistakes if necessary.

Read the paragraphs again and do the test:

1. Which of the following are signs that what you are reading is an opinion? (There is more than one answer)

   b) The author writes about what he or she thinks, believes or feels about the topic.
   c) The same information can be found across many reliable sources.
   d) You disagree with some of the views of the author.
   e) The information presented is universally agreed to be true

2. You need to search for some facts to support your homework on the uses of electricity. Which of the following is a fact about electricity?

   a) People cannot cook without electricity.
   b) Electricity travels at the speed of light.
   c) Families could be using more electricity than necessary.
   d) Everyone should save on their usage of electricity.

3. With fewer cars on the road, there is less air pollution. Is this a fact or opinion?

   a) Fact
   b) Opinion

4. Which of the following statements are opinions? (There is more than one answer)

   a) Pulau Ubin is an island that is part of Singapore.
   b) Sir Stamford Raffles came to Singapore in 1819.
   c) The Internet is the best place to search for sources of information.
   d) The history of Singapore is very interesting.

Exercise 12. "The Blur Between Facts and Opinions in the Media"

Vocabulary focus

- subjective view
- editorial
- op-ed
- commentary
- blur the line
- tell the difference between smth and smth
- fade away
- detect smth
- properly labeled
- content creators
- provide new context
- misinterpret information

a. Watch the video. Define if the statements are true or false.

b. True or False?

- Opinions are not inherently bad things.
- Opinions can distort new context or different perspective.
- Facts played influential part in history.
- Content creators mix opinions with facts to make the perspective seem more credible.
- Too many facts in the context keep you engaged and fire up your emotion.
- Everyone can easily tell the difference between fact and opinion.
- Misinterpretations of facts and opinions can lead to confusion and difficulty in discussing the news with others.
- According to the study, people are likely to view the fact as opinion if it matched their existing beliefs.

c. Match the beginning of idea with its continuation:

1) It's up to us to	a) help you distinguish fact and opinion.
2) Don't rely on editorials to	b) impact on how you see the word.
3) Watch out for statements that may	c) fuel up your anger and fears over reporting objective news.
4) Avoid sources that actually	d) spot the difference between fact and opinion.
5) Recording facts and opinion in the media can make a tremendous	e) seem factual but that are actually opinions that that favour certain perspective.

d. Sum up the key points of the video. Use word combinations from Vocabulary focus.

2. SUBJECTIVE VS OBJECTIVE

Exercise 13.

**a) read the excerpts about subjective and objective features of articles;
b) fill in the table below.**

We rely heavily on the news media to **keep us up-to-date and current** about **a range of topics and issues** that are important to us as **citizens**.

As we **wade through** this form of media, we must **have a critical eye**. News articles **bombard us with facts** and figures, opinions and projections. It is up to us to **create**

order within this chaos and **find the patterns** *that will help us to understand what is true, what could be true, and what is outright false. In order to do all this, you need to* **have a firm grip on** *what is objective and what is subjective.*

Definition of Objective and Subjective
Objective *is a statement that is completely* **unbiased**. *It is not* **touched by** *the writer's previous experiences or tastes. It is* **verifiable** *by looking up facts (things that can be proven).*

Subjective is a statement that has been **coloured by** *the viewpoint of the writer. It often has a basis in reality, but* **reflects the perspective** *through which the writer views an issue or topic. It cannot be verified using concrete facts and figures.*

It is okay to have an opinion. In newspapers, writer's views and perspectives are typically found in the **editorial or opinion section**. *As readers we should be able to tell if a news article is objective or subjective.*

Objective features — verifiable facts

Subjective features — opinions or biases
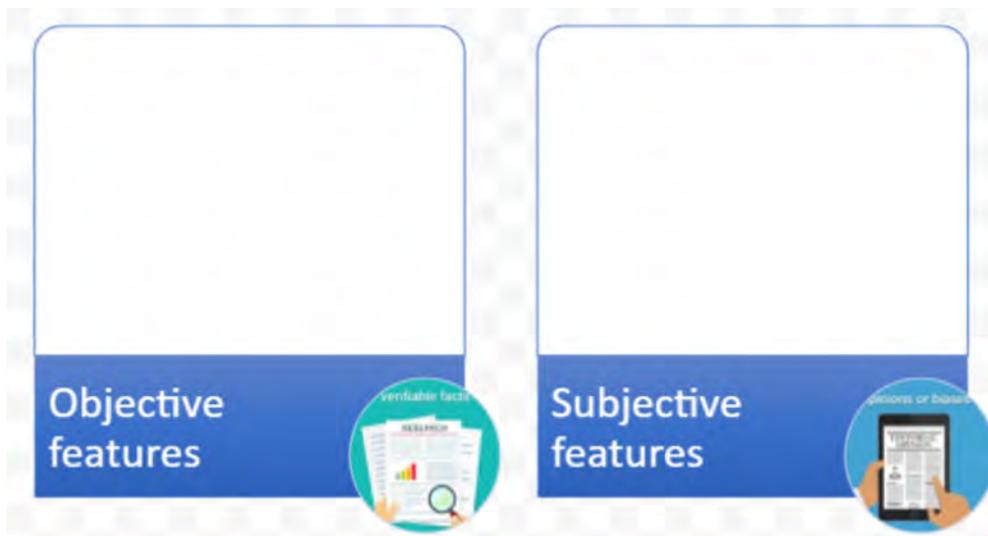
Exercise 14.

a. Read the article and analyze it in terms of values, facts and opinions, objective and subjective views.

Could Your Morning Coffee Be a Weight-Loss Tool?

By Alan Mozes *Health Day Reporter*

MONDAY, Jan. 13, 2020 (HealthDay News) -- If losing weight sits high atop your New Year's resolution list, you might want to reach for a piping-hot cup of joe. Why? New research suggests that just 4 cups of coffee a day can actually help shed some body fat. The finding follows a 24-week investigation that tracked coffee's impact among 126 overweight men and women in Singapore.

Investigators initially set out to see if coffee could help lower the risk for type 2 diabetes risk by lowering the risk for developing insulin resistance, which can lead to dramatic spikes in blood sugar and, ultimately, diabetes.

In the end, the researchers did not find evidence that coffee had such a protective effect. But there was an unexpected upside: Those who drank 4 cups of caffeinated coffee per day over six months saw a nearly 4% drop in overall body fat.

"We were indeed surprised by the observed weight loss that was specifically due to fat mass loss among coffee drinkers," said study author Derrick Johnston Alperet, a postdoctoral fellow in the Department of Nutrition at the Harvard T.H. Chan School of Public Health.

Alperet said it suggests that "this loss in fat mass was not likely to be due to changes in lifestyle, namely diet and physical activity."

Rather, he and his colleagues think that coffee-fueled fat loss may be the result of a "metabolic reaction," in which caffeine causes the drinker's metabolic process to ramp up. The end result, said Alperet, is the burning of more calories and a notable drop in body fat.

Exercise 15.

- Find a news article with current news.
- Cut out or print the article. You will need to staple the article to this worksheet.
- Underline all the **facts** in the article in **blue**. (*Remember, facts are statements which can be proven*)
- Underline all the **opinions** in **red**. (*Remember, opinions are statements that reflect a writer's view*)

Record your information below.

News article title:		
Newspaper:	**Date:**	**Writer:**
Summary: In a couple sentences, summarize the article.		
Number of facts cited: _____ Cite one fact:	**Number of opinions offered:** _____ Cite one opinion:	
If the article has more facts than opinions it is *objective*.	Objective	
If the article has more opinions than facts it is *subjective*.	Subjective	
If the article has an equal number of facts and opinions it is *balanced*.	Balanced	
The article you read about *Morning Coffee* is: (circle one)	objective subjective balanced	

PART 6. FURTHER EDUCATIONAL RESOURCES, FOLLOW-UP ACTIVITIES, AND HOME ASSIGNMENTS

Exercise 16.

a) **Analyze News Stories vs. Editorials:** As a straightforward and effective activity, have students actively pick out the opinions and facts from an editorial they find themselves. Students share their findings with the class, and then follow up with a news story about the same topic after doing the same type of analysis. Have them compare what they found in each article. A teacher can also find a digital news story and engage the entire class with the same article. Students should have a routine where they find a news story and analyze it at least once a week for the semester. After a semester of doing that, they will have embedded that learning.

b) **Have Students Practice Writing:** Recognizing a biased story is one skill, but going one step further is being able to write balanced news. If students learn to write balanced news and then editorials, they don't forget the distinction. For example, have them choose a topic they are interested in and then write an objective article on that topic, followed by an editorial where they voice their opinion. When students actually do something, they tend to learn it.

c) **Choose and Analyze Opinion Columns:** Tell students to pick out two of their favorite columnists, analyze their writing, and state how the columnists supported their opinions. Just finding their favorite columnists will take a lot of researching, and they will learn a lot just in that process. They can then find news stories on the same topic and compare the two types of articles.

d) **Analyze Speeches from Political Candidates:** Have students look for examples of opinions in speeches given by various political candidates and determine whether they back up their statements with facts. What do they claim? Is it factual? How do they support their statements? Use a movie that is still available on Netflix called *OutFoxed*, which shows how Fox News treats opinion as fact. Here it is on YouTube.

e) **Hold a Competition:** Have students organize into groups or have classes compete in an activity where they earn a point for every fact or opinion they correctly identify.

Additional samples of articles to be analyzed for facts and opinions, subjective and objective views, in groups or in pairs:

#1

Oakland, California Extends Protections against Predictive Policing and Biometric Surveillance

April 23, 2021
The City Council of Oakland, California started 2021 by strengthening its prohibitions on community surveillance through an amendment to its municipal code. The amendment, passed unanimously, prohibits the city's police department from using biometric

and predictive policing technology. Both practices have raised concerns over inva-sion of privacy, racial bias, and the targeting of minority communities. This follows a recent trend of local governments adopting anti-surveillance legislation that ranges from regulation of surveillance technology to an outright ban.

Although other cities have passed ordinances regulating the use of surveillance and facial recognition technology, as Nathan Sheard of the Electronic Frontier Society points out, Oakland is "the first city to incorporate these prohibitions into a more comprehensive Community Control of Police Surveillance (CCOPS) framework." The types of technology banned include those that can "identify a person based on 'phys-iological, biological, or behavioral characteristics ascertained from a distance.'" Addi-tionally, Sheard quoted the San Francisco Council on American-Islamic Relations to the effect that "[n]ot only are these methods intrusive and don't work, they also have a disproportionate impact on Black and brown communities—leading to over-policing."

Establishment media coverage of Oakland's new policy has been sparse. Oakland's Fox KTVU 2 reported on the City Council's imposition of restrictions on police use of biometric and predictive technology, as did SFGate.com. When Oakland's ban is covered by a major outlet it is often only mentioned in passing as part of a broader story about surveillance regulation. For examples, a January 27, 2021 article in ZDNet about the racist biases embedded in predictive policing algorithms mentions Oakland as one of several cities that have banned facial recognition for policing. Coverage that focuses strictly on Oakland's approach, such as the article by Sheard from the Electronic Fron-tier Foundation, is limited. Further, these articles usually come from other non-corpo-rate media sources, like State Scoop.

Source: https://www.eff.org/deeplinks/2021/01/oaklands-progressive-fight-protect-residents-government-surveillance

2

Zoom Classrooms Raise Concerns about Law Enforcement Surveillance and 4th Amendment Rights

April 22, 2021
Zoom's popularity skyrocketed as the COVID-19 pandemic intensified in Spring 2020, and the company's revenues rose more than 169 percent. Online conferencing has enabled people to continue their work, school, and social lives, ultimately making Zoom an essential service. However, as John Whitehead reported for OpEdNews in September 2020, "the Fourth Amendment ramifications of having students attend school online via video classes from the privacy of their homes" add another "troub-ling layer to the ways in which students (and their families) can run afoul of a police state education now that school (virtual or in-person) is back in session."

The free version of Zoom does not grant end-to-end encryption or guarantee secure private connections without possible surveillance by law enforcement, and third-party affiliates. Those who opt for the free version of Zoom are often low income, strugg-ling students, the elderly, and the disabled. Zoom has offered to provide end-to-end encryption for all users, as long as they verified their phone number first. Yet, many users do not do this or know that such an option exists.

Zoom classrooms allow teachers, government officials, and law enforcement visual access to the insides of students' homes, without a warrant. Anything teachers or

other officials see, hear, or record via a Zoom virtual classroom can be investigated without a warrant. For example, Whitehead reported on the case of an 11-year-old boy in Maryland: Police came to his home in search of weapons after school officials observed a BB gun mounted on his bedroom wall during a virtual class. Across the country, growing numbers of parents are being visited by social services after being reported by school officials, all because their kids failed to sign in for some of their online classes.

This can lead to possible interference from government agencies to which information can be relayed including local police, social services, animal control, and the FBI.

Most of the Zoom conferencing security issues discussed in the corporate media are about "Zoom-bombing," the hijacking of Zoom conference calls, but corporate media have been less diligent about addressing the Fourth Amendment ramifications for students of online schooling via video conferencing platforms such as Zoom.

Source: https://www.projectcensored.org/zoom-classrooms-raise-concerns-about-law-enforcement-surveillance-and-4th-amendment-rights/

#3
How Effective Is Online Learning? What the Research Does and Doesn't Tell Us

Students who struggle will likely struggle more online.
By Susanna Loeb — March 20, 2020
The use of virtual courses among K-12 students has grown rapidly in recent years. Florida, for example, requires all high school students to take at least one online course. Online learning can take a number of different forms. Often people think of Massive Open Online Courses, or MOOCs, where thousands of students watch a video online and fill out questionnaires or take exams based on those lectures.

Most online courses, however, particularly those serving K-12 students, have a format much more similar to in-person courses. The teacher helps to run virtual discussion among the students, assigns homework, and follows up with individual students. Sometimes these courses are synchronous (teachers and students all meet at the same time) and sometimes they are asynchronous (non-concurrent). In both cases, the teacher is supposed to provide opportunities for students to engage thoughtfully with subject matter, and students, in most cases, are required to interact with each other virtually.

Online courses provide opportunities for students. Students in a school that doesn't offer statistics classes may be able to learn statistics with virtual lessons. If students fail algebra, they may be able to catch up during evenings or summer using online classes, and not disrupt their math trajectory at school. So, almost certainly, online classes sometimes benefit students.

In comparisons of online and in-person classes, however, online classes aren't as effective as in-person classes for most students. Only a little research has assessed the effects of online lessons for elementary and high school students, and even less has used the "gold standard" method of comparing the results for students assigned randomly to online or in-person courses. Jessica Heppen and colleagues at the American Institutes for Research and the University of Chicago Consortium on School Research randomly assigned students who had failed second semester Algebra I

to either face-to-face or online credit recovery courses over the summer. Students' credit-recovery success rates and algebra test scores were lower in the online setting. Students assigned to the online option also rated their class as more difficult than did their peers assigned to the face-to-face option.

It is not surprising that in-person courses are, on average, more effective. Being in person with teachers and other students creates social pressures and benefits that can help motivate students to engage.

Students who struggle in in-person classes are likely to struggle even more online. While the research on virtual schools in K-12 education doesn't address these differences directly, a study of college students that I worked on with Stanford colleagues found very little difference in learning for high-performing students in the online and in-person settings. On the other hand, lower performing students performed meaningfully worse in online courses than in in-person courses.

But just because students who struggle in in-person classes are even more likely to struggle online doesn't mean that's inevitable. Online teachers will need to consider the needs of less-engaged students and work to engage them. Online courses might be made to work for these students on average, even if they have not in the past.

Just like in brick-and-mortar classrooms, online courses need a strong curriculum and strong pedagogical practices. Teachers need to understand what students know and what they don't know, as well as how to help them learn new material. What is different in the online setting is that students may have more distractions and less oversight, which can reduce their motivation. The teacher will need to set norms for engagement—such as requiring students to regularly ask questions and respond to their peers—that are different than the norms in the in-person setting.

Online courses are generally not as effective as in-person classes, but they are certainly better than no classes.

Source: https://www.edweek.org/technology/opinion-how-effective-is-online-learning-what-the-research-does-and-doesnt-tell-us/2020/03

#4
Europe weather: How heatwaves could for ever change summer holidays abroad

By Georgina Rannard
For decades holidaymakers have poured into resorts and islands in southern Europe for a relaxing break in the summer sun.

But the scenes of tourists fleeing wildfires in Greece, or trapped indoors unable to enjoy baking beaches in Spain, may give some people second thoughts.

Back-to-back heatwaves brought sweltering temperatures in the 40s to parts of Europe in July, which is expected to break records for the world's hottest month ever recorded.

Climate change played an "absolutely overwhelming" role in the heat, scientists have concluded - and it is forecast to get worse as the average global temperature keeps rising.

Europe is warming faster than most parts of the world, experts say.

How are holidaymakers reacting?

There is no sign of immediate panic. So far this summer, British demand for foreign holidays seems unchanged by the sweltering temperatures, says travel expert Simon Calder.

The travel industry, travel agents and holiday companies say it is business as usual, he says. "People are still buying last-minute breaks to the Mediterranean. They want some sunshine, they want some heat, and they're prepared to pay for it," he adds.

As for the future, holidaymakers appear split on whether the heat will stop them travelling to certain spots.

Becky Mulligan, from Leicester, was evacuated from Rhodes, Greece during wild-fires last week. It put her off travelling abroad for a while.

"I always thought the hotter the better. I was completely oblivious to how hot it could be. I wouldn't go somewhere so hot again," she says.

She would much rather go abroad in June when it is cooler, but says that the school holidays means her family can only travel when temperatures are hottest.

"I feel stuck between a rock and hard place.

"If you want to go to these countries, but you have to in July or August, how can we keep tourism going?" she asks.

Simon Wheatley, from Cheltenham, was also evacuated from a Rhodes hotel along with his fiancée and three-year-old son. He says he is not put off from going back to Greece in summer.

"We just feel we were in the wrong place at the wrong time," he says, but adds he would rather travel earlier in the year next time.

He says that it is important to remember the crucial economic role of tourism.

"These communities, villages and towns in countries like Greece, Spain, Turkey rely solely on tourists. If you end holidays there, you'll kill the poor people making money with their bar on the beach," he says.

Some climate campaigners are frustrated with a lack of urgency over changing travel, given that flying contributes a significant amount to greenhouse gas emissions.

Flying is responsible for 2.4% of global greenhouse gas emissions and 8% of UK emissions.

Andrew Simms, co-director of the green think tank the New Weather Institute, says: "At first it might seem odd that many might still jump on a climate-polluting flight to holiday in exactly the places where 'global boiling', as the UN calls it, will make life harshest, if not intolerable."

But people receive mixed messages, he says.

"All day, every day, people are exposed to adverts promoting polluting high-carbon products and lifestyles that make them seem normal, when flying to hotspots should trigger an emergency warning," he says.

Some people are likely to always risk booking a trip during a heatwave. But it is worth remembering that heat can be dangerous and even deadly, says Dr Ellie Murtagh, UK climate adaptation lead at the British Red Cross.

"If you are travelling with older people, pregnant women, young children or someone with a chronic health condition; take extra care to make sure they're safe and healthy."

Simon Calder says he hopes there will be a move back to holidays like those before "the jet age of mass air travel began".

Places like the coast of Belgium, or resorts in the Netherlands and Ireland, could become more popular, as could travel to the UK, he suggests.

"I would imagine that the North Sea and Baltic Beaches are going to get it a bit crowded next summer as a result of what we've seen this year," he adds.

#5
Fossil hunters uncover ancient Australian wombat

By Tom Housden, BBC News, Sydney
March 29, 2023

Researchers in Australia have uncovered evidence of a previously unknown ancient marsupial which roamed the continent some 25 million years ago.

Described as a cross between a wombat and a marsupial lion, the beast - named Mukupirna fortidentata - is thought to have weighed up to 50kg (110lb).

Skull, bone and jaw fragments from the animal were recovered from a site near Alice Springs in central Australia.

Researchers say the find sheds light on how modern-day marsupials evolved.

Working over 2,000 hours, a team from Flinders University recovered 35 different Mukupirna specimens from hard limestone. These helped paint a picture of what the animal would have been like.

It is thought to have shared a common ancestor with modern-day wombats, and also looked a bit like a marsupial lion known as Thylacoleo carnifex, researcher Arthur Crichton said.

"They are a bit of an evolutionary intermediate between wombats and their more koala-like relatives," he told the BBC.

The team was able to work out the animal's weight using measurements of its teeth and limb bones, and its diet from attributes of their skull, jaws and molars.

"[Its teeth] pretty much confirm it's not a carnivore... it was really quite specialised for processing hard foods like tough fruits, nuts and tubers," Mr Crichton said.

At 50kg, the Mukupirna would have been one of the largest Australian marsupials living at the time, though it is much smaller than the largest-known ancient marsupial - the Diprotaton optatum, which weighed in around 2,500kg.

Little is known about how the Mukupirna went extinct, but environmental change is the likely answer, Mr Crichton said. They existed back when the arid Australian desert was much wetter and covered in forest, he added.

The Mukupirna nambensis - a close relative of the fortidentata - was only discovered in 2020. The research team also found the remains of a species believed to be an ancient possum relative at the fossil site - known as Pwerte Marnte Marnte.

Mr Crichton told the BBC he hopes the remote site - which was discovered 20 years ago but has seen little research so far - could contain more insights into missing chapters on marsupial evolution.

"These [discoveries] are some of the oldest marsupials known from Australia, and are really important for understanding how our iconic marsupials came to be," he said.

"But we still know remarkably little about the early evolution of these animals because there are no fossils from Australia between 25 and 55 million years ago."

PART 7. REFLECTION

Ask yourself:

- What have I learnt in this seminar? What was new to me?
- How will this knowledge and skill help me in the future?
- Where can I apply new knowledge and skill?

PART 8. REVISION

1. What is more general: *news or information*?
2. What words make news in the media sound objective?
3. Give 5 examples of Opinion Clues.
4. What values are given in this piece of information?

"The City Council of Oakland, California started 2021 by strengthening its prohibitions on community surveillance through an amendment to its municipal code. The amendment, passed unanimously, prohibits the city's police department from using biometric and predictive policing technology".

    a) immediacy
    b) frequency
    c) personalization
    d) negativity
    e) timeliness

5. Opinion in news is ...

    a) verifiable
    b) universal
    c) based on research or observation
    d) debatable

6. Both fact and opinion ...

    a) are verifiable
    b) are debatable
    c) have power to influence
    d) vary from person to the next

PART 9. GLOSSARY

- **Information –** knowledge obtained from investigation, study, or instruction
- **News –** a report of recent events
- **Fact –** something that has actual existence, a piece of information presented as having objective reality
- **Opinion –** a view, judgment, or appraisal formed in the mind about a particular matter, belief stronger than impression and less strong than positive knowledge
- **Subjective –** modified or affected by personal views, experience, or background
- **Objective –** relating to, or being an object, phenomenon, or condition in the realm of sensible experience independent of individual thought and perceptible by all observers : having reality independent of the mind
- **Balanced –** being in a state of balance : having different parts or elements properly or effectively arranged, proportioned, regulated, considered, etc

UNIT 7
MISLEADING INFORMATION AND POST-TRUTH

Content
- learning the key features of false information and types of fake messages
- applying methods of verification and refutation of unreliable information

Language
- learning basic terms and notions of fact-checking
- improving reading and speaking skills
- advancing presentation skills

Critical thinking
- analyzing the sources of fakes in media
- personalizing the experience on information
- reflecting on personal progress

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex. 1. Look at the word cloud. What terms are familiar and what terms are new? Can you give the definition of any of these terms?

Ex. 2a. Work in groups. Match the words with their definitions.

1. Misinformation	a) Deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date or time of genuine content
2. Disinformation	b) Unintentional mistakes such as innacturate photo captions, dates, statistics, translations, or when satire is taken seriously.
3. Malinformation	c) Fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.

Ex. 2b. Fill in the table below, write plus or minus accordingly.

	Misinformation	Disinformation	Malinformation
Intention to harm			
Truthfulness			

Ex. 2c. Watch the video "Explaining the difference between disinformation, misinformation and malinformation" and check your understanding of the terms "mis/ dis/ malinformation". What are the 3 key takeaways from this video?

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 3. Work in groups. Read the article in the chart below and put the paragraphs in the correct order.

WHO SAYS COVID MISINFORMATION IS A MAJOR FACTOR DRIVING PANDEMIC AROUND THE WORLD

by Rich Mendez
PUBLISHED TUE, AUG 24 20213:38 PM EDT
UPDATED TUE, AUG 24 20217:22 PM EDT

https://www.freepik.com

№	Paragraph
…	*Three in 10 unvaccinated Americans said they would be more likely to get the vaccine once it is FDA-approved, according to a Kaiser Family Foundation survey conducted July 15–27. Some medical experts worry that some unvaccinated Americans used the lack of full FDA approval as a credible explanation for their hesitancy and will now look for other reasons to refuse to get the vaccine.* *Most unvaccinated Americans think the Covid vaccines are more of a threat to their health than contracting the virus itself, according to Kaiser's data. Americans least likely to receive a Covid-19 vaccine are mostly white, Republican and less likely to have a college degree, according to Kaiser's data.*
…	*Vaccination could help us get Covid under control by the spring, according to the chief medical advisor to the president, Dr. Anthony Fauci.* *"I would like to appeal to the people in the country who are not vaccinated to realize that we have the capability among ourselves to essentially cut down the time frame to getting to the end of this pandemic," Fauci said during a press briefing Tuesday. "Get vaccinated and the time frame will be truncated dramatically."*
…	*Dr. Peter Marks, director of the FDA's Center for Biologics Evaluation and Research, said misinformation about the vaccine is "one of the biggest challenges that we still face in getting the public vaccinated."* *"We've heard false claims that the Covid-19 vaccine causes infertility, contains microchips and causes Covid-19," Marks said. "And worse, we've heard false claims that thousands of people have died from the vaccine. Let me be clear: These claims are simply not true."* *Misinformation about alternative treatments for Covid-19 has gone so far that the FDA and the Mississippi State Health Department put out advisories over the weekend to warn Americans not to ingest animal de-wormer Ivermectin.*

№	Paragraph
…	*A top World Health Organization official said on Tuesday that misinformation about Covid-19 and vaccines is keeping people from getting the shots, driving an increase in cases around the world.* *"In the last four weeks or so, the amount of misinformation that is out there seems to be getting worse, and I think that's really confusing for the general public," Maria Van Kerkhove, the WHO's technical lead on Covid, said during a Q&A livestreamed on the organization's social media channels. Misinformation has become another risk factor that is "really allowing the virus to thrive," she said.*
…	*Public health leaders have blamed conspiracy theories and misinformation for growing distrust of the vaccines around the world — so much so that in July U.S. Surgeon General Vivek Murthy declared Covid misinformation a "serious public threat."* *Misinformation has become a growing problem in the outbreak, fueling vaccine hesitancy among a wary public, health officials say. They hope that the Food and Drug Administration's formal approval of Pfizer's Covid vaccine, which was announced Monday, will help push some people who have been on the fence about getting immunized to get the shots.*
…	*The director of the WHO's Latin America branch, the Pan American Health Organization, made a personal appeal to residents of Caribbean countries to "wake up" from the slumber of misinformation spreading throughout the islands and get vaccinated.* *Misinformation has plagued public school board meetings across the country as school districts weigh mask and vaccine mandates for children and staff returning for the upcoming school year. Parents and community residents have shown up to public school board meetings to lambast education and public health officials for considering mask mandates, and videos of residents citing unproven and false claims about Covid and vaccines have gone viral on social media.*

Ex. 3a. Check the correct order of the paragraphs following the link: https://cutt.ly/wEJRyte.

Ex. 3b. Think: Which types of false information, you have discovered in Ex. 2 (mis-, dis-, malinformation), we observe in the article?

Ex. 3c. Work in pairs. Say whether the key point statements are True or False. For the false statements give the true information. Compare the results with the rest of the class.

WHO official Maria Van Kerkhove said Tuesday that misinformation about Covid and vaccines appears to have gotten better and is encouraging people to get the shots, driving an decrease in cases.
In July, U.S. Surgeon General Vivek Murthy declared Covid misinformation a "serious public threat."
Most vaccinated Americans think the Covid vaccines are more of a threat to their health than contracting the virus itself, according to Kaiser Family Foundation data.

Ex. 4. Brainstorm the situation with the vaccination campaign in Ukraine. Do we deal with the same types of misinformation? Why? Why not? Who benefits from it? What can be done about it?

Ex. 4a. Discuss the question: *Can celebrities and famous bloggers influence the situation with misinformation concerning Covid 19 vaccination?*

Ex. 4b. Work in groups. Watch a video "TikTok stars address vaccine hesitancy, misinformation" (https://www.youtube. com/watch?v=Bz4XIa0Lun0) and discuss the questions:

- Will such actions be fruitful in Ukraine? Why? Why not?
- Can any celebrity influence your personal attitude towards vaccination? Why? Why not?
- Do you trust famous people or doctors more? Why?

PART 3. READING

Ex. 5. Work in groups of three. Discuss the questions: What is done to avoid misinformation on popular media platforms? Is that enough? What else can be done?

Ex. 5a. Read an article titled "How does YouTube combat misinformation?" and fill in the first 2 columns of the chart as in the example.

www.wallpaperflare.com

How does YouTube combat misinformation?

We address misinformation on our platform with a range of tools: removing content that violates our policies, raising up authoritative sources for news and information, and reducing recommendations of borderline content and harmful misinformation.

What policies exist to fight misinformation on YouTube?

Several policies in our Community Guidelines are directly applicable to misinformation.

The COVID-19 Medical Misinformation policy doesn›t allow content that spreads medical misinformation that contradicts local health authorities' or the World Health Organization's (WHO) medical information about COVID-19.

Our guidelines against deceptive practices include tough policies against users that misrepresent themselves or who engage in other deceptive practices. This includes deceptive use of manipulated media (e.g. "deep fakes") which may pose serious risks of harm. We also work to protect elections from attacks and interference, including focusing on combating political influence operations.

We also have a policy against impersonation. Accounts seeking to spread misin-formation by misrepresenting who they are via impersonation are clearly against our policies and will be removed.

And finally, our hate speech policy prohibits content that denies well documented, major violent events took place.

(Adapted from: https://cutt.ly/zEJRzTg. Last accessed: 04.10.2021)

Tools to combat misinformation/ Type of media platform	YouTube	Twitter	Facebook	...	...
1. Removing content that violates its policies	+				

Ex. 5b. Continue working in the groups of three. Use google search to fill in other columns of the chart. Compare and discuss the results with the rest of the class. Think what other tools can/should be used by the media platforms administrations to combat misinformation.

Ex. 6. Work in pairs. Think of the cases of misinformation, which you recently dealt with in the real life. Discuss the consequences.

Ex. 7. Work in small groups. Watch a video "Argonne News Brief: 'Abe' – A System for Combating Misinformation".

Prepare a presentation of a similar invented system to help combat misinformation in Ukraine. Discuss its benefits and possible consequences of its usage.

PART 4. GUIDING TO MORE CALP

Ex. 8a. Read the text and think why post-truth society is a challenge to democracy.

Adapted from "Misinformation, Disinformation, Malinformation: Causes, Trends, and Their Influence on Democracy",

LEJLA TURCILO AND MLADEN OBRENOVIC,
A Publication of Heinrich Böll Foundation, August 2020

The post-truth is the term that officially entered the Oxford English Dictionary in 2016. Put most succinctly, post-truth signifies a communication paradigm in the 21st century in which "I think, therefore, I exist" is replaced by "I believe, so I am right", i.e. in which objective facts have less influence on shaping public opinion than emotions and personal beliefs. Post-truth refers to such a media and societal system in which the public interest is placed behind the particular interests of the elite and in which media manipulation is almost legitimate method of coming to power and staying in power.
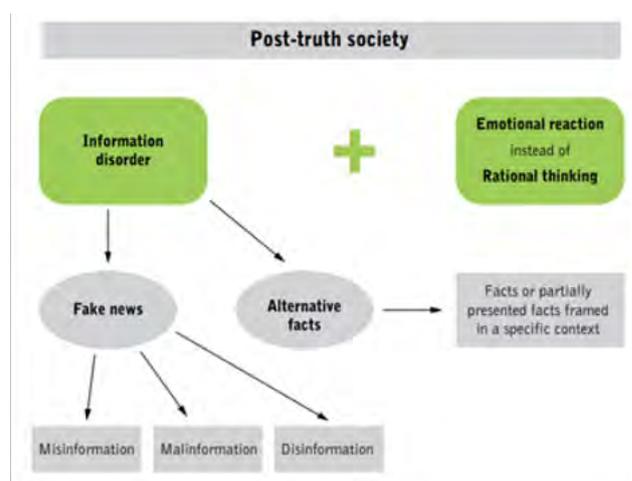
The post-truth society is not only a society in which truth is not a priority; it has almost become its contradiction – a society in which the truth is undesirable, unprofitable, and irrelevant. Fake news and clickbait become the only measure of media success – and this success involves attracting as many people as possible to their site/portal or other media and achieving an emotional reaction to a particular content, which is later emphasized through endless discussions on social networks mainly based on the "explosion" of emotional charge and often hate speech. The 2017 year brings, however, a new phenomenon that is immanent to Trump's political populism, which is described by the term "alternative facts", first used by his adviser Kellyanne Conway, saying that, no matter how the media report, the government has "alternative facts". Alternative facts are not just different facts compared to those transmitted by the media. They are also neither false information nor facts that someone has appropriated for themselves in order to achieve financial and other profits and place them when it suits him. Alternative facts are, in fact, the facts "framed" in a particular context or presented only partially in order to dissuade the public and produce a certain reaction.

Post-truth society is one which is based on the information disorder – either on fake news (misinformation, disinformation, and/or malinformation) or alternative facts (true or partly true information framed in a specific context) – to which the public reacts emotionally rather than rationally.

Ex. 8b. Discuss the questions in small groups:

1. What are the characteristics of the post-truth society?
2. What is the role of mis-, dis- and malinformation in the post truth society? Study the chart provided and speak about the interrelation of the mentioned components.
3. What are alternative facts? Do you think this term is appropriate?
4. If fake news and clickbait become the only measure of media success, can media consumeres influence this and change the media landscape? If so, what can and should they do?
5. What is the role of emotions in the process on transmitting information?

Think. Is "post-truth society" a global phenomenon? What country could be called a "post-truth" one? Provide your arguments.

PART 5. PRACTICAL TOOLS.

Ex. 9. Follow the link: https://cutt.ly/7EJRUDp to check whether you are able to distinguish the original photos from the fake ones.

Ex. 9a. Brainstorm the technical devices that can help create fake photos or videos. Think of the reasons for which they can be created. Are they positive or negative? Why?

Ex. 9b. Study the definition of the notion "deepfake".

https://denstoredanske.lex.dk/deepfake

> *"The term deepfake is typically used to refer to a video that has been edited using an algorithm to replace the person in the original video with someone else (especially a public figure) in a way that makes the video look authentic." (retrieved from Merriam-Webster).*

Ex. 9c. Have you ever seen any deepfakes. What were they? Where were they spread? What was the purpose of their creation and sharing?

Ex. 9d. Watch a video "How deepfakes undermine truth and threaten democracy" by Danielle Citron. Note the mentioned negative consequences which can be led to by deepfakes implementation.

Ex. 9e. Google the fake videos and photos created to service in the hybrid warfare in Ukraine. What were they aimed at? How can one know that it is a fake?

PART 6. FURTHER EDUCATIONAL RESOURCES

1. How does YouTube combat misinformation?

2. ROBERTS J.J. *Facebook's new tool to stop fake news is a game changer – if the company would only use it.* Fortune Media IP Limited. October 19, 2020.

3. Pogue D. *What Facebook Is Doing to Combat Fake News*. Scientific American. February 1, 2017.

4. Harari Y. N. *Are we living in a post-truth era? Yes, but that's because we're a post-truth species*. TED Conferences, LLC. Sep 7, 2018.

PART 7. REFLECTION

- What do I already know about media and information literacy?
- What did I learn in this seminar? What was new information to me?
- What am I planning to do with the new knowledge I have attained during the seminar? How will I implement it in my work right now and in the future? Is it relevant to my field of studies and useful in my daily media habits?
- How will I continue learning on the topic of media and information literacy work after the seminar?

PART 8. REVISION

Answer the questions:

1. Misinformation is

   a) deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date, or time of genuine content.
   b) unintentional mistakes such as inaccurate photo captions, dates, statistics, translations, or when satire is taken seriously.
   c) fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.
   d) the emotional reaction of the public to alternative facts, deep fake.

2. Malinformation is

   a) deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date or time of genuine content.
   b) unintentional mistakes such as inaccurate photo captions, dates, statistics, translations, or when satire is taken seriously.
   c) fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.
   d) the emotional reaction of the public to alternative facts, deep fake.

3. Disinformation is

   a) deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date or time of genuine content.
   b) unintentional mistakes such as inaccurate photo captions, dates, statistics, translations, or when satire is taken seriously.
   c) fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.
   d) the emotional reaction of the public to alternative facts, deep fake

4. Post-truth society is one which is based on:

   a) the information disorder – either on fake news (misinformation, disinformation, and/or malinformation).
   b) alternative facts (true or partly true information framed in a specific context) – to which the public reacts emotionally rather than rationally.
   c) the information disorder – either on fake news (misinformation, disinformation, and/or malinformation) or alternative facts (true or partly true information framed

in a specific context) – to which the public reacts emotionally rather than rationally.

d) none of above is correct.

5. Choose the correct statement:

a) Deepfake technology is primarily used for enhancing the authenticity of original videos, making them look more realistic and natural.

b) Deepfake videos are only created for harmless entertainment purposes and have no potential to be used for malicious activities.

c) Deepfakes are commonly employed to describe a video that has been altered using an algorithm to substitute the individual in the original video with another person, often a public figure, in a manner that appears genuine and authentic.

d) Deepfake technology can only be applied to replace public figures in videos, and it cannot be used for other types of video editing or manipulation.

PART 9. GLOSSARY

- **Malinformation**: deliberate publication of private information for personal or corporate rather than public interest, such as revenge porn. Deliberate change of context, date, or time of genuine content.
- **Misinformation**: unintentional mistakes such as inaccurate photo captions, dates, statistics, translations, or when satire is taken seriously.
- **Disinformation**: fabricated or deliberately manipulated audio/visual content. Intentionally created conspiracy theories or rumors.
- **Deepfake**: a video or sound recording that replaces someone's face or voice with that of someone else, in a way that appears real.
- **Post-truth**: relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts.

UNIT 8
FACT-CHECKING AND DEBUNKING MYTHS

Content
- features of information reliability.
- the main sources of false information.
- verification and fact-checking of information messages

Language
- basic terms and notions of fact-checking;
- improving reading and speaking skills;
- improving their presentation skills.

Critical thinking
- analyzing the sources of fakes in media;
- personalizing experience on informational issues;
- reflecting the personal progress.

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex. 1. Test your fact-checking skills Quiz "Break-fake-news"

Answer the questions:

1. Do you check the news you read? Why/Why not?
2. How do you distinguish between true and fake news? What rules do you follow?
3. Do you share the news that excited you on social media? Why?
4. Do you comment on / criticize posts with false news?
5. What news sources do you use? Who or what influences the choice of sources of information?
6. What is your online source for breaking news and why?

SCAN ME

Ex.2. Read the quotations about critical thinking. Do you agree with them? Why? Why not?

The important thing is not to stop questioning. Curiosity has its own reason for existing. (Albert Einstein, winner of the Nobel Prize in Physics)

It is the mark of an educated mind to be able to entertain a thought without accepting it. (Aristotle (Greek philosopher)

Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. (Francis Bacon, English essayist)

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 3. Watch the video "Five ways to spot fake news"

Answer the questions:

1. What are the five main elements a teacher calls for checking fake news?
2. How do you understand the phrase "We all need to become digital detectives"?
3. What characteristics of a quality news site can you name?
4. What is a quality title?
5. Why is the emotional neutrality of the title important?
6. Why is it necessary to identify the author of the publication?
7. In which cases can publications be without authorship?
8. Are references to sources in the article important? Why?
9. How can I verify the authenticity of the image?
10. How can an image or photo distort the authenticity of text support?

Ex. 4. Read this article

Футболіст, що забив два голи збірній Росії, отримає квартиру від Зеленського

Using the recommendations of the previous task, analyze the publication. Determine if it is true or fake. What analysis algorithm did you use?

Ex. 5. Before reading the next article, watch the video "The CRAP Test for Evaluating Websites".

Ex. 6. Read the article "Making sense of Ukrainian war memes: From watermelons to Saint Javelin"

Evaluate the article using the following criteria.

Currency:

When was this article written/updated?   Date:

Relevance:

Is the article's information still relevant today?

Who is the intended audience of this article?

Are there links to other sites within the article? If so, how many?

Authority:

Who authored this article? Is it a person or institution?

What are the website's/publication's credentials? How do you know this author is an expert?

Look up the author/institution in Google. What do others say about him/her/it?

What is the site's **bias?***
According to *Merriam-Webster*, bias is defined as "prejudice in favour of or against one thing, person, or group compared with another."

Purpose:

Why was this article published? Is it intended to persuade or inform?

Who is the intended audience? The general public? Scholars? First-year students like you? All of the above?

Are there advertisements or other types of content attached to the site where the article is published? If so, what purpose do they serve?

Adapted from Keene Info Lit Bank's CRAP worksheet

PART 3. READING

Ex. 7. Before reading the text, answer the questions:

- How do you understand the notion of "myth"?
- What kind of function do they have in the information space?
- Why is it necessary to debunk myths?
- What myths have you had to deal with?
- How did you manage to debunk them?

FACT VS MYTH

(Adopted from Difference Between)

The basic difference between fact and myth is the ability to gather scientific evidence to support a fact. For instance, we say smoking causes lung cancer. Until the medical science community was able to document and scientifically prove, beyond a doubt, that smoking cigarettes directly contributes to lung cancer, it was considered a myth.

The origin between fact and myth can also be considered a difference. Myths are often derived through word of mouth or the reliance on being passed down from gene-ration to generation. For instance, it has been said that eating hot pepper will help cure the flu. This has been traditionally handed down from one generation to the next, without any scientific backup.

Myths commonly start or are passed on, through the form of a story. The most glaring example of this is Greek or Roman mythology. The stories that were translated during these times were done so in order to help explain something that could not, at that point, be explained through scientific reasoning.

This brings us to the reason for their development. Myths are generally started to explain away something or to give a sense of understanding or control over something. Whether you're talking about an angry Zeus to explain a typhoon, or you're speaking of a hot pepper remedy for the flu, there is an air of human contribution. We all want to be able to feel we understand and control our environment, at least on a personal level. Facts are derived, often by accident, by simply gathering evidence to explain

something. There is not supposed to be an air of human quality. The disassociation from the answer makes it all the more objective, provable, and reliable.

Just because something is considered a myth, does not make it false. Generally, a myth cannot be disproved, just as it cannot be proven. To some, the concept of heaven is a myth, simply because proving or disproving its existence is rather impossible in this life. On the other hand, a false fact can be disproven. When people believed that the world was flat, they took it as fact. By being able to disprove the fact, the opposite actually became the new fact.

Fill the table about differences between fact and myth

FACT	MYTH
based on the ability to gather scientific evidence as proof of the statement.	originate from generational thoughts and beliefs, while facts are given as evidence.

Ex. 8. Read the text. Try to use the tools in the text to check out the following photos

HOW TO SPOT A FAKE PHOTO ONLINE

(Adobted from PR Newswire)

Misinformation, the other pandemic, is nothing new. But Russia's war in Ukraine has added fuel to the fire as the public is tasked with discerning whether photos and videos on social media are real.

Why It's Important
The bad news is we are all susceptible. With advanced technology and increased savvy by the everyday schemer, fake photos and misleading information are getting more difficult to discern.

It's especially challenging when the source in question is one we trust, or the topic feels all too real.

The good news is there are plenty of useful tips and tools to help you make an educated decision about a photo or video before posting it.

4 Questions to Ask When Deciding if a Photo is Real
1. *What does your gut say? If your very first thought is "that can't be real," it's very possible that you're right. While it's not the most scientific method, you might be better at spotting a fake than you give yourself credit for. Listen to your instincts to help determine what it is you're really looking at.*
2. *Is there a source? Credible publications have strict guidelines about what photographs they accept and how much editing (if any) they allow so that the picture does*

not deceive its viewers. Reputable outlets often site a photographic source, such as an individual or agency, to further show authenticity. No source means further digging is required.

3. *What's up with the lighting? When the background has one type of lighting and the subject has another, it's a good indicator that something has been photoshopped.*

4. *Is it eerily familiar? If something resembles a photo you've seen before, take a closer look. It could be that this new version is doctored. It could also be 100% real but is misleading readers by being used in a completely different storyline or lacking context.*

Tools You Can Use to Identify a Fake Image

Reverse search the image.

Searching for an image can provide you with a lot of information about how a photo is being used online. Through a simple upload, you can find clues about where the photo originated, where else it was published, and compare it to similar images to spot alterations.

To start, go to Google Images and drag and drop your image into the search field. You can also click the camera icon to upload a photo directly or insert the photo's URL.

If you use Chrome and the image in question is already online, simply right-click on the image and select "search image with Google Lens." This will immediately take you to any matching results where you can start digging for clues.

Explore the metadata.

A photo's metadata – a sort of digital fingerprint – can tell you a lot. It can tell you the date and time a photo was taken, the device used, shutter speed, exposure compensation, F number, ISO number, auxiliary lenses that were used, resolution, and even GPS information that shows you exactly where the image was taken.

Similar to a reverse search for images, free tools like EXIFdata.com provide a simple process for verifying photos.

Investigate the forensics.

Beyond a photo's metadata and online footprint, FotoForensics digs in deep to show where an image might have been altered. The site runs error level analysis (ELA) to find parts of a picture that were added to it after editing. While this isn't the end-all-be-all solution we all hope for, it does help simplify the evaluation process.

TinEye is another useful site that provides image search and recognition and other forensic tools. After a simple upload, you can sort and filter by how much an image has been modified and laser in on differences with its comparison feature.

Photos	Google Image	FotoForensics	TinEye
SCAN ME	SCAN ME	SCAN ME	SCAN ME
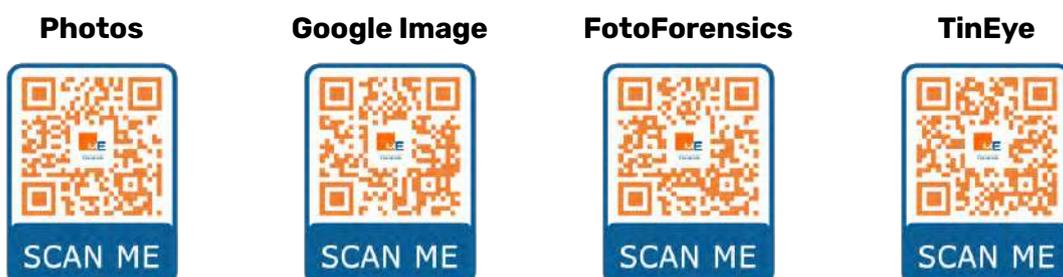
PART 4. GUIDING TO MORE CALP

Ex. 9. Scan the QR code to read the article "Busting myths: a practical guide to countering science denial" and watch the video.

Make notes on the five traits of myths (FLICC), identify the type of scientific denial in the myths given below and work out the strategy to debunk one of them.

Myths for exercise

1. Russia is at war with the West. Russia is defending itself against the aggressor Ukraine.
2. Ukraine seeks nuclear weapons, attacks civilian nuclear infrastructure, and hides weapons in nuclear power plants
3. Vaccines contain micro-chips
4. The Great Wall of China is the only man-made structure visible from space.

Use online sources to find alternative facts.
Remember how to verify the reliability of sites and publications.

PART 5. WRITING

Ex 10. Create quizzes to Test your friends' fact-checking skills. Collect online true and false stories. Write 5 questions with answers true or false. You can use online quizzes maker Quizizz

Ex 11. Choose one of the topics below and create a social media post (up to 100 words) to get your peers' responses and feedback.

- What happens when fake news goes viral?
- How can I verify news stories, photographs and other sources of online information?

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 12. Check if you remember the terms and expressions from this unit.

Backfire effect, debunk, fact, fact-check, fake news, photofake, infodemic, myth, myth-buster, myth-busting

Ex. 13. Home work

Read texts

How To Recognize A Fake News Story

SCAN ME

Fake Or Real? How To Self-Check The News And Get The Facts

SCAN ME

Create visual Fact Checker's Guide

List of free infographic makers:

- Easel.ly https://www.easel.ly/
- Canva - https://www.canva.com/
- Piktochart - https://piktochart.com/
- Infogr.am - https://infogram.com/
- Visual.ly - https://visual.ly/
- Draw.io - https://app.diagrams.net/

PART 7. REFLECTION

- What do I want to learn? What is my learning objective in this seminar?
- What did I learn in this seminar? What was new information to me?
- What am I planning to do with the new knowledge I have attained during the seminar? How will I implement it in my work right now and in the future? Is it relevant to my field of studies?
- How will I continue learning on the topic of multimedia after the seminar?

PART 8. REVISION

Answer the questions:

1. What is a fact?

   a) Something that is known to have happened or to exist, especially something for which proof exists, or about which there is information
   b) False information, often of a sensational nature, that mimics news media content.
   c) A fictitious tale, usually involving supernatural characters embodying some popular idea concerning natural or historical phenomena
   d) An idea or belief that is not true, or something that is not what it seems to be

2. What is meant by 'fact-check'?

   a) To show that something is less important, less good, or less true than it has been made to appear
   b) To check that all the facts in a piece of writing, a news article, a speech, etc. are correct
   c) To try to discover the truth about someone who is accused of a crime
   d) The process of getting an understanding of something by studying it or by experience

3. What kind of characteristics DOES a myth NOT HAVE?

   a) Based on the ability to gather scientific evidence as proof of the statement
   b) Originate from generational thoughts and beliefs, while facts are given as evidence.
   c) Is generally started to explain away something, or to give a sense of understanding or control over something
   d) Is often derived through word of mouth or the reliance on being passed down from generation to generation

4. What characteristics DO quality headlines NOT HAVE?

   a) Neutral
   b) Balanced
   c) Emotional
   d) Objective

5. Choose the factual statement in the variants

   a) Ostriches bury their heads in sand when frightened
   b) Kyiv is the capital of Ukraine
   c) Napoleon Bonaparte was extremely short.
   d) The Great Wall of China is the only man-made structure visible from space.

PART 9. GLOSSARY

- **Backfire Effect**: a backfire effect is where a correction inadvertently increases belief in or reliance on, misinformation relative to a pre-correction or nocorrection baseline.
- **Debunk:** to show that something is less important, less good, or less true than it has been made to appear
- **Fact**: something that is known to have happened or to exist, especially something for which proof exists, or about which there is information
- **Fact-check**: to check that all the facts in a piece of writing, a news article, a speech, etc. are correct:
- **Fake news**: false information, often of a sensational nature, that mimics news media content.
- **Infodemic**: an overload of information, in which fact is hard to separate from fiction.
- **Myth:** the generally accepted meaning of myth is of a fictitious (primitive) tale, usually involving supernatural characters embodying some popular idea concerning natural or historical phenomena, and often symbolizing virtues or other timeless qualities. In everyday parlance, a myth is something invented, not true.
- **Myth-buster**: a person, book, etc. that shows that something generally thought to be true is not, in fact, true, or is different from how it is usually described
- **Myth-busting**: saying or showing that something generally thought to be true is not, in fact, true, or is different from how it is usually described

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UNIT 9
ADVERTISING IN THE MEDIA

Content
- the types and means of advertising
- the codes and conventions of different categories of advertisements
- advertisement strategies

Language
- learning the related terms to discuss the stated issues
- developing and integrating reading, writing, listening and speaking skills
- improving presentation skills

Critical thinking
- analyzing manipulated media messages
- evaluating the impact of manipulation

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Go to Quizziz and answer the questions to test your knowledge on advertising. Count the correct answers and compare with the results of your groupmates.

SCAN ME

Ex. 2. Identify the slogans of brands and insert them in the correct space. Provide Ukrainian equivalents of the slogans.

English Slogan	Brand Name	Ukrainian Equivalent
Think Different	Apple	«Думай по-іншому»
Open Happiness	Coca-Cola	
Just Do It	Nike	
Because You're Worth It		
I'm Loving it		
The Best a Man Can Get		
Life's Good		
Connecting People		
Have Taste a Break, have a ...		
Melts in Your Mouth, Melts in our Hands		
Taste the Rainbow		
... Gives You Wings		
It's Finger-Licking' Good		
Impossible is Nothing		
Obey Your Thirst		

Ex.3a. Advertisement Vocabulary. Match the keywords of the advertisement with their definitions.

Word	Definition
1. Art work	a) a short easily remembered phrase, especially one used to advertise an idea or a product
2. Body copy	b) a line of words printed in large letters as the title of a story or advertisement
3. Slogan	c) illustrations, photographs, or other non-textual material prepared for inclusion in publication
4. Logo	d) the main part of a piece of writing such as an advertisement or article, not including the headline, logo, etc.
5. Headline	e) a design or symbol used by a company to advertise its products

Ex.3b. Label the photo using the terms above.
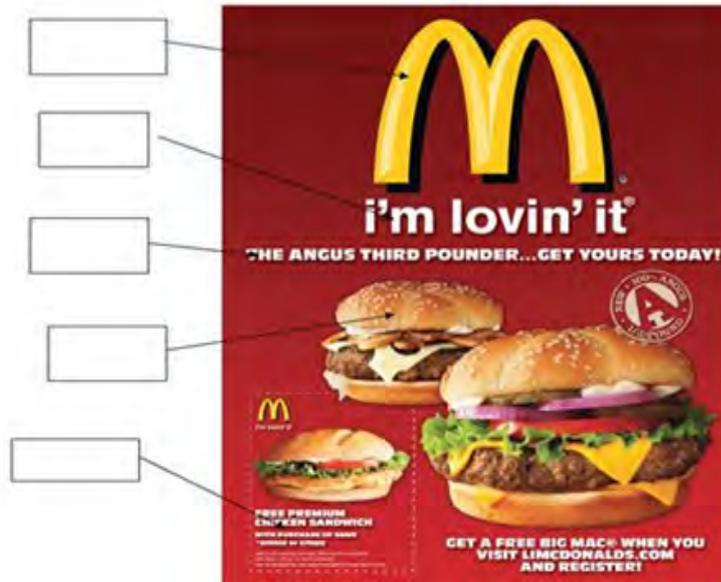
Ex. 4. Look at the picture.
Discuss the following issues:

1. Does advertising influence the way we think?
2. What appeals to you and what doesn't about the ads you watch? Share your most favourable advertisements.
3. What types of ads and commercials are considered to be fraudulent and misleading (e.g. health fraudulent - McDonalds, Coca-Cola; "get rich quick" scheme, credit repair, product mispresentations)?
4. Which products have you bought under the influence of advertising?
5. Do you consider advertising a positive thing in our daily routine or not? Support your answer, provide your real-life examples.

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 5. Distribute the features of traditional and digital advertising given below:

- reaches new audience
- targetable
- tangibility
- immediate results
- reaches a wider audience
- easy to measure

Traditional Advertising

Digital Advertising

Ex. 6. Watch and analyze the suggested advertisements and determine their types in terms of

- commercial
- social
- political

Discuss the audience, purpose and message of these adverts. What are their characteristic features?

1) SCAN ME   2) SCAN ME   3) SCAN ME

4) SCAN ME   5) SCAN ME   6) SCAN ME
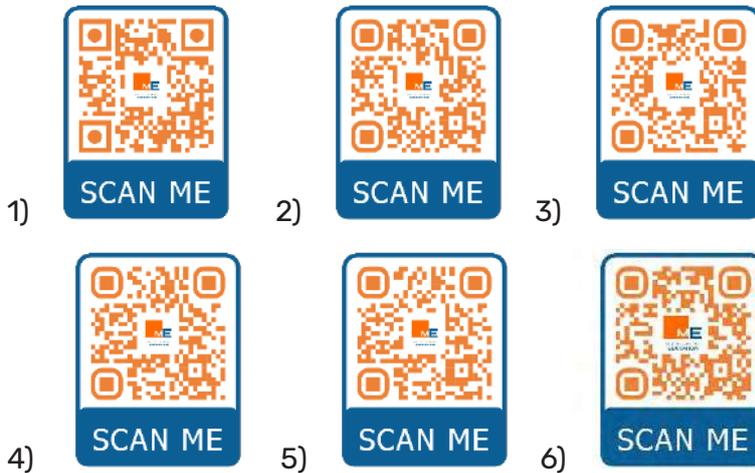
List of links for qrs above:

- The Girl Effect – the clock is ticking
- Joe Biden for President 2020
- Oral-B toothbrush
- Mokase: Make Coffee with Your Cover
- John Hickenlooper for Governor
- Smoking causes premature ageing

Ex. 7. Identify and exemplify the effects of different types of advertisements from the activities above. Provide more examples.

Informative advertising	Persuasive advertising	Reminder Advertising

PART 3. READING

Ex 8. Scan the links and read the texts. Identify different types and criteria of advertisement classification.

Analyze their functions, impact and other features. Make up taxonomic types of advertisements (e.g. place/location, humans/non-humans, etc.)

10 Kinds of Advertising

Different Types of Advertising: Traditional, Modern, and Futuristic

The Different Types of Advertising Methods Available to You

The Four Different Types of Ads to Choose From …

PART 4. GUIDING TO MORE CALP

Ex. 9. Find out the best solution for the advertising campaign in the situation below. Use the knowledge you have got about techniques, manipulations and types of ads.

Martin is launching a restaurant in Kyiv (Pechersk district). He is thinking about the advertising campaign and the plan to implement it. Consider the options below and find the solution to resolve the problem.

a) Allow for a sufficiently big budget of the advertising campaign in order to promote the place, raise customer awareness and increase sales via printed advertising

b) Allow for a sufficiently big budget of the campaign to promote the place via bloggers, influencers and target commercials.

c) There is no need to promote the restaurant because new places always attract people and the best advertising is via word-of-mouth

d) To promote the place via offers and discounts for a short period of time.

PART 5. WRITING

Ex 10. Look at the chart F-A-T-P Organizer. Here you have some examples provided. Scan the links, watch the ads and complete the chart. Add more formats and fill in the spaces.

1) SCAN ME
2) SCAN ME
3) SCAN ME
4) SCAN ME

5) SCAN ME
6) SCAN ME
7) SCAN ME
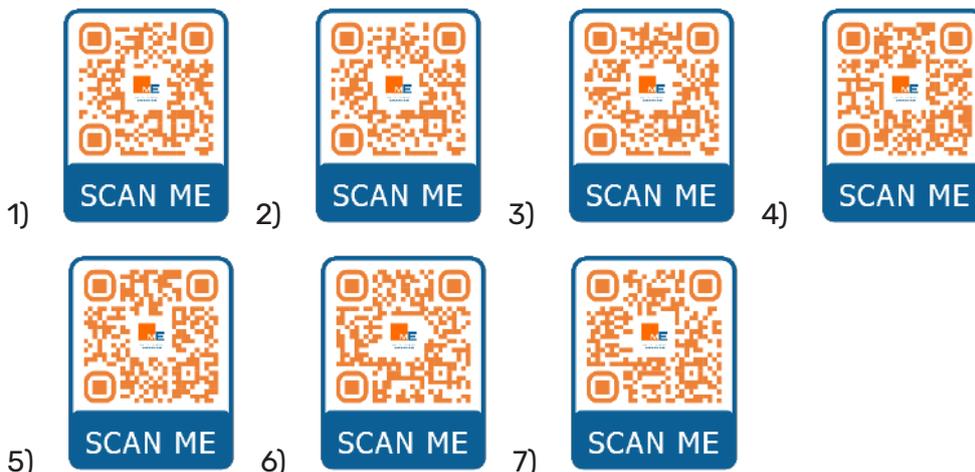
Links to the resources above:

- James Bond Movies Advertise Aston Martin
- Cheetos It Wasn't Me Super Bowl
- Ants
- 2021 Toyota Big Game Commercial
- Jeep Wrangler 4xe 2021 Odyssey from liviu
- Oreo A New Day
- Animated Infographics - AT&T Cargo View

F=form	A=audience	T=topic	P=purpose
tribute	people of different age, sex and physical abilities	car promotion through a story of hope, strength, determination and love **details**: Toyota and 3-time Paralympic gold medalist Jessica Long	draw attention to inclusion and human spirit and possibilities
family daily routine	teenagers and youth	food habits, snacks **details**: Cheetos Super Bowl, Mila Kunis , Ashton Kutcher and Shaggy)	
movie	people of different age and sex	**details:** movie "Skyfall", James Bond's car, - Aston Martin DBS	
wild life scenes		**details:** Jeep	
cartoon		**details:** public bus service in Belgium	
slideshow			
animated infographics			
...			

Ex. 11. Consider the following advertising techniques and appeals. In teams find out the meaning of the notions and find definitions for those which are new. Identify the most effective techniques and exemplify some of them with commercials you have come across.

Common advertising techniques	Sales Techniques	Unethical Techniques
Information	Guarantees	"Bait and switch"
Status	Scarcity	Health/travel fraud
Peer approval	Perceptual contrast	Exploitation of fears
Hero endorsement	Scientific and numerical	Out-of-context quotations
Physical attraction to	claims	
others	Negative option	
Entertainment		
Intelligence		
Independence		
Unfinished comparison		
Bandwagon Advertising		
Facts and statisctics		

Ex. 12. Commercial promotion.

Divide the class into groups of 5 and propose to create a commercial using techniques above. Ask students to present their commercials to the class and ask other groups to spot the techniques they used. Use the plan below as an aid.

In the end, rank presented commercials from the best appealing to the worst. Discuss the "catchy fragments" and failures in presenting.

Plan Your Advertisement

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 13. Check if you remember the terms and expressions from this unit.

Advertisement, advertorial, art work, body copy, commercial, digital/traditional advertising, F-A-T-P organizer, hero endorsement, logo, product placement, slogan, types of advertising.

Ex. 14. Read the text "How Advertising Manipulates Your Choices and Spending Habits". Before reading, air your view on the statement "People will buy for two reasons - it makes them feel good or it takes the pain away".

How Advertising Manipulates Your Choices and Spending Habits (and What to Do About It)

Advertisements aren't inherently bad, but many use manipulative tactics that influence in ways we don't even realize. Despite how much you think you ignore them, and how little you may believe they affect you, that's not necessarily the case. Here's a look at how manipulative ads work, the problems they cause, and what you can do to avoid these negative consequences.

You see ads every day, whether it's on a web page, before a movie, or in the middle of a TV show, and it's easy to say "they're just ads" because, at worst, they feel like a nuisance or interruption. A lot of people have difficulty accepting the idea that ads are manipulative because we want to believe we're in complete control of our choices. While the concept of advertising isn't inherently problematic, we've moved on from the "Eat at Joe's" sign to far more complex and sometimes even moving, cinematic messages that are designed to create significant memories of a product. These memories are created because an ad succeeds at making us feel something—whether it's good or bad—and that emotional response can have a profound effect on how we think and the choices we make. Not all advertising is bad, but we're going to take a look at what's problematic, what isn't, and ways you can avoid the negative effects associated with so much of what you passively experience.

Advertising exists because there's a product a company wants to sell and they want people to know about it so they can buy it. This much is obvious. Sometimes that product is a cleaning spray or a microwave oven, but often it's yet another article of clothing, a gadget, another meal out, or something else you don't necessarily need. These advertisements aren't for the average person with a small amount of spending cash, but rather they're for the rich.

Rich people don't make up a large portion of any population, but they're the ones with money to spend. They can see an ad, decide they want a product, go buy it, and it has very little effect on their wallet. The problem is that we all see the same advertising

but can't necessarily afford the purchases. We all want the lifestyle of the rich, as we see it depicted in television, film, and commercials.

Experts in the field call it 'referencing'. We reference, either intentionally or otherwise, to lifestyles represented to us (in the media or in real life) that we find attractive. We create a vision of ourselves living this idealized lifestyle, and then behave in ways that help us to realize the vision. The problem with this process is that the lifestyles most often portrayed, and ultimately referenced, are well beyond the means of all but a very small percentage of Americans.

We've borrowed a lot. According to American Consumer Credit Counseling, we carry over $680 billion dollars in revolving credit and over 1.7 trillion dollars in total debt. That comes out to about an $10,700 per household with only about half of individual credit card holders paying their balance in full each month. This is bad by itself, but factoring in high interest rates and the inability to afford more than the monthly payment— while the desire to spend doesn't decrease at all—this turns out to be a huge problem. It's particularly hard to get rid of debt when the desire to spend doesn't go away. It's always there because we are constantly receiving messages to want more and more things that we can't afford.

How Manipulative Advertising Works (and What to Do About It)

There are all kinds of ads, but in general they all aim to keep you from thinking and, instead, make your buying choices based on an emotional response. Here's a look at some of the tactics and what you can do to counteract them.

Advertising exists to tell you about a product, which can be as simple as "Brand X soap cleans your dishes" or "Restaurant Y serves food". Of course, when there's competition in the market the ads you see need to be a little more descriptive in order to set products apart. For example, a restaurant may serve a reasonably tasty, unhealthy hamburger in under a minute, but why would you choose theirs over another? Because they said so.

Basically, if you're not prepared to think—and you often are not when you're watching television or reading a magazine—you'll pretty much accept any suggestion if it is offered to you. Since you're being so passive, you may not even realize it's happening.

What can you do? Think. When your parents used to tell you "because I said so" you probably weren't ready to accept that answer. Don't do it subconsciously when watching an ad. Think about what the ad is saying. Play devil's advocate and consider the negative aspect of the products that definitely aren't being shown to you. It only takes a few seconds to consider that the chalupa you're seeing may or may not contain actual meat. Keep your brain active when you're looking at ads and you'll be better off.

Ex. 15. While reading the text, highlight the information about 1) how manipulative ads work, 2) the problems they cause, and 3) what you can do to avoid these negative consequences

- How the manipulative ads work:

_____
_____
_____

- The problems they cause:

_____
_____
_____

- What you can do to avoid these negative consequences:

_____
_____
_____

Ex. 16. Analyze the similarities in laundry detergent companies advertisements. Single out manipulating elements (colour, font size, intonation, context).

Printed ads prompts

Ex. 17. Label the types of video ads you come across and exemplify them with your own findings.

- Which of them do you find the most irritating?
- Why are Video Ads the best advertisements?
- Why to prevent the appearance of unwanted video commercials on your social network page/youtube browsing?

THE 5
VIDEO AD TYPES

Skippable
Non-Skippable
Shopping

Bring them to
your Youtube

Be found on
Youtube

6 Seconds

Take them on a
journey.
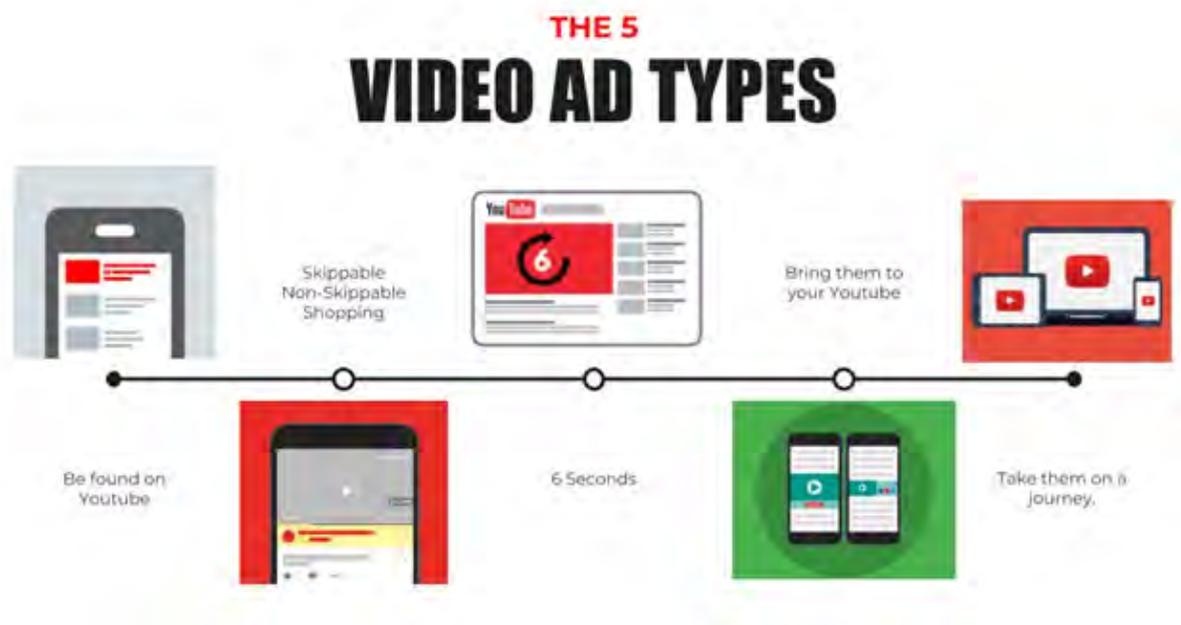
TrueView InStream, TrueView Discovery, AdSequence, OutStream, Bumper.

Ex. 18. Click on the link and watch the video commercials. Answer the questions in the cells with the analysis criteria.

IKEA Commercial - Start something New - YouTube

Lenovo YOGA– For All of Us - YouTube

PART 7. REFLECTION

- What was my learning objective in this unit?
- What do I already know about advertising and its main types?
- What information is interesting and useful for me in the unit?
- What questions do I still have?
- How / Where can I use the new knowledge / skills?

PART 8. REVISION

Answer the questions:

1. What is the main purpose of advertising?

   a) to inform people about new products and services
   b) to let people know about a product's benefits and where to buy it
   c) to make money for the company
   d) to raise awareness about an issue, collect funds for a cause, or promote an idea.

2. Graphic representation of a company name is

    a) headline
    b) art work
    c) logo
    d) slogan

3. A specific group of consumers intended as the recipients for an advertisement or message

    a) target audience
    b) product placement
    c) testimonial
    d) advertorial

4. A technique in advertising where a celebrity or famous person says they use or enjoy a certain product or service.

    a) appeal to snobbery
    b) celebrity endorsement
    c) correct people that shop at target
    d) perceptual contrast

5. A technique in advertising when an average, everyday person says they use or enjoy a product or service.

    a) appeal to plain folk
    b) bandwagon
    c) celebrity endorsement
    d) testimonial

PART 9. GLOSSARY

- **Advertising Media:** communication channels that carry advertising messages to consumers. These include print media (newspapers, magazines, pamphlets), electronic media (radio, television), outdoor signs and posters, phone directories, direct mailings, novelties, and the Internet
- **Advertising Techniques:** procedures designed to inform or persuade people. Among the most common techniques are the attention getting headline, the basic appeal, the comparison of products, the product character, repetition in advertising, the slogan, and the testimonial.
- **Advertorial:** a form of advertisement in a newspaper, magazine or a website which involves giving information about the product in the form of an article. Usually, a brand pays the publisher for such an article.
- **Bandwagon advertising**: a specific type of propaganda advertising technique that tries to get the target audience to jump on board, so as to not "miss out" on what everyone else is doing. The idea of the Bandwagon Appeal is to make people feel like they're missing out or falling behind if they don't join the crowd and be a part of the trend.
- **Celebrity (hero) Endorsement:** a very old marketing communication strategy whereby popular culture and celebrities that are part of this popular culture are used to create a brand image and to deliver the messages regarding the brand image.
- **Slogan:** catchy expression used in advertising and publicity: for example, I'm lovin' it! (McDonald's slogan); You're in good hands with Allstate! Slogans help create a favorable image of a company, a brand product, a politician, or a cause.
- **Testimonial Technique:** advertising method that incorporates statements from famous people or satisfied customers, who endorse a product. Under U.S. government regulations, endorsers must use the advertised product if they claim they do so.

UNIT 10
MEDIA MANIPULATIVE TECHNIQUES

Content
- the concept of media manipulation
- identification of the flaws in media messages and casting the doubts
- types and techniques of media manipulation

Language
- learning the related terms and language functions to discuss the issues of manipulation in the media
- improving reading, listening, writing and speaking skills

Critical thinking
- analyzing manipulated media messages
- evaluating the impact of manipulation
- reflecting

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex. 1. Look at the pictures and share your thoughts on what you see. How are these pictures connected with the topic "Manipulation in the Media"?
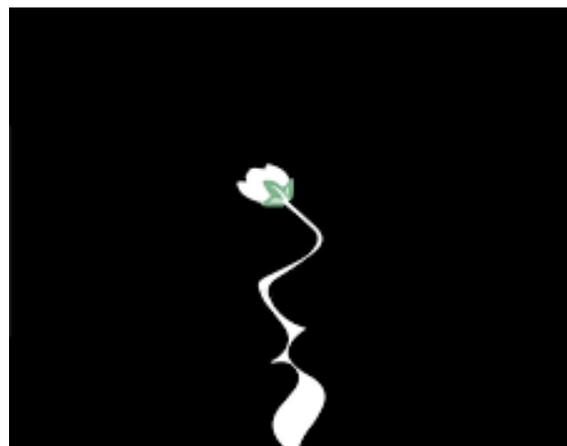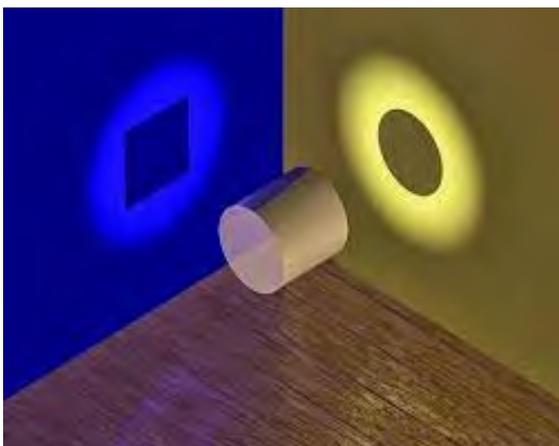
Ex. 2. "See, Think, Wonder". Watch the video and put down the notes. The video consists of three parts. Stop and think after each part about the things asked.

The Guardian's 1986 'Points of view' advert

0:01 An event seen from one point of view gives one impression

- I see
- I think
- I wonder

0:16 Seen from another point of view, it gives quite a different impression

- I see
- I think
- I wonder

0:24 But it's only when you get the whole picture, you can fully understand what's going on

- I see
- I think
- I wonder

Answer the questions:

Why is it important to have several opinions?

Why can people be easily manipulated?

What types of manipulations come to your mind?

Ex. 3a. Explore the gallery of photos and identify the main ways of media manipulation. Suggest one phrase or sentence that best describes the effect.
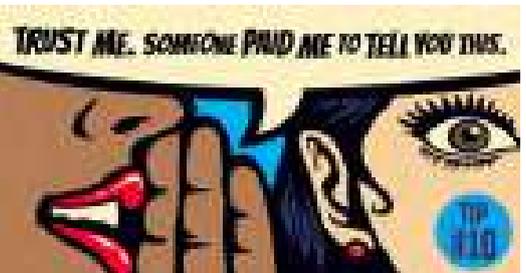
Slides	Effect
Slide 1	
Slide 2	
Slide 3	
Slide 4	
Slide 5	
Slide 6	
Slide 7	
Slide 8	
Slide 9	
Slide 10	

Ex. 3b. Brainstorm the algorithms of how to defeat manipulation in the media.

Think of your own Filter stages of how to resist the manipulation in the media:

1.

2.

3.

Ex. 4. Persuasion and manipulation. Compare the features of the two types of influence on people.

Suggest missing information and fill in the gaps. Compare with the source.

PERSUASION VERSUS MANIPULATION

PERSUASION	MANIPULATION
Act of causing people to do or believe something, which will usually bring positive outcomes	Act of controlling or playing upon someone by artful, unfair, or insidious means, especially to one's own advantage
Intention is noble and positive	
	The person who got manipulated will get victimized and will be badly treated by the person who manipulated
Can build trust on the other person	
	More related to immoral and evil acts, etc.

Visit www.PEDIAA.com

picture source: https://tinyurl.com/sjmxx56f

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 5. "Seeing is not Believing". Read the "The Fact Checker's guide to manipulated video". Watch the suggested video. Look for more examples of manipulations in video content.

(based on https://www.washingtonpost.com/graphics/2019/politics/fact-checker/manipulated-video-guide/)

The Fact Checker's guide to manipulated video

The Internet is increasingly populated with false and misleading videos. These videos — spread by politicians, advocacy groups and everyday users — are viewed by millions. The Fact Checker (the column of the Washington Post, online edition) set out to develop a universal language to label manipulated video and hold creators and sharers of this misinformation accountable. We have found three main ways video is being altered: footage taken out of context, deceptively edited or deliberately altered. These categories are further broken down into subcategories, which are shown below.

MISSING CONTEXT
The video's framing lacks or misstates the context in which events occurred.

Misrepresentation
Presenting unaltered video in an inaccurate manner misrepresents the footage and misleads the viewer. Using incorrect dates or locations are examples of subverting context.

> *Trump only hires the best people*

Twitter post
White House social media director Dan Scavino shared this video as flooding Hurricane Irma at Miami International Airport on September 11, 2017. The airport responded within minutes, saying the footage was not of Miami/ the original footage appears to be filmed at Mexico City Airport a few weeks earlier (as Tropical Storm Lidia brought torrential rain to the Mexican capital on August 31)/ Scavino later acknowledged his mistake and deleted the tweet.

Isolation

Sharing a brief clip from a longer video creates a false narrative that does not reflect the event as it occurred. Point-of-view videos also belong in this category when they promote only one angle of a story.

Video posted to social media incorrectly represented a moment during Nationals' visit to White House on November 4, 2021.

The clipped video made it look like Nationals pitcher Stephen Strasburg simply refused to shake president Trump's hand (as he turned around and instead hugged Nationals manager Dave Martinez). The full video shows he returned to shake the President's hand after hugging his teammates.

Strasburg left Trump hanging
clipped video

Congrats on the viral tweet
full video

DECEPTIVE EDITING
The video has been edited and rearranged.

Omission

Editing out large portions from a video and presenting it as a complete narrative, despite missing key elements, is a technique used to skew reality.

Sen. Marco Rubio (R-Fla.) tweeted a "selectively-edited" video of Rep. Ilhan Omar (D-Minn.) in a February 2018 Al Jazeera interview. The edited video removes a key part of Omar's comment and makes it seem like Omar is saying that Americans "should be more fearful of white men". She was responding to a question about Americans' fear of Jihadism and referencing an Anti-Defamation League report, which said that between 2009 and 2018 there were 100 deaths involving Islamist extremists. By contrast, right-wing extremists were responsible for almost three-quarters of the 427 deaths attributed to extremists.

Ilhan Omar contends that Americans "should be more fearful of white men"
full video

Ilhan Omar: No debate on "whether Trump is a racist"
"selectively-edited" video

Splicing

Editing together disparate videos fundamentally alters the story that is being told.

In his documentary campaign film "The Road We've Traveled" (2012) the former US president Barack Obama offered a misleading account of his mother's insurance struggles. In the film different interviews are cut together to make it seem like she was denied health insurance on the account that her cancer was preexisting condition. In reality, the dispute was over disability coverage – a different issue altogether.

"The Road We've Traveled"

MALICIOUS TRANSFORMATION
Part or all of the video has been manipulated to transform the footage itself.

Doctoring

Altering the frames of a video — cropping, changing speed, using Photoshop, dubbing audio, or adding or deleting visual information — can deceive the viewer.

President D. Trump tweeted a doctored video of a Nickelback "Photograph" music video with a photoshopped image to promote a discredited corruption claim about former vice president and 2020 Democratic candidate Joe Biden.

Trump hilariously tweets Biden photo in Nickelback music
doctored video

Nickelback - Photograph

original video

Fabrication

Using Artificial Intelligence to create high-quality fake images simulates audio and convincingly swaps out background images. Deepfakes and other synthetic media fall into this category.

Digital artist Bill Posters and the Future Advocacy Group published a "deepfake" video on November 12, 2019 of British Prime Minister Boris Johnson and Labour Party's Jeremy Corbyn, falsely endorsing each other to become the next UK.

Johnson-Corbyn "deepfake" video

Ex.6. The phenomenon of bots and trolls used for manipulation is quite popular nowadays. Decide whether the following statements are true or false.

1.	Bots are real anonymous people	true or false
2.	Trolls are real people operating online profiles	true or false
3.	Trolls can be contractors hired to spark discussions	true or false
4.	Bots are capable only of primitive chatting, while trolls can provide complex argumentation	true or false
5.	A botnet is a network of bot accounts managed by different individuals or groups	true or false
6.	The goal of a botnet is to make a hashtag, user, or keyword appear more talked about than it really is	true or false

Ex. 7a. Bots vs Trolls. Study the infographics and spot the bots in Facebook or Instagram using the template below.

picture source: https://www.shoutoutuk.org/wp-content/uploads/2020/04/Trolls-Bots-Botnets-Infographic.png

Ex. 7b. Spot the bot and troll. An online research.

BOT PROFILE

TROLL MAKE INTERNET MAD.
TROLL LIKE ANGER.
TROLL WANT PEOPLE AS
MISERABLE AS TROLL.

picture source: https://scroll.in/article/817887/
what-do-all-online-trolls-have-in-common

Bot feature	Definition	Example
User profile	The most common way to tell if an account is fake is to check out the profile. The most rudimentary bots lack a photo, a link, or any bio. More sophisticated ones might use a photo stolen from the web, or an automatically generated account name.	
Tweet syntax	Using human language is still incredibly hard for machines. A bot's tweets may reveal its algorithmic logic: they may be formulaic or repetitive, or use responses common in chatbot programs. Missing an obvious joke and rapidly changing the subject are other telltale traits (unfortunately, they are also quite common among human Twitter users).	
Tweet semantics	Bots are usually created with a particular end in mind, so they may be overly obsessed with a particular topic, perhaps reposting the same link again and again or tweeting about little else.	
Temporal behavior	Looking at tweets over time can also be revealing. If an account tweets at an impossible rate, at unlikely times, or even too regularly, that can be a good sign that it's fake. Researchers also found that fake accounts often betray an inconsistent attitude toward topics over time	
Network features	Network dynamics aren't visible to most users, but they can reveal a lot about an account. Bots may follow only a few accounts or be followed by many other bots. The tone of a bot's tweets may also be incongruous with those of its connections, suggesting a lack of any real social interaction.	

Resources to identify BOTS

- **Botometer:** An automated system that scores a Twitter account and helps determine if it's a bot or not.
- **Bot Sentinel:** A handy dashboard that tracks, in aggregate, what disinformation bots are tweeting.
- **Hoaxy:** Track the spread of online disinformation.

PART 3. READING

Ex. 8. Before reading the text, think of the examples of various manipulations in the media. Answer the question: by which means the manipulation output can be reached (photo, intonation, etc.)? Provide examples of how you have been recently manipulated by TV or the Internet media?

Ex. 9. Scan the code and read the text "10 Ways the Media Manipulates Our Opinions".

Fill in the table with the key concept taken from the texts and appropriate paragraphs.

Way of Manipulation	What it is, key concepts
Create a diversion	
Exaggerate a problem	
Gradual strategy	
Postponing strategy	
Being very kind	
More emotions, less thinking	
Keeping people uninformed	
Encouraging people to like mediocre products	
Making people feel guilty	
Knowing more about people than they know about themselves	

Ex. 10. Find cases of "more emotions, less thinking" viral manipulation videos we come across on Facebook depicting animals. Answer the questions:

- How are they usually created?
- What is unnatural about them?
- What kind of emotions do they cause first and after critical thinking and reviewing? (see the Wheel of Emotions below)
- What problems are hidden behind filming such kinds of videos?
- Why are they created and go viral?
- Is commenting below the video with truth revealing can help stop them?

Use the Wheel of Emotions to characterize the video you have found. Describe what you feel at the beginning of watching it and in the end. analyze in the same way videos presented by the groupmates.

Plutchik's Wheel of Emotions

picture source: adea823ec0ecb2b74d72872c69127e36.png (500×514) (pinimg.com)

PART 4. GUIDING TO MORE CALP

Ex 11. Read the text and analyse the information.

Imagine a situation where one person says it's raining outside, and the other denies it. Which one would you believe? No need to guess, just look out the window and see for yourself!

This is what is called checking the primary source, which means going straight to the original source of a piece of information—for example, looking (without relying on reporters, etc.) at primary source documents or speaking with people who were directly involved in the event.

First-hand or primary sources may include:
- *Official press releases from government and judicial bodies, local authorities, and international organizations*
- *Official letters, appeals, and requests for information*
- *Direct, on-scene news reports (without editorializing/commentary)*
- *An organization's official website*
- *People directly involved in the event, including eyewitnesses*

If you can't identify an original source, you should be wary of the information presented.

Keep in mind that every outlet has its own editorial policy, target audience, and approach to newsgathering, and its own interests can directly depend on those of its owner. These elements can affect the topics the outlet chooses to cover and the angle it takes in its coverage.

It's the journalists and editors who are responsible for ensuring the information they publish is authentic.

Sometimes, the principle of verifying information using at least two sources is neglected or compromised due to a variety of reasons, such as the pressure to publish and meet deadlines, insufficient training or understanding, or simply the unavailability of sources.

Often, journalists rely on other media for information that is relevant to a given story. Professional and honest media will link to or verbally credit these primary sources with phrases like "as reported by Reuters," or "according to Ukrinform." In online formats, they will usually provide a hyperlink for readers to be able to see the original source.

Note that sometimes it may be necessary to investigate further, as one cited source of information may have itself found that information from another source! Keep going until you are confident you have identified the original source of the information.

When something extraordinary happens, many media outlets are likely to report it, interview eyewitnesses and collect first-hand recordings (e.g. cell phone videos). So, if you are reading about an event that seems truly remarkable, yet after a few hours of searching you are still unable to find other photos or footage from the scene or other corroborating evidence, you may want to treat the information with a dose of healthy skepticism and not share it further.

Sometimes, news outlets publish information citing undisclosed sources. This can happen for a number of legitimate reasons, most often out of concern for personal

safety or as a result someone not being authorized to speak publicly on an issue. Even when done for legitimate reasons, information from unnamed or anonymous sources cannot be verified. In such cases, consider whether the reason given makes sense in the context of the story.

What else should you look for during a publication background check?

- *Are there any contact details on its website? Are there links to an actively maintained social media presence?*
- *How long has the publication been in operation?*
- *Who is its editor-in-chief and who are the department editors?*
- *Where does the publication's funding come from?*
- *Does the article or clip show the author's name?*
- *Are there any other stories by this author on the website?*

Ex. 12. Primary Source Analysis. Read the information and instructions. Answer the questions.

In 1902, American photographer L.C. Handy blended three Civil War photographs into a composite photo of Ulysses S. Grant. Handy was the nephew of a Civil War photographer named Mathew B. Brady. Examine the images and cite details to answer the following questions.

This photograph appears to show General Ulysses S. Grant at City Point, Virginia. It's actually a composite photo that Handy made by combining elements from Sources 1, 2, and 3

"General Grant at City Point," by L.C. Handy. 1902. Library of Congress.

Source 1

Source 2

Source 3

Questions

1. What clues indicate that Source 1 may not be authentic?
2. Form a hypothesis about how Handy used his social connections to create the composite photo.
3. What can you infer was Handy's intention in creating the image?
4. Does the altered nature of the image make it a less important historical artifact? Support your opinion with specifics.

PART 5. WRITING

Ex. 13. Study the photos and verify whether they are distorted and to which extent.

Use the sources below to verify the suggested photos:

- TinEye https://tineye.com/
- FotoForensics https://29a.ch/photo-forensics/#forensic-magnifier
- Jeffrey's Image Metadata Viewer http://exif.regex.info/exif.cgi
- Google reverse image search https://images.google.com/ https://www.labnol.org/reverse/

Ex. 14. Create "A Fact-Checking Guide to Photos" in microgroups (up to 200 words). Go back to exercise 5 as an example.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 15. Discussion – TV show. The topic "Beauty and Media Manipulation". Go to the website of "Dove" company and read the article "Is your child's perception of beauty distorted by media influence?" (7 minute read)

Discuss the body image in the media and how it is communicated to the audience on the basis of the following questions:

- What assumptions or beliefs do creators of ads/clips have about body issues?
- What body shapes are shown more positively or negatively than others?
- How might different people (for instance, men and women, or people who do not have "ideal" body shapes) see such media products differently?
- What techniques does the media product use to get your attention and to communicate its message?
- In what ways are the images in the media product manipulated through various techniques (for example: lighting, makeup, camera angle, photo manipulation)?
- How are you expected to interact with this message (Like or Favorite it, share it, etc.)
- Who was the intended audience for the product? How did the intended audience influence how it was made? (For example, how would a photo you post for your friends to see be different from one for your parents, or a romantic partner?)
- What tools were used to make and distribute this product?

Ex. 16. Watch a video about plastic surgery and beauty standards via media and society manipulations.

Cartoon movie – Plastic surgery

5 students act as TV show participants: a heroine of the video, her mother/sister, a plastic surgeon, a model agent, her brother/boyfriend and the host. The rest of a class act as viewers of the show and can put questions to the main characters.

Discuss the following:

- Why did she run for beauty standards?
- What was her aim?
- How did her relatives react to the changes?
- What is the opinion of a plastic surgeon on changing beauty standards? Do they consider them ethical?

- What feelings accompanied her during the changes and after?
- What is the opinion of the brother/bf about the surgery? etc.

While preparing for the show and thinking of the content and possible answers, the audience fills in the tables with 4 sections. In the first they write down one body part they would like to improve in themselves. In the second - they describe positive emotions they will feel after the changes. In the third - negative emotions or outcomes. In the fourth - they write why other people may think some of the things they stated in sections 2 and 3.

Body part I will improve:	Positive emotion you feel:
Negative emotions you feel or outcomes:	Why other people may think these things about me:

Ex. 17. Check if you remember the terms and expressions from this unit.

Misrepresentaion (in video), isolation (in video), omission (in video), splicing (in video), doctoring a video, fabrication (in video), bot, troll, bot herder, primary source

PART 7. REFLECTION

- What do I want to learn? What is my learning objective in this seminar?
- What did I learn in this seminar? What was new information to me?
- What am I planning to do with the new knowledge I have attained during the seminar? How will I implement it in my work right now and in the future? Is it relevant to my field of studies?
- How will I continue learning on the topic of multimedia after the seminar?

PART 8. REVISION

Answer the questions:

1. "False, inaccurate, or misleading information that is communicated regardless of an intention to deceive." This is the definition of the term

   a) advertisement
   b) misinformation
   c) disinformation
   d) fake

2. ___ is a person who posts inflammatory, insincere, offensive, or off-topic messages in an online community, with the intent of provoking readers into displaying emotional responses,or manipulating others' perception.

   a) bot
   b) bot herder
   c) troll
   d) sock puppet

3. If an image or video is altered, falsified, skewed or cropped it is called

   a) doctored
   b) sliced
   c) isolated
   d) improved

4. _____ involves the process of attempting to change someone's mind or opinion on something to influence them because you genuinely think what you're advocating for is best for them. And in doing so you use reasoning and logic to argue for your stance, and allow people to come upon their own conclusions on a topic that you think should be reconsidered.

   a) manipulation
   b) misinformation
   c) disinformation
   d) persuasion

5. Photo fakes may be used by

   a) TV and social media
   b) TV and print media
   c) TV, print and social media
   d) TV, radio, print and social media

PART 9. GLOSSARY

- **Bot:** a computer program that works automatically, especially one that searches for and finds information on the internet
- **Bot herder**: a real person who controls a botnet.
- **Botnet**: a network of malware-infected computers that are controlled remotely by a real person that is used to make it seem like certain posts or campaigns have received a lot of engagement from users.
- **Citizen journalism** [also called civic journalism]: practice centered on the participation of readers and journalists in community issues, making newspapers a forum for discussion and engagement
- **Doctoring a video**: altering the frames of a video — cropping, changing speed, using Photoshop, dubbing audio, or adding or deleting visual information — can deceive the viewer.
- **Lead**: the introductory paragraph of the newspaper article. It provides an overview or the main idea of the news article. It generally describes 'who', 'what', 'when' and 'where'. It is written in such a way that it encourages a reader to want to find out more information.
- **Mobile journalism (mojo)**: an emerging form of new media storytelling where reporters use portable electronic devices with network connectivity to gather, edit and distribute news from his or her community
- **Multimedia journalism**: the practice of contemporary journalism that distributes news content either using two or more media formats via the Internet, or disseminating news report via multiple media platforms.
- **Splicing in video**: editing together disparate videos fundamentally alters the story that is being told.
- **Troll:** someone who leaves an intentionally annoying, offensive and hostile message on the internet, in order to upset someone or to get attention or cause trouble (to provoke people)

UNIT 11
DIVERSITY IN THE MEDIA

Content
- diversity and inclusion
- self and others controversy
- stereotyping
- hate speech and violence

Language
- improve listening and reading comprehension skills to identify writer's attitudes and viewpoints in authentic media messages
- learn related terms and phrases to discuss the issues of inequality, stereotyping and discrimination in the media

Critical thinking
- activate their prior knowledge and make inferences;
- reflect on the role of stereotypes in the media and their consequences;
- personalize experience with media, facts, and speculations

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Read the following quotations. How far do you agree or disagree with them?

Labels are for clothing, labels are not for people. (Martina Navratilova, professional tennis player and coach)

Don't hate what you don't understand. (John Lennon, a British singer-songwriter, a member of the Beatles)

Sometimes I wonder if I'm as famous for my wheelchair and disabilities as I am for my discoveries. (Stephen Hawking, an English theoretical physicist, cosmologist and author)

When everyone is included, everyone wins. (Jesse Jackson, political activist and politician)

Be yourself; everyone else is already taken. (Oscar Wilde, an Irish poet and playwright)

What issues do they raise?

Ex.2. Working in groups, discuss the plot of:

a movie/book in which characters behave in a *typical* way for their gender, age, nationality
a movie/book where one of the characters was *different* from others in his/her surroundings

What happened? Why did it happen?

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex.3. You will watch a video about *Social Identity Theory.* Before watching, fill in the first two columns of the chart.

What I know about Social Identity theory	What I would like to learn about Social Identity theory	What I learned about Social Identity theory

Ex.4. While watching the video, make notes to answer the questions given below and fill in the third column of the chart:

- What is Social Identity theory about?
- What three stages do we, as individuals, go through before we enter
- the groups?
- What does the categorization process depend on?
- What does understanding your identity do?
- What comes second in Maslow's hierarchy of needs?
- What do the results of Henri Tajfel's experiments reflect?
- According to this theory, why does belonging to a group inevitably cause conflicts with another group?

PART 3. READING

Ex.5. Before you read the text, watch a video with an Asian girl talking about being stereotyped through life and how it affected her identity. Mark the following statements as True or False:

a) In her childhood, ignoring the differences between herself and other people was the only possible way for Canwen to socialise with people
b) Canwen had problems in her personal life because of her Chinese origin
c) Canwen is sometimes asked irritating questions
d) When asked where she is from Canwen says at once that she is from China
e) Rejecting Chinese identity did not help her to become more popular among her classmates.

Ex.6. Read the text and do the task that follows.

STEREOTYPING

(Adapted from Exploring the meaning and origin of stereotypes)

The term 'stereotype' typically refers to a commonly held mental picture that represents an oversimplified opinion, a prejudiced attitude, or an unconsidered judgment about someone or something. But before there were stereotypes about people, stereotypes were made of metal and found in printers' shops.

Stereotype functions as both noun and verb in English with printing applications; it's the plate cast, and it also means "to make a stereotype from." The verb also means "to repeat without variation", "to make hackneyed", and "to develop a mental stereotype about".

Picture source: www.merriam-webster.com

This term was first coined in 1922 to describe a social group's perceived characteristics and was defined later on as 'an exaggerated belief associated with a category'. Its function is to justify (rationalise) our behaviour in relation to that category. Categories (or social groups) can be defined by any number of criteria, such as race, gender, occupation and age. Once these social groups are formed, beliefs or perceptions usually exist about the characteristics, attributes or behaviours of members belonging to that particular group or category. Most often, a person is stereotyped because the perceiver (the one doing the stereotyping) is only familiar with the overall category or group to which the person belongs but not with, for example all white women, or all old men. This possibly means that individuals who have more information available to them may make use of more specific stereotypes than individuals who rely on broader stereotypes because of a lack of information.

When thinking about stereotypes, individuals tend to believe that all stereotypes are negative in nature; however, this is untrue. Stereotypic beliefs or perceptions can be positive (e.g. 'Asians are good students and employees'), negative (e.g. 'senior citizens are too old to be good employees') or neutral (e.g. 'Australians like cricket').

Sadly, as much as many of us want to remain open-minded about other people and their cultures, we are all predisposed to believing a stereotype. It's in our subconscious. Social psychologists believe that we tend to subscribe to negative stereotypes because we all need to feel like we belong to our particular group. We want to, by nature, feel good about our 'group', and so we judge anyone who isn't a member.

Think of three different categories of people in your group/university. Working in groups of 4-5s, add adjectives, which best describe their age, sex, race, looks/clothes, family status etc. and answer the following questions:

1. Do your assumptions apply to everyone in a group?

2. Do most people hold the same assumptions about a group? Why or why not?
3. Do your assumptions tell us anything definite about a categorized individual?
4. How do your assumptions affect your behaviour toward others?
5. Which of your assumptions are *positive*, *negative*, *neutral*?

Ex.7. Working in groups, study the comments from social media given below and discuss the following questions:

1. Do we know the author of the tweet? Does it make any difference?
2. Can any of these examples cause violence? Explain why.

Amanda Bynes
@AmandaBynes

@rihanna Chris brown beat you because you're not pretty enough

5/26/13, 1:37 PM

674 RETWEETS **278** FAVORITES

Josh Haderade™ ✅
@jhader17

🌕 white power lol

11:26 AM - 17 Feb 2012

102 Retweets **28** Likes

💬 19   🔁 102   ♡ 28   ✉

Sen. Marsha Blackburn ✅
@MarshaBlackburn

China has a 5,000 year history of cheating and stealing. Some things will never change...

8:52 AM · Dec 2, 2020 · Twitter for iPhone

5.8K Retweets   **6.3K** Quote Tweets   **34.5K** Likes

Ex.8. Read the text about *hate speech* and do the task that follows.

WHAT IS HATE SPEECH AND WHY DOES IT MATTER?

(Adapted from Hate Speech)

Hate speech *is defined by the U.N. as "any kind of communication in speech, writing or behaviour that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor." It is never acceptable in public communications.*

Picture source: img.freepik.com

Although we can all imagine examples of what we would consider hate speech, the term is difficult to define. Nonetheless, such definitions are extremely important – especially in a world where globally public speech is available to anyone with an internet connection. For social media platforms, for instance, the problem of differentiating hate speech from other forms of expression is a constant, high-stakes ethical and political dilemma. After all, these companies have pledged to quickly remove instances of hate speech from their platforms – but what should they remove? Here is how three major social media companies define hate speech:

- *Facebook: "We define hate speech as a direct attack on people based on what we call protected characteristics – race, ethnicity, national origin, religious affiliation, sexual orientation, caste, sex, gender, gender identity, and serious disease or disability."*
- *Twitter: "You may not promote violence against or directly attack or threaten other people on the basis of race, ethnicity, national origin, caste, sexual orientation, gender, gender identity, religious affiliation, age, disability, or serious disease. We also do not allow accounts whose primary purpose is inciting harm towards others on the basis of these categories."*
- *YouTube: "Hate speech is not allowed on YouTube. We remove content promoting violence or hatred against individuals or groups based on any of the following attributes: Age, Caste, Disability, Ethnicity, Gender Identity and Expression, Nationality, Race, Immigration Status, Religion, Sex/Gender, Sexual Orientation, Victims of a major violent event and their kin, Veteran Status."*

In short, definitions of hate speech vary, but all share a particular focus on attacks against protected characteristics, which is a legal term in U.S. law. Protected characteristics are attributes protected by U.S. Federal Anti-Discrimination Law, including

race, religion, national origin, age (40 and over), sex, sexual orientation and gender identity, pregnancy, familial status, disability status, and veteran status.

According to the text, how is hate speech different from other negative portrayals of groups of people? Choose the correct variant.

  a) Hate speech includes verbal violence. If an attack on someone is verbally violent, it is characterized as hate speech.
  b) Hate speech is an attack on people based on protected characteristics such as race, ethnicity, religion, sex, sexual orientation, disability status, and age.
  c) Hate speech is an attack on a group of people, as opposed to individuals.
  d) There is no bright line between hate speech and negative portrayals; hate speech is just more intense negativity.

PART 4. GUIDING TO MORE CALP

Ex. 9. Watch a short video (2.2 min) where Adama Dieng, the United Nations special adviser on the Prevention of Genocide, shows the high stakes of hate speech. While watching, fill in the gaps below and answer the questions that follow:

STOPPING HATE SPEECH: A CONVERSATION WITH ADAMA DIENG

We all have to remember that hate crimes are preceded by _____. We all have to remember that the _____ of the Tutsis in Rwanda started with hate speech. The _____ did not start with the gas chambers; it started long before with hate speech. What we have been seeing in Myanmar against the Rohingya population started also with hate speech.

And today, what we are witnessing around this world, with the rise of _____, be it in Europe, be it in Asia - everywhere - when we see the growing number of _____ groups, neo facist groups when we see the way migrants and _____ are being vilified. We need therefore to make every effort _____ this hate speech.

Hate speech is an attack on religion, _____, nationality, race colour, descent, gender or other _____ factors. We have to bear in mind that _____ kill. Words kill as bullets. And that is why we need to make every effort to invest in _____, to invest in youth so that the next _____will understand the importance of living _____together.

We need to make every effort so that the _____ like the one we have witnessed in Sri Lanka when churches were attacked, the one we witnessed in New

Zealand, what we saw in Pittsburgh. All this has to stop. And to stop it, we need to invest more in mobilizing the youth. We need to use the verb to become a tool for _____, a tool for _____, a tool for increasing social cohesion, _____ in our world instead of being a tool for _____ genocide, crimes against humanity.

- Which 'protected characteristics' did Adama mention?
- What do you know about the historical examples of violence, which he provides?
- What effects can hate speech have and what can be done to stop it?

Ex.10. Study *the Pyramid of Hate*, which is a useful tool to understand how small acts of prejudice can escalate to extreme violence. Each step in the pyramid is explained with examples to illustrate the concepts. In groups, discuss the following questions:

Genocide
The act or intent to deliberately and systematically annihilate an entire people

Bias Motivated Violence
Murder, Rape, Assault, Arson, Terrorism, Vandalism, Desecration, Threats

Discrimination
Economic discrimination, Political discrimination, Educational discrimination, Employment discrimination, Housing discrimination & segregation, Criminal Justice disparities

Acts of Bias
Bullying, Ridicule, Name-calling, Slurs/Epithets, Social Avoidance, De-humanization, Biased/Belittling jokes

Biased Attitudes
Stereotyping, Insensitive Remarks, Fear of Differences, Non-inclusive Language, Microaggressions, Justifying biases by seeking out like-minded people, Accepting negative or misinformation/screening out positive information

(Picture source: pyramid-of-hate)

1. Do you recognize any forms of hate speech from this pyramid?
2. Where does hate speech lead to?
3. What are the common grounds of hate?
4. What came as a surprise for you?
5. How can social media cause hate crimes?
6. How can social media restrict such activities to support democratic values and prevent violence?

PART 5. WRITING

Ex.11. Choose one of the topics below and create a social media post (up to 100 words) to get your peers' response.

a) Think of one ethical rule to add to *the Code of Media Ethics* and create a post.
b) Think of the dangers of stereotyping and create a post.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 12. Check if you remember the terms and expressions from this unit. If necessary, consult Glossary.

Beliefs, descent, discriminatory language, equity, ethnic, genocide, hate crime, hate speech, hatred, housing discrimination, identity, implicit biases, inclusion, non-inclusive language, perception, prejudice, violence, protected characteristics, religious affiliation, sense of belonging, stereotype, structural diversity, "us and them" mentality

Ex.13A. Working in groups of 4-5s, you will create a band to enter the Diversity Factor. Before you start developing a band, watch the video '*Diversity vs Inclusion: What's the difference?*' and reflect on the importance of diversity and inclusion at the workplace.

SCAN ME

Ex.13B. Follow the main principles from the video and create your band *celebrating, respecting* and *representing diversity* to appeal to the diverse population of your country. Each group will have 20 minutes to develop the profile of your band:

- Name
- Members (think in terms of gender, age, sexual orientation, disability, religion, beliefs or add your own criteria)
- Motto (the main values and goals)
- Type of music and content of your lyrics
- Mission statement explaining why your band has the Diversity Factor

Peer assessment: Use the *Key Identity Questions* below as assessment criteria

KEY IDENTITY QUESTIONS
Who is in this band? Who is not? / Who is missing?   How are men represented?   How are women represented?   How are non-white people represented (if at all)?   How is class represented? (does it favour wealthy people?)   How is sexuality represented? (only have straight people?)

PART 7. REFLECTION

- What do I want to learn? What is my learning objective in this seminar and the course?
- What do I already know about diversity, stereotyping and hate speech in the media?
- What did I learn in this session? Was the information useful for me?
- What am I planning to do with the new knowledge I have attained during this session?
- How will I implement it in my work right now and in the future? Is it relevant to my field of studies?
- How will I continue developing my media literacy and critical thinking skills after this session?

PART 8. REVISION

Choose the correct answer:

1. Types of diversity that organizations need to manage are:

   a) Race
   b) Language
   c) Culture
   d) All of the above

2. The concept of *exposure diversity* refers to

   a) the diversity of information and viewpoints that people actually access and use.
   b) to how different media are available for, and actually used by, the same groups of people.
   c) media ownership and the number of different outlets.
   d) the range of content available to audiences.

3. Oversimplified generalizations about the characteristics of a group are called:

   a) Prejudices
   b) Stereotypes
   c) Biases
   d) Discrimination

4. The notion that 'mental patients are dangerous' is an example of a(n):

   a) Self-fulfilling prophecy
   b) Discrimination
   c) Attitude
   d) Stereotype

5. Hate speech is defined as

   a) a verbal attack.
   b) any speech causing frustration.
   c) hateful and offensive speech aimed at a particular group based on characteristics such as
   d) race, gender, religion, or sexual orientation
   e) constructive criticism.

6. Which of the following is NOT a 'protected' characteristic?

a) Sex
b) Gender identity
c) Disabilities such as alcoholism
d) Marriage and civil partnership

PART 9. GLOSSARY

- **Discriminatory language**: lexis aimed at treating a person or a group of people differently from other people, in an unfair way.
- **Diversity**: the fact of including many different types of people or things.
- **Identity**: who a person is, or the qualities of a person or group that make them different from others.
- **Implicit biases:** an unconscious association, belief, or attitude toward any social group.
- **Inclusion**: the act of including someone or something as part of a group, list, etc., or a person or thing that is included.
- **Perception**: a belief or opinion, often held by many people and based on how things seem prejudice – unfair or unreasonable opinion or feeling, especially the one formed without enough thought or knowledge.
- **Protected characteristics**: specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. They include age, disability, marriage and civil partnership, pregnancy, race, gender, religion, etc.
- **Structural diversity**: the existence of a wide range of media outlets, organizations, and services reflecting various points of view, recognizing diverse cultural representations, and offering different ways of interaction and use.
- **'Us and them' mentality**: different types of attitudes towards the group we belong to and the group we do not associate ourselves with, which stems from our evolutionary need to belong to a group. It can lead to irrational group favoritism, which ends up dividing society instead of bringing us together.

UNIT 12
INFORMATION AND MEDIA LITERACY CONCEPTS

Content
– the notions of "personal media day", "media and news bubbles", "media footprint"
– the core concepts of information and media literacy
– importance of being media literate and promoting media literacy

Language
– improve reading comprehension and speaking skills
– learn related terms and phrases to discuss the issues of media literacy

Critical thinking
– personalize the use of key concepts
– reflect on the personal media consumption and footprint

PART 1. ACTIVATING PRIOR KNOWLEDGE

(Picture source: https://ru.pinterest.com/pin/58969076355441137/)

Ex.1. Answer the questions:

1. Why is Media so important nowadays?
2. What impact on people does Media have?
3. What array of Media sources can you name?
4. How often do you personally take in touch with:

- Print media _____
- Broadcast media _____
- Social media _____

Compare your answers in the group.

Ex.2. Watch the video "Introduction to Media Literacy: Crash Course Media Literacy" (8.08) to activate your prior knowledge and answer the questions.

1. What is the difference between media and medium?
2. Name as many types of media as you remember from the video.
3. What does Media Literacy comprise as a field of study?
4. What are media messages and media effects?
5. What does encoding and decoding of messages mean?

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex.3. Watch the video "What is media education?" and answer the questions.

1. What does Media Education mean?
2. Is media a focus or a tool in Media Education?
3. What do you think about Media Education as a subject at school? Is it important for children to be media literate?

Ex. 4. Read different definitions of Media Education. Working in pairs, choose the best one. Give your reasons.

1. The process of teaching and learning about media by means of critical thinking.
2. The systematic instruction of media critical analysis and production skills through various media contents and technologies.
3. Activities taking place in education to teach the use of means of mass communication (video production, use of multimedia, digital newspapers, etc.).
4. Term often used as a synonym for Media Literacy. However, its strict sense makes much reference to the process developed for making a citizen medially literate and the skills to understand and manage the media.
5. Activities taking place in education to teach the use of means and critical thinking of mass communication (video production, use of multimedia, digital newspapers, etc.).

Ex. 5. Why teach Media Literacy? Name the reasons and compare your answers in the group.

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

Ex. 6. Group work. Split into groups of 3. Now look through the reasons of teaching media literacy that are given by Canada's Centre for Digital and Media Literacy. Do your reasons coincide? Do you agree with the reasons given below?

1. Media literacy encourages young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, engaged media consumers and users.
2. Media education brings the world into the classroom, giving immediacy and relevance to traditional subjects such as History, English, Health, Civics and the Creative Arts. It serves as a perfect bridge for subject integration and interdisciplinary studies.
3. Media education embodies and furthers current pedagogy, which emphasizes student-centered learning, the recognition of multiple intelligences, and the analysis and management – rather than just the simple storing – of information.
4. Media education is grounded in the sound pedagogical approach of starting learning *where kids are at*. The media – music, comics, television, video games, the Internet and even ads – are a part of life that all kids enjoy. Media create a shared environment and are, therefore, catalysts for learning.
5. Media education encourages young people to use multimedia tools creatively, a strategy that contributes to "understanding by doing" and prepares them for a work-force that increasingly demands the use of sophisticated forms of communication.
6. In a society concerned about growing youth apathy to the political process, media education engages young people in "real-world" issues. It helps young people to see themselves as active citizens and potential contributors to public debate.
7. In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people's understanding of diversity, identity and difference.
8. Media literacy helps young people's personal growth and social development by exploring the connections between popular culture – music, fashion, television

programming, movies and advertising – and their attitudes, lifestyle choices and self-image.

9. Media literacy helps children critique media representation, teaching them to distinguish between reality and fantasy as they compare media violence and real-life violence, media heroes and real-life heroes, and media role models and real-life roles and expectations.

10. With most Canadian students turning first to the Internet for research, media education is an essential component of Information Communications Technology education, assisting young people in developing critical thinking skills and strategies for optimizing searches, evaluating and authenticating information and examining issues of plagiarism and copyright.

Ex.7. Look at the spidergram. Add any other questions of Media Literacy.
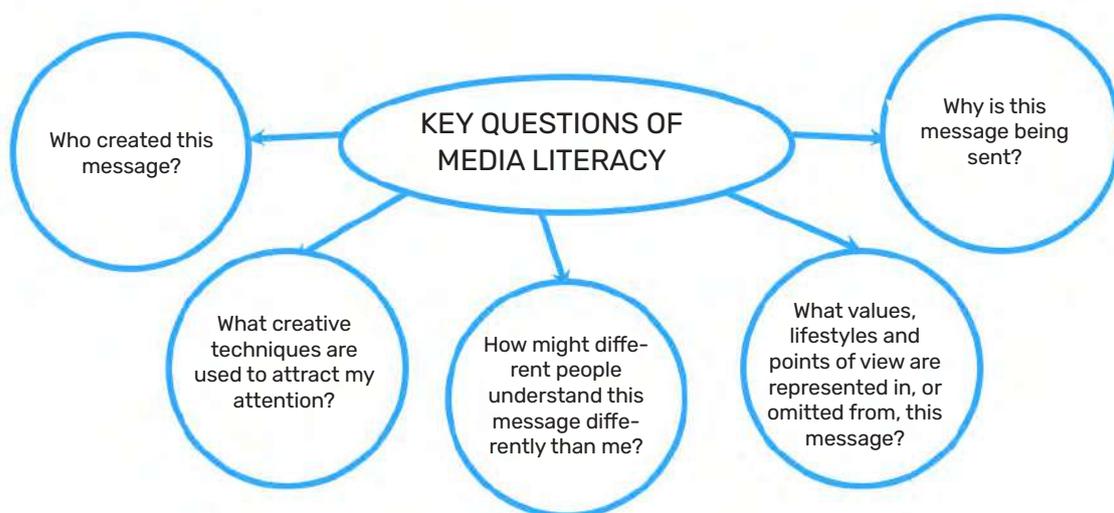
Ex. 8. Having studied the key questions of Media Literacy, we can distinguish the Core Concepts of Media literacy. Match them with the key questions from ex.7.

	Core Concepts	Key Questions
1	All media messages are "constructed".	
2	Media messages are constructed using a creative language with its own rules.	
3	Different people experience the same media message differently.	
4	Media have embedded values and points of view.	
5	Most media messages are organized to gain profit and/or power.	

Ex. 9. Look at the picture of 5 core concepts of Media Literacy and explain the key words as you understand them.

- Authorship _____
- Format _____
- Audience _____
- Framing _____
- Purpose _____

Ex. 10. Look at the pictures. Comment on the ideas of the pictures. How are they connected with core concepts of Media Literacy?

(Picture source: https://whitbytcsrock.wordpress.com/what-is-clm/the-five-core-concepts/;
https://steemit.com/news/@teekingtv/war-against-fake-news-emotional-intelligence-and-media-literacy;
https://janefriedman.com/its-time-for-many-experienced-writers-to-stop-blogging/;
https://slideplayer.com/slide/10053330/)
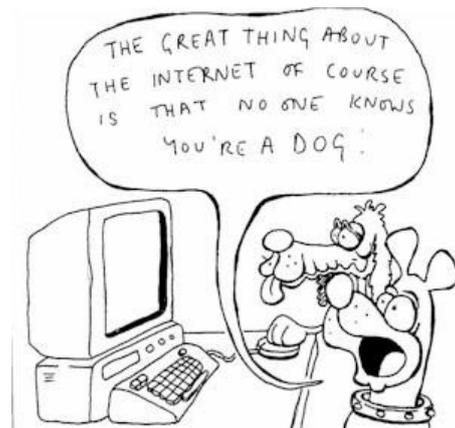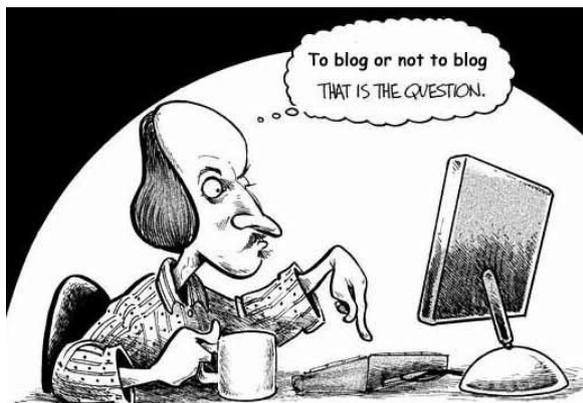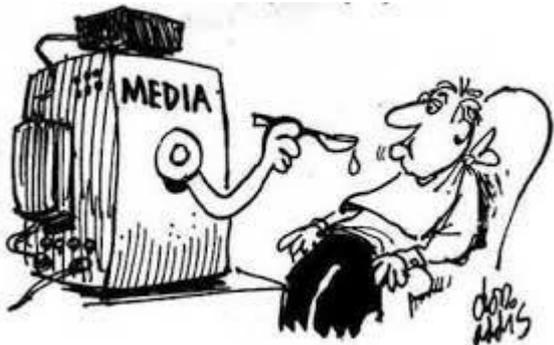
PART 3. READING

Ex.11. Pre-reading activity. Look at the picture. What social media are presented in the picture? Comment on the idea of the picture. How much time can you be offline? What social media do you personally prefer?

(Picture source: https://thesocialmediamonthly.com/why-is-social-media-detox-important/)

Ex. 12. Scan the article "Social Media Day". Answer the questions and fill in the given tables.

1. When was World Social Media Day launched?
2. What was the first social media platform ever to be launched?
3. What was the first modern social media platform?
4. What is the main tradition of Social Media Day?
5. Name the activities on Social Media Day.

SOCIAL MEDIA DAY TIMELINE

19?s
The Birth of the First Super Computer
Scientists and engineers are interested in building new ways to network, which eventually leads to the birth of the internet as we know it.

The First Social Network is Created

Six Degrees is the first ever social network, where users can create profiles, upload photos, and connect with others for the first time.

200?
Facebook Goes Live to the World

Created in Cambridge, Massachusetts, it is founded by Mark Zuckerberg.

200?
YouTube is Created and Launched

YouTube was born in San Mateo, California, becoming the most popular platform to share video content.

Country	Holiday	Occasion	Date
?	National Day of Unplugging	A 24 hour period for us to switch off from our phones.	?
International	?	Protect your important accounts and make sure you've got a strong password	?
U.S.	?	Backup your files, delete the stuff you don't need, clean up your virtual desktop.	October 17
?	National Unfriend Day	?	November 17
U.S.	?	A day to ensure we're making the internet a safe place	?

WORLD SOCIAL DAY BY THE NUMBERS

3.5 billion - _____

68% - _____

3 hours - _____

500 million - _____

60 billion - _____

35 minutes - _____

270 million - _____

707 - _____

300 hours - _____

95 million - _____

Ex.13. Read 5 facts about social media. What surprised you most of all?

5 FACTS ABOUT SOCIAL MEDIA

1. 300 hours every minute

Over 300 hours of video are uploaded to YouTube every minute, and the average person watches 40 minutes a day!

2. Small and medium businesses

81% of small and medium businesses use at least one social platform to stay connected with their customers.

3. Food-stagram

Pizza is the most popular instagrammed food followed by sushi and steak! Yum.

4. Eggscellent

The highest-liked photo on Instagram is a picture of an egg, uploaded by world_record_egg as a way to beat the record of the photo with the most likes.

5. Quick fingers

There are 500 million tweets sent each day — that's 6,000 tweets every second.

Ex. 14. Read the article "World Social Media Day: The good and bad of everyone's favourite habit". Add other pros and cons of social media.

Social media is a word that has in today's date become a part of everyone's life. It has, literally, made the world a smaller place, helping people connect, share, exchange information from across the globe.

From getting their dose of news, sharing envy-inducing vacation posts, to starting movements, social media is the millennials go-to spot for everything.

Social networking gives people the ease to communicate with anybody in any part of the world at any time.

The origin of this trend can be traced back to 1997, when the first social media site SixDegrees gave people the option to share profiles and make virtual friends.

Technology, or SoNet, has changed a lot since then. In the era of LinkedIn (2003), Youtube (2005), Facebook (2006), Twitter (2006), Instagram (2010), and Snapchat (2011), people communicate in the language of filters and stickers.

And while social media has made the transfer of information much simpler, it comes with its own share of pros and cons.

So, on this Social Media Day, here's taking a look at the impact it has had on global communication, and what it really means in the present day scenario - a boon or bane.

PROS
Ease of connectivity
The most basic function of any social network is connecting people, helping them communicate and share information. Social media bridges the distance, letting users share their lives, sorrows and joys, with people who matter.

Live news in your hand
In today's digital age, no one wants to wait for the newspaper to get their load of what's happening in the world. It's all about instant information, and social media helps spread the information. It's also a medium where movements for driving change begin and gain momentum. Whether it was #MeToo that gave women the world over a voice to speak up against sexual assault, the ice bucket challenge that raised awareness and money for ASL, or other campaigns against and for several other topics, social media has often helped drive change.

Opportunities for businesses
Social media has also turned into a marketplace for new and existing businesses. It gives them the power to reach customers across boundaries. It also facilitates direct consumer interaction.

CONS
Information overload
The barrage of information on social media can at times be overwhelming, whether it's posts from friends or fake news doing the rounds. While information is good, too much of it can make your feed feel cumbersome.

Privacy questions
The recent Facebook - Cambridge Analytica scandal has raised questions about how much of the users data do social media companies keep, and more importantly what do they do with it. Data privacy is the tech-age's biggest war at the moment.

Lack of personal interaction
While social media is a great way to stay connected, it has in some ways also led to loss of personal interaction. Conversations have been replaced with 'pings' and emoticons; and the charm of meeting and talking to people face-to-face is often lost.

Cyber Harassment

Harassment, whether online or offline, can scar people for a long time. And social media makes users easy targets. Trolls don't spare anyone, and cyber harassment can often lead to depression.

Addiction

Too much of anything can be unhealthy. And this stands true for social media too. On an average, users spend nine to ten hours on social media, this is longer than a normal person's sleep time. This affects people in ways they often don't realise, from mood swings to the quality of work.

(The information is taken and adapted from https://economictimes.indiatimes.com/magazines/panache/world-social-media-day-the-good-and-bad-of-everyones-favourite-habit/articleshow/64806521.cms?from=mdr)

PART 4. GUIDING TO MORE CALP

Ex.15. Watch the video "Filter Bubbles and Echo Chambers". How do you understand the terms "filter bubbles" and "echo chambers"?

Open YouTube on your phones. What are the recommendations that you have there? Write out three topics of your interests from the recommendations:

1. _____
2. _____
3. _____

Open Google on your phones and write down the word "news". What news is recommended especially for you? Write out three recommendations:

1. _____
2. _____
3. _____

Open Facebook on your phones and follow the instructions. Tap on "Account" and find "Settings and privacy". Tap on "Settings" and find "Ads". You can see here Advertisers you've seen most recently. Write out three points from "Ads".

1. _____
2. _____
3. _____

All the points that you have just written out make up your personal media bubble. Working in groups, share it with your groupmates and compare your bubbles. Do you have any similar points?

Tell about your partner's media bubble. Do you have anything in common?

PART 5. WRITING

Ex. 16. Answer the questions:

1. How often do you surf the internet?
2. What social media do you visit more often?
3. How often do you share photos or write reviews on any products**?**

All that you do on the internet make up your "social media footprint".

A social media footprint is the trail that you leave behind for others to find every time you upload a photo on Instagram, check in on Foursquare, share anything on Facebook, tweet on Twitter, pin on Pinterest boards, publish videos of yourself on YouTube, get tagged in a Flickr photo, add jobs and education info on LinkedIn, and so on.

Read the information below and add more safe habits you should have online.

(Picture source: https://www.straitstimes.com/tech/are-you-in-control-of-your-digital-footprint)

Ex. 17. Read the examples of reviews on the internet. Analyze the reviews and choose what service you would like to experience. Point out weak and strong points of the reviews. On what products have you written reviews?

Chuan Chee
Local Guide · 739 reviews · 6,433 photos

★★★★★ 4 months ago – ⚑

I haven't had Dominos pizza in at least 20 years! I only visited this time because they were promoting their annual Sick Kids hospital day. You can buy a pepperoni or cheese pizza, medium (14 inch) for $4.65 ($5.00 incl tax) and they will donate $2.00 to Sick Kids Hospital.

They freshly made the pizza. We bought the pepperoni pizza. It was extremely fresh. The crust was crunchy and the dough was chewy, just the way I like it. Amazing! I loved it. It is the best plain pepperoni pizza I've ever had! We ordered 2 more to bring home.

The place itself was on the small side but very clean.

5/5 Excellent

Verified traveler, Toronto, On
Traveled with group
Oct 21, 2019

☺ Liked: Cleanliness, staff & service, amenities, property conditions & facilities

We loved everything about this hotel! The rooms were clean, beds were extremely comfortable, food was great but most importantly, the staff were amazing. Specifically Martin!! He was always everywhere making sure everyone was comfortable, had what they needed and were happy. He had such a passion for his job that it translated to pure excellence in his job!! Well done Ballynahinch for employing such a remarkable staff member. Loved our two night stay here and would definitely return if in the area. Highly recommend it!

Stayed 2 nights in Oct 2019

Liz Ward
6 reviews · 4 photos

★★★★★ 2 years ago

We felt at home here. The bartender introduced himself by name, and spoke to us by name. It's small, trendy, and upbeat. Love the selection and the pool tables! Great happy hour specials from open to 9. Wonderful bar snacks, too!

En Cee
5 reviews

★★★★★ 7 months ago – ⚑

I love these group of people. Heather was my agent and working with her has made my first time buying a home a smooth and fun experience. She truly cares about what you need and she went above and beyond to make sure I had all the information required to make the right decision in purchasing my first home! I did get to meet some of the other team members and they were also as friendly, upbeat and professional as Heather. She comes highly recommended and anyone would be lucky to have her as their agent.

(Pictures source: https://flatworldblog.com/)

Ex. 18. Choose one product/service that you really liked and one that you hated. Write down your reviews on them. Use the given reviews as examples. Present your reviews.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 19. Read the text "National Selfie Day".

Comment on the quotation from the article:
"The term "selfitis" arose in 2014 to describe someone who takes a lot of selfies and posts them to social media and since then, it has been adopted by psychologists and is considered a real mental condition."

Ex. 20. Watch the video "How filter bubbles isolate you"

While watching, make notes and finish the statements:

1. Almost anywhere you go _____ will keep track of what you like to click on.
2. Each of us has specific interests so why not focus on _____ we'll probably like.
3. A social media site may _____ from friends with different viewpoints.
4. If you want to go online, _____ algorithms are almost impossible.
5. It becomes difficult to have a _____ discussion about the facts.
6. Keep _____ in mind when you browse the internet and try to seek out new _____.

Answer the questions:

1. Describe your personal filter bubbles.
2. Do you try to avoid filter bubbles?
3. Have you ever noticed that you miss information?
4. How can you change your filter bubbles?

PART 7. REFLECTION

- What new things have you learned in this session? Was the information useful for you?
- Will my social media day change and how?
- How will I continue learning the topic of media literacy and media education after the session?

PART 8. REVISION

Answer the questions:

1. Media is _____ of Media Education.

   a) a focus
   b) a tool
   c) a synonym
   d) a branch

2. Choose the correct core concept of Media Literacy.

   a) Media messages are constructed using a creative language without any rules.
   b) Most media messages are organized to gain profit and/or power.
   c) All media messages are "confusing".
   d) Different people experience the same media message identically.

3. What should people do on a National Day of Unplugging?

   a) Backup your files, delete the stuff you don't need.
   b) Cleanse out your social network and unfriend anyone who doesn't add joy.
   c) Make sure you've got a strong password.
   d) Switch off from phones for a 24 hour period

4. What may lead people to depression in social media?

   a) advertisement
   b) cyber harassment
   c) sad pictures
   d) live news

5. A social media footprint is _____

    a) a photo with your footprint in Facebook
    b) a video that you watched on YouTube
    c) a trail that you leave posting photos, uploading videos, writing reviews and so on.
    d) a time when you change all your passwords.

PART 9. GLOSSARY

- **Authorship:** the state or fact of being the writer of a book, article, or document, or the creator of a work of art
- **Concept:** an idea, theory, etc. about a particular subject
- **Critical thinking:** the objective analysis and evaluation of an issue in order to form a judgment
- **Decode:** to discover the meaning of information given in a secret or complicated way
- **Encode: to represent complicated information in a simple or short way**
- **Framing: to express something choosing your words carefully**
- **Media bubble:** an environment in which one's exposure to news, entertainment, social media, etc., represents only one ideological or cultural perspective and excludes or misrepresents other points of view
- **Media consumer:** a person who receives and interprets media texts or images
- **Media education:** the process of teaching students to interpret, evaluate, and think critically about media systems and the content they produce
- **Media footprint:** a record or trail of anything you do or put online

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UNIT 13
MEDIA LITERACY WORLDWIDE

Content
- knowing country- and region-specific approaches and terminology
 -developing a coherent understanding of the basic notions of information and media literacy
Language
-analyzing terminology in the field in written and oral forms
-presenting reports on elements of media competencies in global contexts
Critical thinking
- activating prior knowledge and systematizing facts
- evaluating the current developments in information and media literacy trends

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Look at the logos of various projects on media literacy. What might be the goals of these projects? What information can you get from the logos? Work in groups and discuss your ideas.

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 2. Based on the summaries of the five projects on media literacy, fill in the table below.

Journalistes en classe – Journalists in classrooms

Eighteen years ago, AJP (Association des journalistes professionnels), France launched an innovative media literacy initiative in Europe that offers to teachers the opportunity to invite a journalist into their classroom.

Before (and also after) the visit in the classroom, the teacher can plan activities focused around media education. Questions to the journalist can be prepared with the students, articles can be written, video sequences can be produced, etc.

This project runs throughout the academic year so teachers can choose when they want to invite a journalist in the classroom. AJP also produces educational resources for the journalists, the teachers, and the students.

Children, teachers and parents against hate speech and discrimination

Children are exposed to hate speech from a very young age, due to their early entry into the digital world. Their encounter with a constant and normalized use of hate speech in the Internet comes at a time when they do not yet possess moral and psychological barriers towards the manifestation of ethnical, religious or gender-based discrimination. The project "Children, teachers and parents against hate speech and discrimination", carried out in two main stages, aims to counteract this tendency.

The first stage of the project implemented by the Bulgarian Centre for Safer Internet (SIC) has been devoted to the selection and development of 10 lesson plans for pupils at primary school. The developed methodology is also relevant to parents and teachers. The lesson plans have foreseen different extracurricular activities with joint participation of children, parents and teachers. In this way, parents can actively support the development of new skills of their children.

In the second stage of the project, the finalized lesson plans have been tested in four schools in Sofia (two of which have students from different ethnic backgrounds). The testing has provided valuable feedback utilized for the elaboration of relevant methodological guidelines to be presented to teachers in different primary schools.

Children and Media

In 2011, the Council for Radio and Television Broadcasting121 (media regulatory authority) launched the website "Children and Media" (www.deti-a-media.cz) to serve as a platform for presenting and exchanging experts' opinions and as an information source for parents, teachers and other educators who are interested in negative influence that media can have on their children.

The website is intended to educate and inform parents about issues related to television law and its risks to children, and children's TV use. Although the title of the website suggests the focus is on media in general, the content of the web is primarily related to television. It consists of several educational sections where the basic terms are explained, and FAQs are answered.

So you got naked online?

The material is made in collaboration between the Safer Internet Centre Denmark (SIC DK), consisting of Centre for Digital Youth Care, Save the Children Denmark, and the Media Council for Children and Young People. The material consists of a small printed booklet, "So you got naked online?", and a more extensive online version.

The booklet "So you got naked online?" aims to empower young people in situations where their images have been shared without their consent. The booklet provides young people with knowledge about images online and provides them with practical guidance on what to do, who to contact and how to minimise damage in a situation of unwanted sharing of images or films. At the same time, the booklet has a preventative aim, as it has been distributed through schoolteachers and local SSP (partnership between schools, police and social service with focus on prevention of youth crime).

Practical training workshops by Young People's Media Club

Young People's Media Club, NGO (Noorte Meediaklubi) is a network that consists of approximately 70 young professionals (mostly new journalists and students of journalism and communication from the University of Tartu, but also from the Baltic Media School of the Tallinn University). All of the members have personal experience of working for the school radio or for the school newspaper.

This younger generation of established journalists and media and communication specialists are aiming to raise awareness and teach practical skills and knowledge around media literacy to secondary and high school students around Estonia.

The activity of NMK is designed to enhance practical journalistic skills of students and develop their media literacies as well as growing their interest in media-related matters. Many participants of the training courses have initiated or been part of various school media projects in their respective high schools e.g. launching school newspapers, school radio, or TV shows.

Title/country	Target Audience	Stakeholders	Activities
		teachers, journalists, students, parents	
	children, teachers, parents		
Children and Media/			
			preparing a booklet
/Estonia			

PART 3. READING

Ex. 3. Read the article highlighting the importance and the outcomes of teaching media literacy.

Empowering young people to tell fake from fact

Marion MacGregor
October 6, 2020

Children who are taught media literacy in the classroom develop better resistance to misinformation online. Sharing tips via Instagram or Twitter could prove to be just as effective - and adults could also benefit.

Finland sounds too good to be true. The country has been ranked the best place in the world to live, according to the Legatum Institute's Prosperity Index, the happiest country, according to the 2019 World Happiness Report, and the third least corrupt, according to the 2019 Corruption Perceptions Index by Transparency International.

It also is reported as having the freest press, according to the World Press Freedom Index, and has the OECD's best-educated kids, according to the Program for International Student Assessment (PISA). And now it also tops the European index of nations in being the most resistant nation to fake news.

It should therefore really come as no surprise that Finns of all ages are able to detect false information against the backdrop of all these superlatives. Not only is life good for the majority of people in the country - but they also have an education system that covers more than just an average curriculum and focuses on contemporary challenges.

If you have a good general education to start with, you are more likely to have a high level of media and information literacy (MIL), according Marin Lessenski, Program Director of the European Policies Program at the Open Society Institute.

"Education is one of the most important factors," Lessenski, who headed up the Media Literacy Index 2019, stressed. "Finland's high (MIL) rating is linked to its high PISA score, which indicates the quality of teaching and the overall education system in the country."

It's not just about general education, however. Finland begins teaching information literacy and critical thinking to children in kindergarten as well as running MIL classes for older people. Its aim is to make sure that everyone - from school students to journalists, teachers and politicians - can spot various forms of misinformation, disinformation and malinformation.

UNESCO, the UN body charged with promoting media development, freedom of expression, and access to information, says all countries should be taking media and information literacy seriously; In a global village, connected digitally and confronting a rapid spread of misinformation, everyone, but especially young people, need to be able to tell fact from fake, UNESCO stresses.

"What is needed is to integrate MIL into the formal education system and to develop national policies and strategies on media and information literacy," said Alton Grizzle, a specialist in media and information literacy at UNESCO.

However, young people must not be seen simply as passive recipients of MIL learning, he stressed: "For too long, media and information literacy programs have focused on young people as beneficiaries of MIL. We need to engage young people as catalysts for change, as co-creators and co-leaders of media and information literacy development and dissemination."

Adapted from https://www.dw.com/en/empowering-young-people-and-adults-to-tell-fake-news-from-facts/a-55128051

Ex. 4. Discuss these questions in small groups:

1. What is the connection between literacy and media literacy?
2. Why is educating citizens to consume information critically important? How did Finland succeed in this?
3. What is UNESCO's vision of media and information literacy?
4. Who is responsible for the media literacy of youth? What is the role of young people here?

Ex. 5. Work individually. Make a list of 5 suggestions you might bring to UNESCO to reinforce media literacy worldwide. Compare your ideas with other students in small groups or in pairs.

PART 4. GUIDING TO MORE CALP

Ex. 6 a. Do you think it's possible to measure media literacy in a society? What are the possible advantages and disadvantages? Work in groups to discuss these questions.

Ex. 6 b. Analyze the clusters of Media Literacy Index of the European countries, read the information about the project, and study the table. Answer the questions afterward.

The Media Literacy Index was created in 2017 as a response to the 'post-truth' phenomenon to measure the potential for resilience to 'post-truth', 'fake-news' and their consequence in a number of European countries and contribute to finding solutions. The Media Literacy Index 2021, presented in this report, is the fourth edition of the index after those in 2017, 2018 and 2019. The Media Literacy Index scores and ranks 35 countries in Europe according to their capacity to withstand the 'post-truth' and its negative ramification. The main assumption is that indicators for media freedom, quality of education, interpersonal trust and e-partici-pation can serve as predictors to the level of resilience of a society to fake news, post-truth and related phenomenon. The concept of media literacy is employed to gauge the potential for resilience to the negative effects of diminishing public trust, severely polarized politics, and fragmented media, among others.

The clusters are groups of countries with similar characteristics along the line of the Media Literacy Index 2021. The clusters are also hierarchical – from the top performers in the first cluster to the last in the fifth cluster. The first cluster is composed of a small group of six countries from Finland to the Netherlands, which are the best performers in index 2021. The second cluster is the biggest one with 11 out of 35 countries, starting with Belgium (7th place with 64 points) to Poland (17th place with 56 points). The third cluster is composed of 9 countries out of 35 in total from Lithuania (18th with 53 points) to Hungary (25th with 42 points) and Cyprus (26th with 42 points). The fourth cluster is composed of six countries – from Greece (27th place with 38 points) to Montenegro (32nd with 26 points). The fifth and last cluster is the smallest one, comprised of three count-ries – Albania (33rd with 22 points), BiH (34th with 19 points) and North Macedonia (35th place with 15 points).

Rank (1-41)	Country	Score (100-0)	Clusters (1-5)
1	Finland	74	1
2	Denmark	73	1
3	Norway	72	1
4	Estonia	71	1
5	Sweden	71	1
6	Ireland	70	1
7	Switzerland	67	1
8	Netherlands	64	2
9	Iceland	62	2
10	Belgium	61	2
11	Germany	61	2
12	Portugal	60	2
13	United Kingdom	60	2
14	Austria	59	2
15	Czech Republic	58	2
16	Spain	58	2
17	France	57	2
18	Latvia	55	2
19	Slovenia	55	2
20	Lithuania	54	2
21	Luxembourg	53	2
22	Poland	53	2
23	Slovakia	48	3
24	Italy	47	3
25	Croatia	45	3
26	Malta	45	3
27	Hungary	41	3
28	Cyprus	39	3
29	Greece	38	3
30	Ukraine	38	3
31	Serbia	33	4
32	Moldova	32	4
33	Montenegro	32	4
34	Romania	32	4
35	Bulgaria	31	4
36	Turkey	29	4
37	Bosnia and Herzegovina	24	5
38	Albania	23	5
39	North Macedonia	22	5
40	Kosovo	21	5
41	Georgia	20	5

Answer the questions.

1. Analyze the clusters of countries. What conclusions can you make about this hierarchy?
2. What are the countries that surprised you?
3. What may be the difference in everyday media habits of the top and bottom countries of the rank?
4. Compare the life of a typical representative of Ukraine and any other country? What are the differences and similarities?

Ex. 7. Look at the charts below representing the media literacy index of Ukrainians. Find more information about the media literacy index of Ukrainians. Use Google search to answer the questions about the organizations responsible for their conducting, their frequency, and dynamics. Discuss your findings in small groups.

Media Literacy Index

- The scale of the standard **media literacy index** ranges from 0 to 10, 0 being the very low level of media literacy and 10 being the maximum level.

- Results were converted into a four-point scale for easier understanding

- According to the findings, **15%** of Ukrainians have low level of media literacy, **33%** - below average level, **44%** have above average level, and **8%** - high level of media literacy.

Source of data: all respondents N= **2000;**

PART 5. WRITING - VLOGGING

Ex. 8. Work in groups and write your project to foster Media Literacy in your community. Follow the template.

Template

Title of the project
Terms of the project implementation
Coordinator of the project

Team of the project	
Previous relevant experience of the team members	
Aim of the project	
Target audience of the project	
Why is this project important for your target audience? (up to 100 words)	
Description of the project (up to 300 words)	
Expected outcomes of the project	
Partnership needed (if any)	
Finances needed (explain what for)	

Ex. 9. Make a short video (3 min max) presenting the project aiming at fostering Media Literacy in your community.

Ex. 10. Make a presentation of the project in the class. Listen to the presentations of their peers carefully and ask questions about the projects, clarifying their aims, expected outcomes, and other components. Pay attention to the sustainability of the project and its importance to the community.

PART 6. FURTHER EDUCATIONAL RESOURCES

1. U.S. Media Literacy Policy Report 2020

2. Media Literacy Index 2023

3. The evolution of journalism and media literacy in Ukraine

4. UNESCO. Media and Information Literacy.

5. Media Literacy for Global Education – Toolkit for Youth Multipliers (2022)

PART 7. REFLECTION

- What do I already know about media and information literacy?
- What did I learn in this seminar? What was new information to me?
- What am I planning to do with the new knowledge I have attained during the seminar? How will I implement it in my work right now and in the future? Is it relevant to my field of studies?
- How will I continue learning on the topic of media and information literacy work after the seminar?

PART 8. REVISION

Answer the questions:

1. What European project aimed to counteract the tendency of children being exposed to hate speech from a very young age, due to their early entry into the digital world? Their encounter with a constant and normalized use of hate speech on the Internet comes at a time when they do not yet possess moral and psychological barriers towards the manifestation of ethnical, religious, or gender-based discrimination.

   a) Children, teachers, and parents against hate speech and discrimination
   b) Children and Media
   c) Journalistes en classe – Journalists in classrooms
   d) Learn to Discern

2. Different segments of audiences get their information in very different ways. Some listen to the radio, some watch TV, some get news through social media and podcasts. This is called:

   a) critical thinking skills.
   b) diverse media consumption habits.
   c) media confirmation bias.
   d) media field.

3. The Media Literacy Index was created in 2017

   a) as a response to the 'post-truth' phenomenon to measure the potential for resilience to 'post-truth', 'fake-news' and their consequence in a number of European countries and contribute to finding solutions.
   b) to gauge the potential for resilience to the negative effects of diminishing public trust, severely polarized politics
   c) to check the level of resilience of a society to political propaganda.
   d) to teach audiences how to watch rather than what to watch.

4. The main assumption of the Media Literacy Index is that

   a) although propaganda has existed for centuries, it has never before been delivered with the same speed, sophistication, and reach as it does in today's technologically interconnected multimedia world.
   b) people lack the ability to distinguish between fact and fiction, to identify it within the flood of information constantly flowing at them.
   c) indicators for media freedom, quality of education, interpersonal trust, and e-participation can serve as predictors to the level of resilience of a society to fake news, post-truth, and related phenomena.
   d) today's media landscape includes disinformation of increasing sophistication. It is often colorful, emotionally charged, and slickly packaged in different formats.

5. What is meant by the statement "In a global village, connected digitally and confronting a rapid spread of misinformation, everyone, but especially young people, need to be able to tell fact from fake".

   a) Young people are responsible for telling facts from fakes.
   b) In an interconnected world, it has become crucial for everyone, particularly the youth, to possess the ability to distinguish truth from falsehood.
   c) The digital world means that a rapid spread of information is inevitable and young people are targeted.
   d) Telling facts from fakes is only possible in an interconnected digital world.

PART 9. GLOSSARY

- **Index:** a system of numbers used for comparing values of things that change according to each other or a fixed standard.
- **Project:** a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose.
- **Post-truth:** relating to a situation in which people are more likely to accept an argument based on their emotions and beliefs, rather than one based on facts.
- **Resilience:** the ability of a substance to return to its usual shape after being bent, stretched, or pressed.
- **Stakeholder:** a person such as an employee, customer, or citizen who is involved with an organization, society, etc., and therefore has responsibilities toward it and an interest in its success.
- **Target audience:** the particular group of people to which an advertisement, a product, a website or a television or radio program is directed.

UNIT 14
MEDIA LITERACY FOR LIFE

Content
- concepts of media literacy;
- the technique of asking five key questions about media experiences;
- developing ability to ask focused questions and find out the answers to them;

Language
- a common vocabulary for analyzing, comparing, contrasting, and critiquing various media inputs;
- a proper language to present personal points of view and convey accurate meaning.

Critical thinking
- activating prior knowledge in media literacy and critical thinking components in education;
- evaluating, analyzing and synthesizing data from print and non-print sources.

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Answer the questions:

1. How do you understand the phrase "media literacy for life"?
2. How can media literacy be used in everyday life?
3. Is media literacy a way to help young people understand their choices?
4. What thinking skills do you know?

- Remembering _____
- Understanding _____
- Creating_____
- Others _____

Compare your answers in the group.

Ex.2. Look at the diagram. Add the missing thinking skills (ranging from simple to complex). Use *remembering* at the bottom and *creating* at the top of the pyramid. Discuss the results together.

To check your knowledge go to Oxford Dictionary of English to identify "taxonomy".

Ex.3. Read the definition of Bloom's taxonomy. Have you ever used it before? Discuss the learning objectives.

Bloom's taxonomy is a framework for categorizing educational goals: Taxonomy of Educational Objectives (source: Blooms Taxonomy :: Resource for Educators).

Bloom's taxonomy is a hierarchical model that categorizes learning objectives into varying levels of complexity, from basic knowledge and comprehension to advanced evaluation and creation (source: Bloom's Taxonomy of Learning | Simply Psychology).

Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive, affective and sensory domains.

Combining parts to make a new whole — Create
Judging the value of information or ideas — Evaluate
Breaking down information into component parts — Analyze
Applying the facts, rules, concepts, and ideas — Apply
Understanding what the facts mean — Understand
Recognizing and recalling facts — Remember

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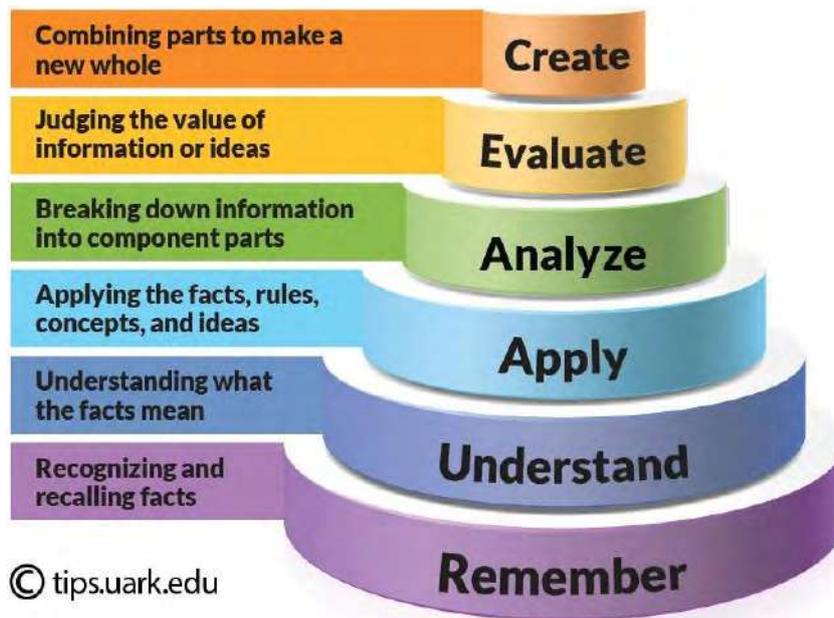
PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 4. Look at the picture that describes Five Core Concepts for deconstructing media messages. Read the concepts and answer the following questions using the media text you selected from any mass media:

1. ALL MEDIA MESSAGES ARE CONSTRUCTED
AUTHORSHIP

2. MEDIA MESSAGES ARE CONSTRUCTED USING A CREATIVE LANGUAGE WITH ITS OWN RULES
FORMAT

3. DIFFERENT PEOPLE EXPERIENCE THE SAME MESSAGE DIFFERENTLY
AUDIENCE

4. MEDIA HAVE EMBEDDED VALUES AND POINTS OF VIEW
FRAMING

5. MOST MEDIA MESSAGES ARE ORGANIZED TO GAIN PROFIT AND/OR POWER
PURPOSE

The Five Core Concepts of media literacy inform a process of inquiry that can be applied to any media content – whether you are producing or consuming media messages.

What *key words* are used in these 5 Core Concepts?

These questions are a reliable starting point for exploration of any message. So, below you may see the technique of asking five key questions about media experiences:

Let's sum up:

	Core Concepts	Key Questions
1	All media messages are "constructed."	Who created this message?
2	Media messages are constructed using a creative language with its own rules.	What techniques are used to attract my attention? HOW is it put together?
3	Different people experience the same media message differently.	How might different people understand this message differently from me?
4	Media have embedded values and points of view.	What lifestyles, values and points of view are represented in or omitted from this message?
5	Media are organized to gain profit and/or power.	Why was this message sent?

Information from: Five Key Questions | Center for Media Literacy | Empowerment through Education | CML MediaLit Kit ™ |

PART 3. READING

Ex. 5. You are going to read an article titled "Bloom's Taxonomy of Cognitive Development". Before reading the text, match the thinking skills with their *key verbs* in the columns of the chart.

Thinking skills	Key Verbs	Options to choose
Remembering		**1)** design, formulate, build, invent, compose, generate, derive, modify, develop
Understanding		**2)** choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select
Applying		**3)** classify, break down, categorize, diagram, illustrate, criticize, simplify, associate
Analyzing		**4)** calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present
Evaluating		**5)** describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.
Creating		**6)** list, recite, outline, define, name, match, quote, recall, identify, label, recognize.

Ex. 6. Read the article from *simplypsychology.org* written by Charlotte Ruhl, published May 24, 2021 and check the second column of the chart above. If the text does not meet your demands from the middle column, google this information.

BLOOM'S TAXONOMY OF COGNITIVE DEVELOPMENT

What is Bloom's Taxonomy?

Bloom's Taxonomy is a system of hierarchical models (arranged in a rank, with some elements at the bottom and some at the top) used to categorize learning objectives into varying levels of complexity (Bloom, 1956).

You might have heard the word "taxonomy" in biology class before, because it is most commonly used to denote the classification of living things from kingdom to species.

In the same way that this taxonomy classifies organisms, Bloom's Taxonomy classifies learning objectives for students, from recalling facts to producing new and original work.

Cognitive Domain Concerned with thinking and intellect

The original version of the taxonomy, the cognitive domain, is the first and most common hierarchy of learning objectives (Bloom, 1956). It focuses on the acquisition and application of knowledge and is widely used in the educational setting. Because it is hierarchical, the higher levels of the pyramid are dependent on having achieved the skills of the lower levels.

The individual tiers of the cognitive model from bottom to top, with examples included, are as follows:

1. **Knowledge***: recalling information or knowledge is the foundation of the pyramid and a precondition for all future levels → Example: Name three common types of meat.*
2. **Comprehension***: making sense out of information → Example: Summarize the defining characteristics of steak, pork, and chicken.*
3. **Application***: using knowledge in a new but similar form → Example: Does eating meat help improve longevity?*
4. **Analysis***: taking knowledge apart and exploring relationships → Example: Compare and contrast the different ways of serving meat and compare health benefits.*
5. **Synthesis***: using information to create something new → Example: Convert an "unhealthy" recipe for meat into a "healthy" recipe by replacing certain ingredients. Argue for the health benefits of using the ingredients you chose as opposed to the original ones.*
6. **Evaluation***: critically examining relevant and available information to make judgments → Example: Which kinds of meat are best for making a healthy meal and why?*

Bloom's Taxonomy pyramid:

EVALUATION — Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

SYNTHESIS — Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

ANALYSIS — Identifying and analyzing patterns; Organisation of ideas; recognizing trends

APPLICATION — Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

COMPREHENSION — Understanding; Translating; Summarising; Demonstrating; Discussing

KNOWLEDGE — Recall of information; Discovery; Observation; Listing; Locating; Naming

The Affective Domain (1964) Concerned with feeling and emotion

This domain focuses on the ways in which we handle all things related to emotions, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Clark, 2015).

From lowest to highest, with examples included, the five levels are:

1. **Receiving**: *basic awareness → Example: Listening and remembering the names of your classmates when you meet them on the first day of school.*

2. **Responding**: *active participation and reacting to stimuli, with a focus on responding → Example: Participating in a class discussion.*

3. **Valuing**: *the value that is associated with a particular object or piece of information, ranging from basic acceptance to complex commitment; values are somehow related to prior knowledge and experience → Example: Valuing diversity and being sensitive to other people's backgrounds and beliefs.*

4. **Organizing**: *sorting values into priorities and creating a unique value system with an emphasis on comparing and relating previously identified values → Example: Accepting professional ethical standards.*

5. **Characterizing**: *building abstract knowledge based on knowledge acquired from the four previous tiers; value system is now in full effect and controls the way you behave → Example: Displaying a professional commitment to ethical standards in the workplace.*

Bloom's Taxonomy – Affective Domain

Characterising: The individual is characterised by the values they have internalised and organised, such that the values become a system of attitudes and tendencies that control much of their behaviour. This internalisation and organisation of values also results in the integration of beliefs, ideas and attitudes into a total philosophy or world view.

Organising: As the learner successively internalises values, they encounter situations for which more than one value is relevant. As such, the need arises to: (i) organise the values into a system; (ii) determine the interrelationships between values; and (iii) establish which values are dominant and which are pervasive.

Receiving: A continuum from 'passively receiving information', to 'being tolerant/neutral towards receiving information', to 'choosing to direct attention towards the information'.

Valuing: This level is embodied by the internalisation of a set of values, resulting in active control of behaviour and motivation to act out the behaviour. It is further characterised by: *acceptance* (a willingness to be identified with the valued thing); *preference* (a willingness to purse and seek out the valued thing); and *commitment* (a willingness to further the valued thing in some way).

Responding: The individual 'actively attends' and 'makes a response', but has not fully accepted the necessity to do so. This may even extend to 'voluntary involvement' or, further still, 'seeking out and engaging with learning to gain satisfaction', which represents the emergence of an emotional response to learning.

By Daniel J. Belton. Adapted from:
'Belton, D.J. (2016). Education for Chemical Engineers, 17, 54-64.' Licensed under a Creative Commons Attribution-NonCommercial 4.0
Based on 'Krathwohl, D.R., Bloom, B.S., Masia, B.B., 1964. Taxonomy of Educational Objectives. Handbook II: Affective Domain. Longman, London.'

The Psychomotor Domain (1972) Concerned with skilled behavior

The third and final domain of Bloom's Taxonomy is the psychomotor domain. The psychomotor model focuses on physical movement, coordination, and anything related to motor skills.

This model was first published by Robert Armstrong and colleagues in 1970 and included five levels: 1) imitation; 2) manipulation; 3) precision; 4) articulation; 5) naturalization.

These tiers represent different degrees of performing a skill from exposure to mastery.
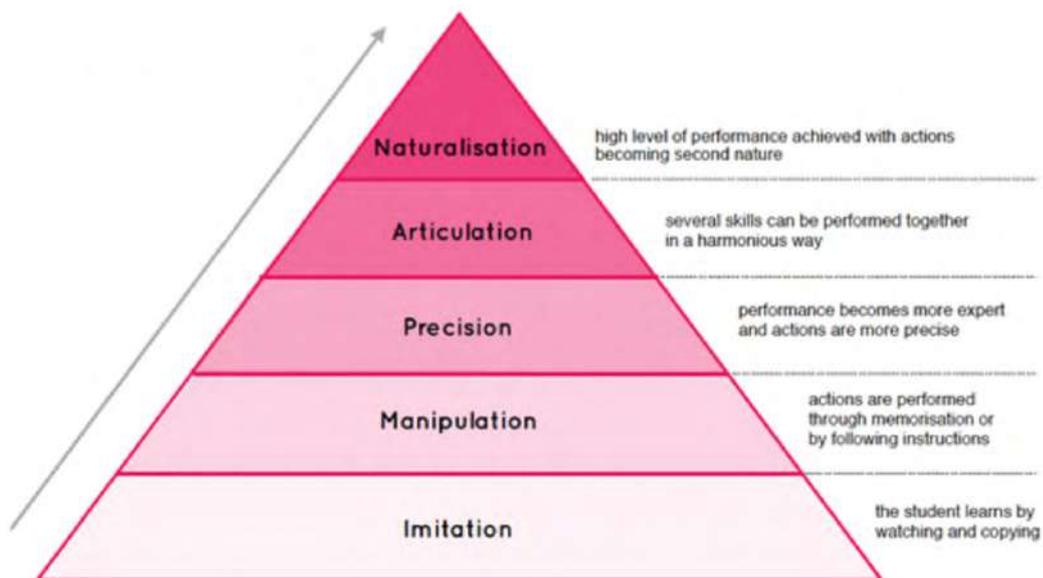

The Revised Taxonomy (2001)

In 2001, the original cognitive model was modified by educational psychologists David Krathwol (with whom Bloom worked on the initial taxonomy) and Lorin Anderson

(who was a previous student of Bloom's!) and published with the title A Taxonomy for Teaching, Learning, and Assessment.

This revised taxonomy emphasizes a more dynamic approach to education, as opposed to shoehorning educational objectives into fixed, unchanging spaces.

The figure below illustrates what words were changed as well as a slight adjustment to the hierarchy itself (evaluation and synthesis were swapped). Together, the cognitive, affective, and psychomotor models make up Bloom's Taxonomy.

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

(How to reference this article: Ruhl , C. (2021, May 24). Bloom's taxonomy of learning. Simply Psychology. www.simplypsychology.org/blooms–taxonomy.html)

Ex. 7. Answer the questions about the text.

1. What does Bloom's Taxonomy classify?
2. Which learning domain concerned with feeling and emotion?
3. Which learning domain focuses on physical movement and coordination?
4. What version of the taxonomy concentrates on application of knowledge?
5. What levels were merged in the revised taxonomy?

PART 4. GUIDING TO MORE CALP

Ex. 8. Media narrative power.

Remember Five Core Concepts for deconstructing media messages. Apply the technique of asking five key questions to the movie poster, advertisement and fake news.


KEY QUESTIONS OF MEDIA LITERACY	Answers to five key questions
1 Who is the author and what is the purpose?	1.
2 What techniques are used to attract and hold your attention?	2.
3 What lifestyles, values and points of view are represented?	3.
4 How might different people interpret the message?	4.
5 What is omitted from the message?	5.

Media Education Lab
www.mediaeducationlab.com

Ask five key questions to a favourite advertisement of your group mates.

PART 5. WRITING

Ex.9. Discuss these pictures. Use the activity sheet *Media Studies Triangle* to analyse various media text. What key points are examined?
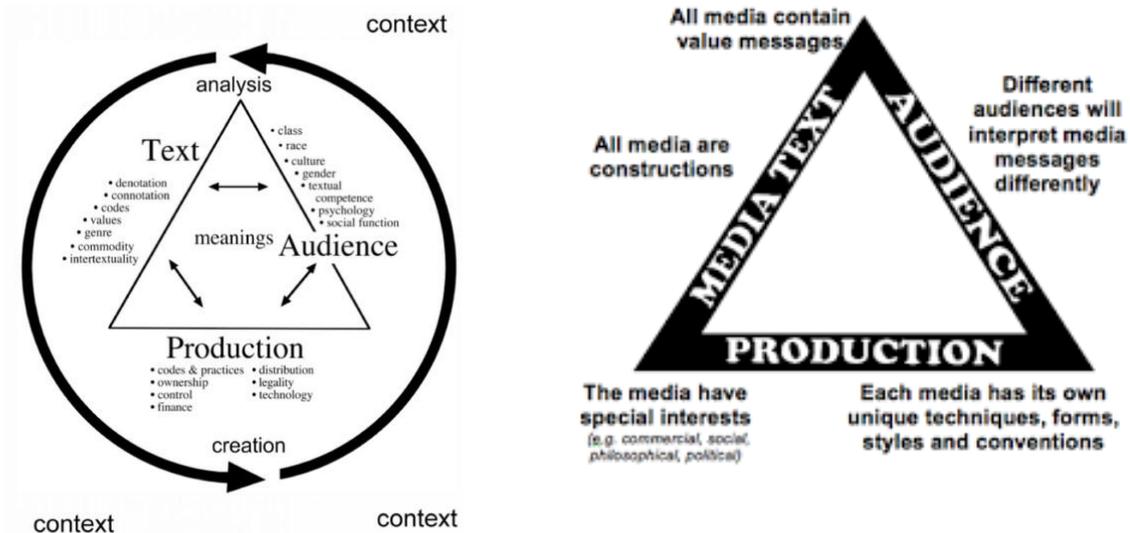
(source: Media Literacy and Social Studies: Media Literacy: 5 Key Concepts and The Media Triangle)

Ex. 10. Write down five key questions with answers to deconstruct your favourite advertisement/post in social media (50-80 words).

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 11. Check if you remember the terms and expressions from this unit. If necessary, consult the dictionary or Appendix A.

Bloom's taxonomy, cognitive development, evaluation, five core concepts, five key questions, media literacy, media messages, media text, media triangle, synthesis, taxonomy, to deconstruct media messages, thinking skills.

PART 7. REFLECTION

Answer the questions:

- What new things have I learned?
- Why do I need to know them?
- What do I already know about Bloom's Taxonomy?
- What do I already know about Five Core Concepts for deconstructing media messages?
- Which information was new / useful for me?
- How / Where can I use the new knowledge / skills?

PART 8. REVISION

Answer the questions:

1. What is a media product created for an audience?

   a) media text
   b) media triangle
   c) production
   d) media literacy

2. What is the basic thinking skill, which is at the bottom of Bloom's Taxonomy?

   a) evaluating
   b) remembering
   c) understanding
   d) analyzing

3. What is the thinking skill, which is at the top of Bloom's Taxonomy?

   a) understanding
   b) remembering
   c) creating
   d) applying

4. The ability to responsibly comprehend, access, and use mass communication in someone's personal and professional lives:

   a) media triangle
   b) media text
   c) thinking skill
   d) media literacy

5. Evaluation means:

    a) using knowledge in a new but similar form
    b) critically examining relevant and available information to make judgements
    c) using information to create something new
    d) making sense out of information

PART 9. GLOSSARY

- **Bloom's Taxonomy** is a hierarchical model that categorises learning objectives into varying levels of complexity, from basic knowledge and comprehension to advanced evaluation and creation.
- **Media text** – any media product such as a TV programme, film, magazine, video game, newspaper, music track or album created for an audience.
- **Media Triangle** is a form of graphic organizer that can be used to both ANALYSE media (deconstruct it to search for meaning) as well as to PRODUCE media (construct meaning using the tools learned from deconstruction).

UNIT 15
CYBER SAFETY

Content
- the notion of Cyber Safety;
- cybercrimes and their effect on our daily lives;
- case studies of cyber violence;
- projects on cyber safety.

Language
- learn related terms and phrases to discuss the issues of cyber violence and cyber safety;
- develop and integrate reading, writing, listening and speaking skills.

Critical thinking
- activate prior knowledge and make inferences;
- analyze and interpret visuals and data;
- personalize students' experience with media, facts, and speculations.

PART 1. ACTIVATING PRIOR KNOWLEDGE

Ex.1. Investigating the constituents of cyber safety:

1. What are the advantages and disadvantages of using online media?
2. Use Mentimeter to fill in the examples of negative aspects of media usage.
3. Look at the results and decide which notions are related to cyber safety constituents? Why do you think so? What other aspects are related to cyber safety? Provide your opinion.
4. What do you think is the correlation between the notions 'cyber safety' and 'cyber security'? Do you agree with Charles Kolodgy, that they are the two sides of the same coin? (Kolodgy, Ch. (2021) "Wordsmithing: Cybersecurity or Cyber Safety?")

Ex.2. Look at the spidergram. Fill it in with the cyber safety constituents. To find more examples scan the article: "What is cybersecurity" by Sharon Shea, Alexander S. Gillis and Casey Clark. Discuss the results together.
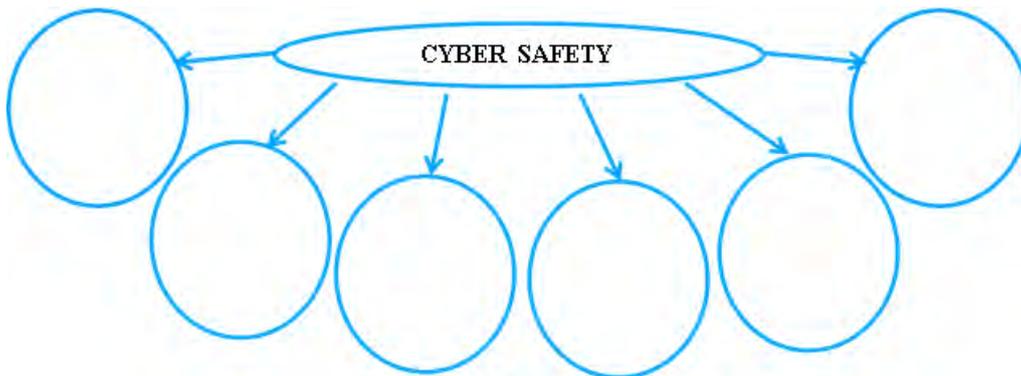
Check your knowledge of the specific terms using any online dictionary.

Ex.3. In small groups discuss the question: Which of the enumerated constituents did you face in the real life?

What other fields of knowledge is cyber safety/security related to?

(picture source: https://tinyurl.com/5chzt88j

Ex.4. Read the quotations about cyber safety. Which one/ones do you agree with? Why? Why not?

Every time you indulge into any sort of online activity, your data can be easily moni-tored and checked. The websites you visit receive your IP address, location, browser and operating system, screen resolution, ISP and more. You can check on what infor-mation you give away at stayinvisible.com. I have nothing against sharing this data when I do simple browsing. I am like Dutch windows without curtains — doing nothing wrong, peep in whenever you want, I have nothing to hide. (Victoria Ivey)

When you say, 'I have nothing to hide,' you're saying, 'I don't care about this right'. (Edward Snowden)

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

(Adapted from https://tinyurl.com/9xj6438)

PART 2. PROVIDING AND ENCOURAGING OUTPUT

Ex. 5. Look at the pictures and answer the questions:

1. How do you feel when there is no internet connection?

2. What do you do when there is no internet connection?

3. How do you perceive yourself online and offline? In what way does it influence our behaviour?

Ex. 6. Define the statement as True or False by selecting one of the standing points. Explain your choice. Check the correct answer on the slide.

№	True/ False	Statement
1.		95% of parents recognize the lingo kids use to let people know that their parents are watching.
2.		1% of children age 10-17 have been solicited sexually online; that's 1 out of every 5 kids.
3.		75% of youth who received an online sexual solicitation did not tell a parent.
4.		14% have actually met face to face with a person they have met on the Internet.
5.		5% have been asked for personal info from people they do not know.
6.		About 37% of young people between the ages of 12 and 17 have been bullied online. 30% have had it happen more than once.
7.		Boys are more likely than girls to be both victims and perpetrators of cyber bullying. 15% of teen girls have been the target of at least four different kinds of abusive online behaviors, compared with 6% of boys.
8.		Instagram is the social media site where most young people report experiencing cyberbullying, with 42% of those surveyed experiencing harassments on the platform.
9.		100% of young people have witnessed online bullying. Most do not intervene.
10.		4 out of 5 students (81%) say they would be more likely to intervene in instances of cyberbullying if they could do it anonymously.

(Adapted from https://tinyurl.com/5fx23vce, https://tinyurl.com/36jkbnwf)

Ex. 7. Reconstruction of the image of the ideal cyber crime victim

a. Watch and discuss a video "Social Media Safety Tips".

SCAN ME

b. Using the information from the video create a mind map to represent an ideal victim of cyber violence.

SCAN ME

Ex. 8. Famous hackers. Answer the questions and fill out the table below.

(picture source: https://tinyurl.com/4f2njssb)

a) Do you know any world-famous hackers? Who were they? Should we know them? Why? Why not?

b) Fill in two first columns. If necessary, visit 'Top 10 Cybersecurity Legends You Should Know About' to read short articles about these people.

c) Together with your groupmates discuss how these people influenced cyber security in the modern world. Fill out the last two columns together.

| Name	Invention	Country and year	Planned result	Actual result
Kevin Poulsen				
Robert Tappan Morris				

Do you agree with the statement: It's not the invention that really matters, but the purpose for which it is used?

(picture source: https://tinyurl.com/2tbm7jzj)

PART 3. READING

Ex. 9. Work in pairs. Think in what way cyber crime can affect your daily life and fill out first 2 columns of the chart.

(picture source: https://tinyurl.com/jh2yyp77)

Type of cyber crime	The way it can influence our life	The way to counter it

Ex. 10. Read an article titled "4 Ways Cyber Crime Can Affect Your Daily Life" from the iV4 BLOG and fill in the gaps with the words from the box. If necessary, supplement the first 2 columns of the chart above with the new information.

4 Ways Cyber Crime Can Affect Your Daily Life

(Adapted from https://tinyurl.com/3fk9bsa4. Last accessed 04.10.2021*)*

Halloween is full of ghouls and ghosts! Don't let your personal information get in the hands of the wrong people. Here are 4 hacking horror stories that are sure to make you double check your security this Halloween!

1) Ransomware Attacks on Hospitals

result in	ransomware attacks	files	malware	server
backups	patients	bitcoin		

The Issue: *In a recent blog post we mentioned that 75% of the healthcare industry has been infected with _____, this goes a little further. It is becoming more common for hospital's to experience _____, an example of this happened at a Hollywood Hospital in Los Angeles.*

The Hack: *The Los Angeles hospital was hit with ransomware and required to pay a ransom of $3 million in _____. The hospital ended up paying $17,000 to gain access back to its _____. While they did have the data backed up on _____, the compromised server and the backup were connected to the network at the time of the breach. Meaning they couldn't access the _____ either.*

This puts a lot of _____ at risk. Without access to its records the hospital can't provide the proper care to its patients and this can _____ potential death.

2) Compromising Baby Monitors

financial	compromised	personal network
extort	invasion	video camera
trouble	smartphone	by connecting

The Issue: *With many baby monitors now able to connect to you_____ and by extension your _____, it has become more common for hackers to connect to your baby monitors and cause all sorts of _____*

for you. In one example a hacker even played music through the monitor to scare the family.

The Hack: *When a baby monitor is _____ the hacker can access a variety of information from your baby monitor whether it's through the _____ or the audio playback features _____to your home network. This leads to a serious _____ of privacy and can allow the hacker to access very sensitive private information that may come up in conversation such as _____ or medical information.*

The hacker can then use the information gained this way to _____ you or your family for money.

3) Hacked Through Public Wi-Fi

user	legitimate	disrupts	devices	information
business	outside source	connection	fake	hacker

The Issue: When connecting to a public wi-fi _____ you always run the risk of having information stolen from an _____. When you're connected to public wi-fi anyone else on the network can access your _____ to get to your personal information. This can range from attacks known as a "man in the middle" attack to creating _____ wi-fi connections to steal data.

The Hack: *In an attack referred to as the "Man in the Middle" method a hacker _____ the direct connection between a user and a wi-fi connection to collect _____. While the fake wi-fi connection is a connection set up by the hacker, it looks very similar to a _____ network.*

Cybercriminals use generic names for the wi-fi network that look like something a _____ would use. For example, they may use a name such as "STARBUCKS Guest" when the actual name for the network is "Starbucks Guest." The_____ can then use this connection to steal information from a _____.

4) Personal Webcam Hackers

threatened	received	social media accounts	hijacked	cameras

The Issue: *Many of us feel safe when we're in our own home but in reality, one of the fastest growing cybercrimes are people hacking into the _____ of home computers.*

The Hack: A perfect example of this happened to Miss Teen USA in 2013. Cassidy Wolf was in her first year of college when she _____ an email from

a hacker that had _____ her webcam. The hacker had access to watch Cassidy through her webcam and _____ to post videos and pictures of her to her_____ if she didn't do what he had asked.

Ex. 11. Match the story with its resolution.

№	Name of the story	Resolution
1.	Ransomware Attacks on Hospitals	**a.** To avoid hacks like these: first, be sure that your password for the baby monitor you are using follows best practices. Also, make sure your wi-fi is password protected. In addition, keep your monitoring system up-to-date with any security patches the manufacturer may release, including antivirus and firewall.
2.	Compromising Baby Monitors	**b.** This is an ongoing issue for the healthcare industry because of the old systems that they are using and lack of IT budget. In the healthcare industry roughly 2% of the budget is allocated to IT and only about 10% of it is used for security. The hospital already paid the ransom by the time they got law enforcement involved. The attack forced the hospital to return to pen and paper record keeping until systems were restored.
3.	Hacked Through Public Wi-Fi	**c.** It had turned out that the hacker was someone that Cassidy had went to high school with and she was only one of the victims of his crimes. The FBI had gotten involved and managed to track down the hacker who was 19-year-old Jared James Abrahams. He was held on $50,000 bond and had his internet usage monitored. Some ways to avoid this from happening are to disable your external webcam while you're not using it. Make sure your passwords are secure and be careful of any attachments that may come in through email. If you do not feel that is safe enough you can always cover the camera with a piece of tape for extra security.
4.	Personal Webcam Hackers	**d.** These types of attacks effect some 689 million users a year and an average victim can spend as many as 19.7 hours trying to deal with losses or damages. To avoid this problem, do not use unsecured public wi-fi connec-tions. If you must, never go to websites that include personal information such as banking or medical records.

(*Adapted from* https://tinyurl.com/3fk9bsa4. Last accessed 04.10.2021)

Ex. 12. Fill out the third column of the chart in Ex. 9. If necessary, google the information and complete the chart.

Ex. 13. Answer the questions on the text.

1. What is the purpose of the article?
2. Which types of cyber crimes are mentioned in the article?
3. Did you personally face any of these cyber crimes? Do you know anyone who experienced it?
4. Which resolutions are offered for these types of cyber crimes? Can you think of any other?

PART 4. GUIDING TO MORE CALP

Ex. 14. Cyber police

a) Work in pairs while answering the questions:

1. Which department deals with cyber crime in Ukraine?
2. Which types of cyber crime does it investigate?
3. Who assists cyber police in the process of investigation?

b) To check your answers to the questions in Ex. 14a, follow the link: https://tinyurl.com/29zbhu6b, and scan the information about Cyber Police Department of the National Police of Ukaraine.

Ex. 15. Cyber crime and social network.

a) Watch the video "How Cybercriminals Can Use Your Social Media Activity Against You". Write out 10 terms connected with cyber safety and crime. Check their meaning if necessary.

b) In small groups discuss your safety habits for using social media.

c) Continue working in small groups. Using the terms that you have written out, create a social advertising/poster on the issue of responsible usage of social media.

PART 5. WRITING

Ex. 16. Write an article/create a short video (optionally: post/tiktok video) for the blog to familiarize readers/viewers with the ways to protect oneself from cyber threats and to use internet safely.

PART 6. FURTHER EDUCATIONAL RESOURCES

Ex. 17. Check if you remember the terms and expressions from this unit.

Cyber safety, hacker, cyber crime, infected with malware, ransomware attacks, legitimate network, files, compromised server, personal network, cyber criminals, hack, antivirus, firewall, attachments, security patches, monitoring system, cyber police, digital footprint, phishing attack, phishing techniques, email phishing, targeted attack, malware phishing, spear phishing, phishing vishing or voice phishing, email scamming

Ex. 18. Read the article "What is a digital footprint? How to protect yourself online, and keep your data from being used against you".

SCAN ME

Can your digital footprint be used against you? Why/Why not? Give reasons.

(picture source: https://tinyurl.com/arx98brp)

PART 7. REFLECTION

You can use these self-learning questions to guide your participation in the seminar and help you reflect on your learning during and after the seminar.

1. What do I want to learn? What is my learning objective in this seminar and the course?
2. What do I already know about cyber security?
3. What did I learn in this session? Was the information useful for me?
4. What am I planning to do with the new knowledge I have attained during this session?
5. How will I implement it in my work right now and in the future? Is it relevant to my field of studies?
6. How will I continue developing my media literacy and critical thinking skills after this session?

PART 8. REVISION

Answer the questions:

1. Select the wrong one. According to the regulations of the Ministry, the Department focuses on the following:

   a) Crimes against environment;
   b) Crimes in the areas of IT, telecom and copyright;
   c) Crimes in the areas of payment systems and commercial activities;
   d) Computer intelligence activities.

2. _____refers to all the personal data and information available about you online.

   a) Your digital footprint
   b) Your email
   c) Your password
   d) Your facebook account

3. _____ – a technological barrier designed to prevent unauthorized or unwanted communications between computer networks or hosts.

   a) Firewall
   b) Fence
   c) Barrier
   d) Wall

4. _____– In this type of attack, a shady actor compromises a person's email account, makes changes to an existing email by swapping a legitimate link, attachment or other element with a malicious one, and sends it to the person's contacts to spread the infection.

   a) Clone Phishing
   b) Man-in-the-Middle Attack
   c) BEC (Business Email Compromise)
   d) Pharming

5. _____– SMS-enabled phishing delivers malicious short links to smartphone users, often disguised as account notices, prize notifications and political messages.

   a) Smishing
   b) Man-in-the-Middle Attack
   c) BEC (Business Email Compromise)
   d) Pharming

6. _____reroutes legitimate web traffic to a spoofed page without the user's knowledge, often to steal valuable information.

   a) Pharming
   b) Malvertising
   c) Clone Phishing
   d) Man-in-the-Middle Attack

7. This type of phishing utilizes digital ad software to publish otherwise normal looking ads with malicious code implanted within.

   a) Malvertising
   b) Advertising
   c) Smishing
   d) BEC (Business Email Compromise)

PART 9. GLOSSARY

- **Cyber safety** – trying to be safe on the internet and is the act of maximizing a user's awareness of personal safety and security risks to private information and property associated with using the internet, and the self-protection from computer crime.
- **hacker** – a computer expert who uses their technical knowledge to achieve a goal or overcome an obstacle, within a computerized system by non-standard means.

- **cybercrime** – a crime that involves a computer and a network. The computer may have been used in the commission of a crime, or it may be the target. Cybercrime may harm someone's security and financial health.
- **malware** – any software intentionally designed to cause damage to a computer, server, client, or computer network. By contrast, software that causes unintentional harm due to some deficiency is typically described as a software bug. A wide variety of malware types exist, including computer viruses, worms, Trojan horses, ransomware, spyware, adware, rogue software, wiper and scareware.
- **ransomware** – a type of malware from cryptovirology that threatens to publish the victim's personal data or perpetually block access to it unless a ransom is paid.
- **digital footprint** – refers to one's unique set of traceable digital activities, actions, contributions and communications manifested on the Internet or digital devices.
- **phishing** – a type of social engineering where an attacker sends a fraudulent ("spoofed") message designed to trick a human victim into revealing sensitive information to the attacker or to deploy malicious software on the victim's infrastructure like ransomware.
- **Man-in-the-Middle Attack** – involves an eavesdropper monitoring correspondence between two unsuspecting parties. These attacks are often carried out by creating phony public WiFi networks at coffee shops, shopping malls and other public locations. Once joined, the man in the middle can phish for info or push malware onto devices.
- **BEC (Business Email Compromise)** – business email compromise involves a phony email appearing to be from someone in or associated with the target's company requesting urgent action, whether wiring money or purchasing gift cards. This tactic is estimated to have caused nearly half of all cybercrime-related business losses in 2019.
- **malvertising** – this type of phishing utilizes digital ad software to publish otherwise normal looking ads with malicious code implanted within.

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Unit 3

Please note that in this unit, items 1-7 in References are mentioned in Ex. 15: *Following the guiding questions below and using the online resources (№ 1– 7), make a presentation as a group.*

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Information about the authors / Відомості про авторів

Unit 1. Introduction to Media

Oleksandra Golovko – PhD, Project Manager of Narva College of the University of Tartu

Олександра Головко – кандидат філологічних наук, проектний менеджер Нарвського колежду Тартуського університету

Unit 2. Traditional vs New media

Lesia Dobrovolska – PhD, Associate Professor of the German Philology Department, V.O.Sukhomlynskyi – National University of Mykolaiv

Леся Добровольська – кандидат педагогічних наук, доцент кафедри германської філології Миколаївського національного університету імені В.О.Сухомлинського

Unit 3. Media Market Game: rules and players

Natalya Oliynyk – PhD, Associate Professor of the Department of Business Foreign-Language and Translation, School of Foreign Languages, V.N. Karazin KharkivNational University

Наталя Олійник, канд. філол. наук, доцент кафедри ділової іноземної мови та перекладу факультету іноземних мов Харківського національного університету імені В.Н. Каразіна

Unit 4. Media content: types and narratives

Mariya Gladysh – PhD, Associate Professor of the Department of Social Pedagogy and Special Education, Zaporizhzhia National University

Марія Гладиш – кандидат наук із соціальної педагогіки, доцент кафедри соціальної педагогіки та спеціальної освіти Запорізького національного університету

Unit 5. Multimedia content: types and technologies

Lesia Lysenko – PhD, Associate Professor of the Department of Journalism, Poltava V. G. Korolenko National Pedagogical University

Леся Лисенко – кандидат наук із соціальних комунікацій, доцент кафедри журналістики Полтавського національного педагогічного університету імені В. Г. Короленка

Unit 6. Fact vs Opinion in the media.

Vitalina Biletska – lecturer at the Department of English Philology and Methodology of Teaching English in the Study and Research Institute of Foreign Languages, Bohdan Khmelnytskyi National University in Cherkasy

Віталіна Білецька, викладач кафедри англійської філології та методики навчання англійської мови, Навчально-науковий інститут іноземних мов Черкаського національного університету імені Б. Хмельницького.

Unit 7. Misleading Information and Post-Truth

Diana Sabadash – PhD, Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University

Діана Сабадаш – кандидат філологічних наук, доцент кафедри англійської філології Прикарпатського національного університету імені Василя Стефаника

Nataliia Goshylyk, PhD, Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University

Наталія Гошилик, кандидат філологічних наук, доцент кафедри англійської філології Прикарпатського національного університету імені Василя Стефаника

Unit 8. Fact-checking and debunking myths

Lesia Lysenko – PhD, Associate Professor of the Department of Journalism, Poltava V. G. Korolenko National Pedagogical University

Леся Лисенко – кандидат наук із соціальних комунікацій, доцент кафедри журналістики Полтавського національного педагогічного університету імені В. Г. Короленка

Unit 9. Advertising in the media

Oksana Yarema - PhD, Associate Professor of the Department of English Philology and Methods of English language teaching, Ternopil V. Hnatiuk National Pedagogical University

Оксана Ярема – кандидат філологічних наук, доцент кафедри англійської філології та методики навчання англійської мови Тернопільського національного педагогічного університету імені В.Гнатюка

Unit 10. Media Manipulative Techniques

Olha Ladyka - PhD, Associate Professor of the Department of English Philology and Methods of English language teaching, Ternopil V. Hnatiuk National Pedagogical University

Ольга Ладика – кандидат філологічних наук, доцент кафедри англійської філології та методики навчання англійської мови Тернопільського національного педагогічного університету імені В.Гнатюка

Unit 11. Diversity in the Media

Olha Pieshkova, Senior Lecturer at the Department of Mykola Lukash Translation Studies, School of Foreign Languages, V. N. Karazin Kharkiv National University.

Ольга Пєшкова, старший викладач кафедри перекладознавства імені Миколи Лукаша факультету іноземних мов Харківського національного університету імені В.Н. Каразіна.

Unit 12. Information and Media literacy concepts.

Svitlana Nikiforchuk – PhD, Professor Assistant of the German Philology Department, V.O.Sukhomlynskyi National University of Mykolaiv

Світлана Нікіфорчук – викладач кафедри германської філології Миколаївського національного університету імені В.О.Сухомлинського

Unit 13. Media Literacy worldwide

Nataliia Goshylyk, PhD, Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University

Наталія Гошилик, кандидат філологічних наук, доцент кафедри англійської філології Прикарпатського національного університету імені Василя Стефаника

Unit 14. Media Literacy for Life

Mariya Gladysh – PhD, Associate Professor of the Department of Social Pedagogy and Special Education, Zaporizhzhia National University

Марія Гладиш – кандидат наук із соціальної педагогіки, доцент кафедри соціальної педагогіки та спеціальної освіти Запорізького національного університету

Unit 15. Cyber safety

Diana Sabadash – PhD, Associate Professor of the English Philology Department, Vasyl Stefanyk Precarpathian National University

Діана Сабадаш – кандидат філологічних наук, доцент кафедри англійської філології Прикарпатського національного університету імені Василя Стефаника

INFOMEDIA LITERACY AND CRITICAL THINKING
A TEXTBOOK

Team of authors:
Oleksandra Golovko, Lesia Dobrovolska, Natalia Oliinyk, Maria Hladysh, Lesia Lysenko, Vitalina Biletska, Diana Sabadash, Natalia Hoshylyk, Oksana Yarema, Olha Ladyka, Olha Peshkova, Svitlana Nikiforchuk

Editor-in-chief: Oleksandra Golovko
Layout: Jan Garshnek