CONNECT!ONS Med!aLit moments

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Leadership Letter for Global MIL

Mobilizing for Media Literacy

In every era, human beings face societal challenges. From the American Revolution, to the days of women's suffrage, to today's challenges with disinformation campaigns and data privacy concerns, there are those who step up in chaotic times and mobilize for change. In this issue of "Connections," CML introduces and honors some of today's innovators and activists who are elevating media literacy as an important tool in the fight to create a better digital world – one where users handily understand the difference between facts and opinions, have control over their own digital data footprint and are less vulnerable to political and commercial propaganda and disinformation.

Today, nearly all digital information is (or has the potential to be) global. New opportunities arise from this – we are better able to understand the lives of those from other cultures, we have a broader world view and ability to learn, and we can connect with others in far-away places like never before. However, the past four or five years have revealed a more destructive side to the democratization and globalization of information. Cambridge Analytica secretly gathered enough personal data points on individuals worldwide to use "psychographic targeting" – first for commercial ads, and then to influence voting behavior in nations across the world. And, Cambridge Anaytica is not the only such actor. The use of soft power by authoritarian states has created a need for a new terminology in public diplomacy circles. "Sharp power" was initially outlined by Christopher Walker and Jessica Ludwig to describe "an approach that supports the projection of influence abroad (the same goal as soft power), through the use of 'outward-facing censorship, manipulation and distraction.'"

While there has been much written about foreign interference in Brexit and the 2016 US election, the influence of disinformation is worldwide. The Pew Research Center recently published information about their survey that showed that "misinformation and fears about its impact are pervasive in 11 emerging economies." Truly, we are facing a global problem – one that can best be solved with global solutions. But, in a world where media norms, standards and freedoms vary widely from nation to nation, how do we find solutions that preserve digital communication's positive forces (such as freedom to hear previously underrepresented voices, connection with others and boundless educational opportunities) while minimizing opportunities for malicious actors to manipulate, misinform and create chaos?

Finding answers is the responsibility of this generation and the next. The voices we hear from in this issue are some of the pioneers in finding those answers. They are working in uncharted territory, facilitating partnerships between disciplines that are working together for the first time, and building bridges between former competitors in order make the new information frontier reach its full potential, while avoiding the pitfalls of unbridled access to content consumption and creation. They are incorporating media literacy into their work as a foundational skill for success in a new information landscape. They embrace its power to promote critical thinking in societies that are bombarded with messages – messages that don't necessarily make the sender's identity or purpose transparent.

CML hopes that, by placing the spotlight on these activists and innovators, even more people will be inspired to mobilize and take part in making the digital information landscape safe, free and accessible – ultimately amplifying the internet's positive influence and decreasing the risk of informational manipulation. In every era, when societies face challenges, there are those who sit on the sidelines and those who set out and change the world. In this issue, we appreciate and thank those changemakers.

Interview with Julian McDougal

Julian McDougall is professor in Media and Education, Head of the Centre for Education, Media and Practice and principal fellow of the Higher Education Academy.
He edits Media Practice and Education, runs the Professional Doctorate (Ed D) in Creative and Media Education at Bournemouth University and convenes the annual International Media Education Summit. He is the author of a range of over 100 books, articles, chapters and research reports and has provided numerous research projects for external funders, charities and non-profit organizations on media literacy and media education.
He has given keynote speeches and joined invited expert panels on media education and media literacy in 18 countries.

Center for Media Literacy (CML): Julian, could you give us a quick overview of your Centre, what your mission is, and what programs you've been conducting?

Julian McDougall (JM): It's an interesting time for the Centre; we are changing the name to the Centre for Education, Media and Practice. We were initially funded by the UK government through the Higher Education Funding Council (HEFCE), and what happened was that HEFCE put out a call, about 13 years or so ago now I think, to accredit one university for each of the subject areas in UK higher education and Bournemouth University applied to be the Centre for Excellence in Media Practice and was awarded that. That came with several millions of pounds from the UK government to become a UK -based national research center, specifically in media practice education rather than the study of media or research in media itself, but specifically with an education remit. What came with that funding was an obligation to have a journal, to fund projects with teachers in schools and universities, and to set up a national conference.

When I arrived at Bournemouth to run the Centre, the funding had come to an end. We made a decision to continue as a self-sustaining research center without government funding, which freed us up to become an international center. As you know, we took the Media Education Summit out of the UK and we held it first in Prague, and then we went to Rome, Boston Massachusetts, Segovia and then to Hong Kong.

We became an international center for media education research, and we've decided to signal that in our name change so we can keep the acronym CEMP but take away the "Centre for Excellence" because that was UK government terminology. We want to position ourselves in three arenas: the fusion of education, media and practice.The second thing we did after the UK funding came to a close and we became international, was set up an educational doctorate, and that's been really successful

and that's also an international project. We have students on the program from several different continents and they're engaging with us as doctoral researchers, but they're all media educators. Most are in universities, but some are in schools, some are in training capacities.

We also do our own research. We bid for funding, we carry out funding projects, we publish, and so the staff who work in the Centre are in their own rights media education researchers with outputs that are known to the world. But we also want to act as a hub internationally for other people's research, which is why the journal and the conference and the doctoral program come together in a way that allows us to foster and nurture, if you like, the next generation of media education researchers.

Where media education meets media literacy has been really interesting in recent times. In the UK, because we have a history of media studies, media literacy tends to mean something a little bit different, and it tends to be a reactive project when you have things like cyber bullying, fake news, online safety, data hijacking, and those kinds of things. Media literacy is used then by policy makers to mean something different than media studies or media education.

I think in the States, across the European Union and in other regions, those things are more interchangeable, but we haven't put media literacy into the name of our centre in the UK for that reason, because it would signal something that's a little bit different to what our intellectual approach has been traditionally.

CML: Your emphasis on education and practice is unique, and sorely needed.

JM: Yes, there are lots of centers in the UK, primarily in London, which do strong media education research and media literacy research, but for reasons which are really specific to the UK, they often stop short at having the words Media Education and Practice in their names.

The London Knowledge Lab at UCL is probably the closest other center in the UK to what we're doing and they run media education and culture masters degrees and they supervise lots of students who do media education, but they don't have "media education" in their name. Our desire to be a center for education, media and practice is also political in the sense that we actually want to boldly restate the need for that research to be done.

CML: Now that media literacy has been named a strategic defense priority for the EU and for NATO, perhaps the field will get more respect!

JM: Yes. We recently completed a project for the U.S. Embassy that is a case in point. (See Resources) There's a website with a toolkit; it lends itself to that quick fix discourse around media literacy which troubles me, and the findings of the project were really the opposite of that. The findings of the project were that everybody agreed, journalists, students, media teachers, librarians, all the stakeholders in the project, that what's needed is a deep and holistic media literacy education because if you have that then thepopulation is going to be more resilient, right?

CML: Absolutely.

JM: The idea of entering a website URL into a verification app to check the source of something is really what we refer to in our findings as giving somebody a fish rather than teaching them to fish.

CML: That's so on target.

JM: Because we all know that media literacy is probably a two or three year educational activity for most people. If it was compulsory in every school in Europe, the US, or the world, I think we'd have a generation of media consumers who would be not only more resilient to fake news, but also more healthily skeptical about all journalism, more critically engaged with what social media are doing with their data and better at interpreting filmsand those kinds of old-fashioned media literacy activities that we used to be more interested in, such as textual analysis and all the rest of it. I think we're at an interesting intersection where there are opportunities for us to share our work, and to work in very credible environments. There are government initiatives going on now, and certainly that wasn't the case 10 years ago.

We have to keep saying the same thing, that this is not something we can fix with a very quick workshop or something on the web. It has to be a sustained educational project where we take young people with us for a number of months, if not years, and that's difficult because so much of our policy landscape is based on short term funding and short term problem solution narratives, isn't it?

CML: Yes. We really need foundational media literacy as a springboard for every citizen. That foundation is laid early, it's thorough and it's consistent so people really have the skills and the knowledge that they need to respond to the media environment – whether it's social media, film, billboards. etc. That's a huge challenge. So many programs are focused more on, for example, fact-checking, which is just another form of journalism. and other short term efforts and it's just not going to do the trick. What recommendations have you made for future action, resulting from your research for the U.S. Embassy?

JM: We have three key recommendations. Our first recommendation was, "Rather than producing competence frameworks in media literacy as though it's a neutral set of skills to citizens, media education needs to enable students to apply the critical legacies of both media studies and literacy education on the contemporary media ecosystem."

There's decades of research into literacy as a very complex social process, and that kind of academic field has moved miles and miles away from deficit models or ideas about literacy as something that you either have or you don't.

One of the problems with media literacy is that with all the best intentions, it's gone back to that language about deficiency and gaps in skills and competencies to be measured. We're arguing that you need to take the critical legacies of both media education, cultural studies, media studies, academic tradition that we've had now for decades, and also look at the best practice from literacy education.

Richard Hoggart's work in the 1950s showed complex thinking about literacy, gender and social class and all the rest of it in the 1950s. We're not saying don't have competence frameworks, we're not saying that those are terrible things. We are saying you can't just have those common competencies alone, and you've got to work out what you do with the competence and what you care about as a person in the world.

With that in mind, the second recommendation was more about pedagogy. We've recommended that, "Media education must adopt a dynamic approach to media literacy with reciprocal transfer between critical rhetoric and media practice".

That is an obvious classic learning-by-doing, experiential, agentic practical idea about media literacy. It's always been a discourse in the media literacy space about what do you want young people to make and share as part of their engagement. Henry Jenkins' work exemplifies these ideas. But what's the pedagogy for that? How can we create an educational space that doesn't just assume that media literacy will lead to agency, as though it's some kind of natural next step? A dynamic approach to literacy is one where the literacy changes as you move forward with different groups of students. You don't see literacy as a fixed static that you either have or don't have.

Our third recommendation was, "We need to add the critical exploration of social media algorithms and big data to the media education curriculum, accompanied by applied practical learning and the uses of them for social justice as opposed to training the next generation in the use of these for even further commercial and political exploitation of one the other." We also said as a caveat that numbers one and two are already happening. There's already a best practice in another project I worked on with colleagues for the European Commission, we've actually produced a field review of best practice. For one and two we can actually say this is where it's being done, and this is what it looks like, but three is for the future. That work on how do you deal with algorithms, within media literacy and media education.

Although there's a lot of interest in the third recommendation we made on data, I don't think we've yet worked out either a curriculum or a pedagogic response to the serious business of the algorithm. Is that media? Is that part of media literacy, or is that part of a more general civic, political? I don't know. I think it's so huge. Three is an intention for the future but not something we can yet exemplify.

CML: Yes, the data issues are huge, and also address business models, the economy, the law...

JM: One important note is that the three recommendations we made came from the stakeholder groups we worked with. They were journalists, librarians, we called them information professionals.

Our recommendations weren't just our findings; they were the shared recommendations from the stakeholder groups. We had interviews and focus groups with four stakeholder groups, and what we found that was interesting as well in terms of the findings – not necessarily recommendations – were that there were so many misconceptions from each group about what the other groups would think. Journalists were surprised at teachers' perspectives. Students were surprised by librarians' perspectives, and vice versa. The dialogue was a really important part of the project.

JM: The methodology that we used to elicit the perspectives of the information professionals was highly participatory. I personally interviewed 25 people, and used a broad discourse analysis to identify key discourses from journalists that were specific, and then intersecting discourses that were shared by say, journalists and students and teachers.

Then we put all these people together in London for two days and had a series of workshops with four of us. There was me, Paul Mihailidis, David Buckingham, Monica Bulger, Karen Fowler-Watt, Roman Gerodimos, and we all ran a workshop and the participants went round in mixed groups. They went to all the workshops, which were about defining the problem, such as asking, what is fake news? Is it a thing? Is it different to other kinds of moral panics that we've had? We sought different perspectives on the problem from the different stakeholder groups.

Then we spent a lot of time talking about trust, and establishing what kind of trust would be desirable in the community, and to what extent trust is problematic because there's a tipping point where you have too much trust in media, or not enough trust in media. Then we evaluated media literacy resources that were already out there in the world and we came up with the top 10, which we've put on our website at top 10 resources that already exist and were agreed upon as being valuable by the four groups.

One note about our findings that I found interesting was about Journalists in particular. We found that consciously or not, journalists are really unprepared for the future in the sense that they had a great deal of residual confidence in the value of their work, and when they were faced with young people who have never willingly paid for news, professional journalism in their lives and have no intention of ever doing so, there was visible shock.

The business model for professional journalism is really in peril if the next generation have genuinely no intention of ever paying for it, and then of course, what came up in the conversation quite quickly was that you might want to put a binary opposition between fake news and professional journalism, but professional journalism now is only viable economically if lower down the web page there's click bait because that funds the professional stuff. If you took away fake news, where would the money come from?

Those conversations between the groups put people in a position of some tension, which was quite refreshing because for too long I think we've had journalists telling media educators, well, this is what you need to do to encourage your students to understand the difference between real and fake.

I think it was healthy and purposeful for those groups to be in a conversation together. It was healthy for media teachers to be able to say to journalists, "We need to be able to look at your material with skepticism, because we don't want to go back to a place where we accept all mainstream media as neutral." The dialogue provided a healthy dose of reality for a lot of people.

It's important to recognize that it's one thing to be able to understand that something's fake, but it's another thing to care.

I don't really know whether the media studies project in the UK has always been, if we're honest, kind of left-wing. I mean, the key people such as David Buckingham, Sonia Livingstone, Len Masterman back in the day – if you spend any time in the

company of those people, it's quite clear that what they want is a fairer world, social justice, and a pluralist media that represents marginalized groups rather than the interests of the powerful.

But I think what's problematic at the moment, particularly in European Commission discourse, are these notions about a shared European value system and shared European history. A lot of assumptions are being made about the mindset of students and the mindset of citizens, and the evidence at the moment in my experience recently is that a lot of people are feeling quite differently about priorities.

At this moment in history, trying to convince young people that they should not only understand the difference between verifiable media and fake news, but also care about it on the basis of social justice and democracy is not something we can take for granted at the moment.

CML: Julian, where do you want to see media education go? For example, where do you feel like we need to put our efforts to achieve the goals we've all been working for – which is in a sense that social justice mission as well as providing those foundational skills.

JM: The first thing I would say is that now is the time to lobby, whether you're in the UK, the European Union, The United States, Canada, New Zealand – wherever you are in the world. Now is the time to lobby for a mandatory media education or media studies or media literacy, whatever you want to call it, a mandatory program in every school.

We need a mandatory program that has to be assessed through qualifications that are measured in either the PISA data, OECD or national benchmarks, because teachers don't have the time, resource or capacity to do things out of goodwill unless they are performance-managed.

That's the "what" bit. Then the "how" bit is that you've then got to take all the best practices learned for many years across the world and tie them in the kind of pedagogy, the kind of teaching and learning that I would call a third space. What I mean by that is a genuine exchange between the experiences young people are having with media every minute of every day, and an academic, theoretical and – I would say also – the political expertise of teachers.

If I'm working with 13-year-olds. They are the experts on media. They consume media rapidly in an immersed way much more than I, just by virtue of having the time and being the age they are. I am not in that space, but I can exchange their expertise in media engagements with my expertise in the political economy of media, critical theory of media, textual and contextual analysis, looking for representation of people, groups in ideas and in media. Then, between us, we can work between our spaces in the third space where we share that expertise and learn from each other.

Stage one is to make it mandatory, assess it, measure it; and stage two is teach it in a third space, which has to be about the exchange between the educational world and the life world, the mediated life world if you like. Then, stage three is, if I go back to my interest in Richard Hoggart's work on The Uses of Literacy, you then go to make a collective international understanding – perhaps UNESCO driven, I don't know – but some kind of agreement about what human principles this education is all for. When I look at the UNESCO Statement on media literacy, it's about too many things at once.

It's about a real mixed bag of very good intentions, but it's unmanageable, and I think you've got to say, what is all this for, and what it's for is not only that people are using media in a way that's safer. It's not only that people have equal access to media. All those things that we know, we started out with the media literacy years ago – but we need to equip a generation of citizens with the desire to use media for social justice, for good, for a more egalitarian, democratic society.

Media education is not about getting a job in media. It's not about learning to code so you can develop the next app that's going to monetize everybody's existence. It's actually about making the world a better place.

Interview with Artur Gurau and Maryna Dorosh
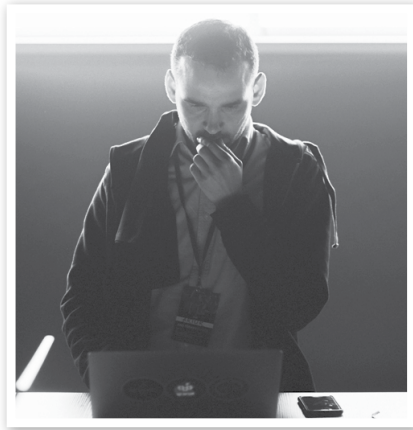
Artur Gurau

Artur grew up in the age of tech. He taught himself to code and won awards for the best site. He used Twitter to demand political change and blogged about stories of Moldova that were missing. He got a legal education, which he used to help advise NGOs on how to stay within bounds and remain effective. After his studies, Artur plunged into creating businesses and learning opportunities for his community. He founded the creative agency Granat, which continually sets standards for branding excellence. When he saw a need for high-quality, entertaining news and information, he created Kometa, which has achieved a tremendous reach and inspired numerous competitors

Maryna Dorosh

Maryna is the curriculum development lead at IREX in Ukraine, project "Learn to Discern in Education" and the author of more than 200 articles about new media and media literacy. A Digital Communications Network board member, she is experienced in the journalism and NGO sectors. Maryna is engaged in projects focused on enhancing critical thinking and media literacy skills. She is a co-creator of a number of innovative solutions in the field, including Media Driver (an online media literacy manual for teenagers, Detector Media, 2016), News Literacy e-course (Detector Media, 2017) and Medianavigator (international media literacy project, n-ost, 2017). Maryna also serves as regional consultant for the Ukrainian national experiment of implementation of media literacy into the education for the years 2017 to 2022. She is co-author of the analytical reports Actual aspects of reforming journalism education in Ukraine and Kids in media: how to cover the topic and follow the rules (both Detector Media, 2016). Since 2018, Maryna has served as an affiliated faculty member at the Media Education Lab, based in the Harrington School of Communication and Media, University of Rhode Island, and as a fall 2018 fellow for the Digital Communication, which was implemented by World Learning and is supported by the US State Department.

Center for Media Literacy (CML): What was the inspiration behind the Digital Communication Network (DNC)?

Artur: We started with the night exchange program in September 2015. We had participants from 16 countries, including the U.S. We explored to find possible solutions to the risks and challenges in the media landscape in different environments, and we discovered that we could learn a lot from each other.

Most of us live in small counties, so we collaborated, shared best practices and learned from each other. We worked to scale the best case studies and to apply them from one country to the other. The new things we learned from the US professors and Eastern European participants made us understand that we had to establish a bridge organization to build opportunities where we can exchange knowhow. So, we started organizing networking events and invited people from different fields. The DNC was registered as an NGO in 2016. Now, we are a regional organization with more than 6,000 people from more than 30 countries.

Maryna: We're really pleased with the DCN's growth. People can be creative in this organization, and participants have solid values in promoting media literacy education. At DCN, we understand the changes in the communication environment. Traditional channels are not the main sources where people get information today. Now, everything is international. Whether you talk with someone from Lithuania or Georgia, people usually know what's happening in far-away places.

Artur: One very specific thing about the DCN is that innovation happens at intersections with industries. We cultivate an entrepreneurial approach and mindset. People from the network don't only learn from each other, they also launch new initiatives, content and products. The result is that a lot of people are adopting innovative ways of thinking and creating actual formulas that they can apply. There is potential for DCN to become an incubator for new voices and new ideas. And, we're growing exponentially. DCN Africa launched, and we also added DCN Armenia. So, now we are looking for solutions with even more creative minds.

Maryna: For the last few years, entrepreneurs have learned to spread "bad" content through new technology and media. If you want to fight this situation, media literacy activists need to discover new ways to spread positive messages, not concentrate only on formal education. That's why it's important to figure out how to monetize projects that have positive values and intentions. Media literacy needs to develop in different sectors, not just in education. Other ways to spread media literacy include integrating media literacy messaging into entertainment and digital services. Young people often perceive education or traditional media as boring, or too "traditional" for their generation. They are more attracted to listening to the "Girl Next Door," a YouTube blogger.

Artur: That's why we conducted research in 27 countries to gain a clear picture about the future of influence in the informational space. Now, we are conceptualizing what will happen in spaces that we call "influence hubs." We will bring together DCL-affiliated organizations with influencers and students, and we'll challenge them to explore new

opportunities and find solutions. After that challenge, they will see broader potential in their ideas, and possibly launch new, sustainable products. It can potentially become a source of income for them.

Artur: I think the content business is underappreciated, especially when you see how machine learning is taking over so many industries. We want to inspire people is to think in terms of business models and create campaigns and activities that have social impact. At the same time, we want to encourage people to consider the sustainability and long-term transfer potential of their projects. It's important to find initiatives that generate income while attracting new people, skills, etc.

CML: How are you nurturing this new entrepreneurial approach?

Artur: We have at least three events happening this year. A conference in Geneva that is dedicated to using humor in gaining synergy in communication. A public conference in Moldova features a media literacy forum. There is also an exchange happening with United States from December 10th to October. And, there are other more localized programs. In Greece, we are discussing a program with Aristotle University that would create spaces for students, influencers and organizations to implement influencer hubs. The hubs will create new content and new products. With that, we will start a new chapter of DCN.

CML: So, you're using research and knowhow to connect with youth and reach that next generation.

Maryna: That's right. It's critical because politicians have found that they can reach people through social media. President Trump knows this.

Artur: It's the same situation right now in Moldova. We have a new Prime Minister whose opponents were always joking that she was doing all her communication on Facebook. She is the most "liked" politician in Moldova, and now she's the Prime Minister. More than 80% of people get their information from social media – more than from traditional media. It's through YouTube, Facebook, Tick Tock, etc.

Maryna: It's important that youth see who is developing content, and even curriculum. Any content can easily be twisted. That's why it's important to explain to young people how YouTube actually works. It's important that people understand not just how YouTube and YouTubers makes money, but also whether the influencers have a socially responsible aim. This connects with media literacy, and we can teach media literacy through social media.

Artur: We need to keep it simple. YouTubers, for example, know how to translate very complicated ideas into the language understood by their audiences. Taking into consideration that we have a problem with people being isolated from each other in information bubbles, influencers have the perfect ways to deliver messages and reach audiences, whereas traditional media has often failed to reach deeply into differentiated groups in society. I can't imagine effective communication campaigns nowadays where influencers aren't involved.

CML: Are the influencers receptive to helping people understand the global media environment?

Artur: We conducted in-depth research about the Sustainable Development Goals (SDGs). We asked people who were in the process of becoming influencers if they would participate in a campaign around the SDGs. Almost 80% of the participants agreed to be involved in these campaigns for free, so they were motivated by the social impact aspect. In our discussions with them, they were very active. They suggested topics, and how influencers could work together to promote important topics, such as hate speech, professional and creative burn out, gender equality, etc. We found that, instead of giving them a topic to promote, it was better to listen to them and build operations with influencers on topics where we share the same ideas and values.

CML: We are not going back to the days of when people were primarily got news and information from traditional media. Today, it's social media doing that job. Do you have some thoughts about that in terms of looking ahead?

Artur: I think that the problems that we have today could be solved much faster and more effectively if we place our focus on creating something for the future, instead of trying to repair something that is not working anymore.

CML: How do you see the DCN evolving in the future?

Artur: We have a lot of unused potential inside the organization. That's why we are working on decentralization. We invite more proposals and ideas from the local communities within the DCN. We also need funding to support the incubation processes that are happening in the influencer hubs. DCN can become an accelerator for innovative ideas coming from our members.

CML: Media literacy is global, and the skills involved with media literacy are global. But the issues, the problems, the opportunities, the media itself – they are local. That is something you're addressing now.

Maryna: Yes, when we analyze the media influencers, when we see examples from the different countries' media fields, they're really different. Also, media policy varies by country. So, when it comes to media literacy education, opportunities for educators are divergent. Some have more freedom, others don't have any all.

Artur: Yes. I think attitudes towards this media literacy will change. It took a couple of years before everyone understood that Facebook is here to stay. Now, everyone is in the process of understating that everybody is a media literacy practitioner, the importance of quality content, and how the digital communications space can be disrupted. Media literacy is still not as attractive as it should be to investors. But, I think that will change very soon.

CML News

Tessa Jolls Receives the 2019 Fulbright NATO Security Studies Award in Brussels:

The U.S. Department of State and the J. William Fulbright Foreign Scholarship Board awarded Tessa Jolls, president of the Center for Media Literacy he 2019 Fulbright NATO Security Studies Award. The award, to be fulfilled in Brussels, Belgium, for four months will address the field of media literacy, which NATO has made a strategic defense priority. Tessa will lecture and research as a Visiting Scholar at American University-Brussels and UC Louvain as part of a project to provide an environmental scan for media literacy in NATO countries.

Tessa is one of more than 800 U.S. citizens who will teach, conduct research and/or provide expertise abroad for the 2019-2020 academic year through the Fulbright U.S. Scholar Program. Recipients of Fulbright awards are selected on the basis of academic and professional achievement, as well as record of service and demonstrated leadership in their respective fields.

Since its establishment in 1946 under legislation introduced by the late U.S. Senator J. William Fulbright of Arkansas, the Fulbright Program has given more than 390,000 students, scholars, teachers, artists, and professionals of all backgrounds and fields the opportunity to study, teach and conduct research, exchange ideas, and contribute to finding solutions to shared international concerns. Fulbrighters address critical global challenges in all disciplines, while building relationships, knowledge, and leadership in support of the long-term interests of the United States. Fulbright alumni have achieved distinction in many fields, including 59 who have been awarded the Nobel Prize, 84 who have received Pulitzer Prizes, and 37 who have served as a head of state or government.

Exploring Media Literacy as a Tool for Mitigating Truth Decay – part of a RAND Initiative to Restore the Role of Facts and Analysis in Public Life:

Media literacy education offers a potential tool to curb "Truth Decay," a concept defined by the RAND Corporation as the diminishing role that facts, data and analysis play in today's political and civil discourse. As part of a series of reports on this topic, RAND recently published Exploring Media Literacy as a Tool for Mitigating Truth Decay, by Alice Huguet, Jennifer Kavanagh, Garrett Baker and Marjory S. Blumenthal. The authors use interviews with experts, a review of existing literature and an investigation of available outcome measures to better understand key issues in the field of media literacy and to explore the ways in which media literacy education might counter the trends of Truth Decay. Center for Media Literacy's (CML) frameworks and teaching resources were cited positively in the report.

Media literacy education is more urgent than ever, as lines between opinion and facts are blurred, and technology enables messages to reach large swaths of people without traditional editing and author transparency. However, a lack of universally accepted skills sets and training create challenges for teachers who are charged with educating the next generation of media consumers and producers.

This report is one of a RAND series focused on the topic of Truth Decay. The original report, Truth Decay: An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life, by Jennifer Kavanagh and Michael D. Rich, was published in January 2018 and laid out a research agenda for studying and developing solutions tothe Truth Decay challenge. It provides recommendations for researchers, policymakers, practitioners and the wider public.

Key Findings

The term "media literacy" can refer to many different fields and competencies:

• ML encompasses a variety of interrelated disciplines, such as information literacy, news literacy, digital literacy, science literacy, visual literacy, and others;

• ML is traditionally defined as a set of specific competencies: the abilities to access, analyze, evaluate, and communicate media messages in a variety of forms. However, the ways that these competencies are framed varies across fields.

Past research suggests media literacy can influence information consumption and creation behaviors, but causal evaluative research is lacking.

• Studies that have been conducted vary widely in how they have defined and measured media literacy competencies. This makes it difficult to aggregate across studies over time.

• Past research has identified some evidence that media literacy increases participant resiliency to disinformation and is able to change the way participants consume, create, and share information. However, there is little causal evaluative research in the media literacy field that isolates the effects of media literacy interventions

• More research needs to be done to identify measures that best assess complex media literacy competencies and how, when and what types of media literacy education are most effective.

ML resources are comprehensive and varied

• An online appendix to the report contains a list of media literacy interventions, curricula and other resources focused specifically on news literacy and information literacy.

• The database is intended to provide a centralized location for information about such resources and give interested stakeholders a means for comparing them across multiple dimensions.

• Currently available programs are diverse in terms of format, delivery method and audience.

Some Recommendations

- Researchers in media literacy and related fields should strengthen interdisciplinary communication and collaboration.

- Policymakers and practitioners should increase participation from diverse constituencies in scaling media literacy efforts.

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OCTOBER 21-25, 2019

Celebrating U.S. Media Literacy Week

ANOTHER YEAR OF ADVANCEMENT FOR MEDIA LITERACY EDUCATION!

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CML
CENTER FOR MEDIA LITERACY
www.medialit.org

You Tube

About Us...

The Consortium for Media Literacy addresses the role of global media through the advocacy, research and design of media literacy education for youth, educators and parents. The Consortium focuses on K-12 grade youth and their parents and communities. The research efforts include health education, body image/ sexuality, safety and responsibility in media by consumers and creators of products. The Consortium is building a body of research, interventions and communications that demonstrate scientifically that media literacy is an effective intervention strategy in addressing critical issues for democracy: http://www. consortiumformedialiteracy.org

CONSORTIUM
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Media Literacy Resources

Cambridge Analytica https://www.wired.com/amp-stories/cambridge-analytica-explainer/

Sharp Power https://www.uscpublicdiplomacy.org/blog/fighting-back-fake-news-disinformation-and-question-sharp-power

Pew Research https://www.pewresearch.org/fact-tank/2019/05/13/misinformation-and-fears-about-its-impact-are-pervasive-in-11-emerging-economies/

RAND Report: https://www.rand.org/content/dam/rand/pubs/research_reports/RR3000/RR3050/RAND_RR3050.pdf

Maps https://manywaystoseetheworld.org/

Centre for Education, Media and Practice https://www.cemp.ac.uk

Higher Education Academy https://www.heacademy.ac.uk

Media Practice and Education https://www.tandfonline.com/loi/rjmp20

London Knowledge Lab http://www.dcs.bbk.ac.uk/lkl/cms/

US Embassy project (toolkit) http://mlfn.cemp.ac.uk/

Richard Hoggart The Uses of Literacy https://www.amazon.com/Uses-Literacy-Classics-Communication-Culture/dp/0765804212

European report https://eavi.eu/wp-content/uploads/2017/08/assessing.pdf

Julian McDougal Fake News vs Media Studies: Travels in a False Binary
https://www.palgrave.com/gp/book/9783030272197

Digital Communications Network http://www.digicomnet.org

Nutella lawsuit: https://www.foodbeast.com/news/shocked-that-its-not-healthy-mother-sues-nutella-and-wins-because-this-is-america/

Where are the Lines in Selling?

We all know the purpose of advertising: To sell. But, at what point does advertising cross the line from selling to deceiving?

https://www.youtube.com/watch?v=ThIrw_LpuRA

This commercial positions Nutella as a nutritious food. A mom filed a lawsuit in 2012 when she said she was "duped" by the ad, and fed the chocolatey spread to her 4-year-old child believing it was healthy. (Nutritionally, Nutella is a sugary treat with little health value.) The class-action lawsuit settled for about $3 million, with $2.5 going to others who spoke up about being deceived by the ad.

AHA!	Advertisers frame products by carefully choosing what information to include, and what to leave out.
Key Question # 4	What values, lifestyles and points of view are represented in or omitted from this message?
Core Concept # 4	Media have embedded values and points of view.
Grade Level	6-12
Materials	Display screen(s) available for the class.

ACTIVITY: Watch the commercial as a class, and ask students to identify what lifestyle values are included in this ad. Answers might be: healthy living, family, parenting, etc. Ask students to break into groups of 3-5, and discuss amongst themselves what was left out of the ad to make it deceptive. (Sugar content in Nutella, what is considered a healthy breakfast by experts, etc.) Then ask each student group to consider the Five Key Questions of Media Literacy as they write an outline of a more accurate (but still appealing) Nutella commercial. The groups then take turns describing their more accurate Nutella commercials to the class.