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Media for inclusion

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GUIDELINES #3

Introduction to Media Literacy

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Introduction

[Karpos](#) develops local and European projects encouraging expression and the exchange of views and creative ideas through the use of media. We strongly believe that, in a society where images surround us, these tools can empower both young and adult citizens to participate in social transactions and bring forward their own alternative voices. We specialise in how media, image and sound can develop narratives and how they can be introduced in educational environments.

What is Media Literacy?

This workshop addressed to immigrant adolescents and youth is devoted to Media Literacy Concepts.

The General Topics will be: Media literacy basics, reliability of information source, representation of a person on various kinds of media, code of ethics online, to be covered in 2-3 slides. The relevant theory will be matched with examples. A parallel Q&A session will reveal the level of acquaintance of the participants with MIL concepts.

Learning objectives: At the end of the day the participants will be able to recognize key MIL concepts, discuss productively, use social media, and understand media representation. The Skills to be developed include: Critical thinking, media evaluation, questioning the source, teamwork.

The Attitude & Values to be discussed will include: Civic engagement, private and public space, ethics of participation in online/offline communities.

Hand out materials will be given at the end referring to the MIL basic concepts.

The **Special topics** to be delivered thorough the day include:
1. MIL definitions, the 5 basic questions of Media Literacy
2. People & Media (People as Media and people in media: what the role of the media will be)
3. Positive/Negative effects of media (advantages and limitations) and public opinion
4. Propaganda

1-2 slides for each special topic will be presented, and after the introduction of every new concept a discussion will follow with the participants. After the discussion activities will be proposed, according to the MIL level and engagement of the participants.

Activities may include:

- Use of **mobile devices** to access the resources covered in the presentations; this is a basic but necessary digital skill.
- Use of **social media**; this is a necessary skill to develop in order for the people to create and participate in online communities and discussions, to inform each other, etc.
- Use of mobile phone **cameras** to take pictures
- **Role playing** for a better understanding of the concepts covered.

Workshop Resources & Materials
- Internet, tablets and/or smartphones
- Projector, papers, pencils, flip charts, markers

Assessment of learning outcome

At the end of the day the instructor will assess the workshop in terms of the participants' engagement, interaction, learning, atmosphere, and networking.

Learning will be assessed on the basis of selected parameters, accordingly (for example *Motivation/ Focusing/ Establishing Mind-set/ Creating Interest - Building Experience - Activating Prior Knowledge/ Learning new skills/ Participating in Drills*)

WORKSHOP SESSIONS

Introduction of the SPEAKUP PROJECT, Workshop, Instructor (10 min)

Introductions to each other (20min)
After the introduction of the project, the day's objectives and the instructor, a token (like a carton MIL flashcard) can be used as a prompt to hand out to each other as an invitation to talk; each person in turn can have 1-2 minutes to introduce themselves.

Introduction to workshop content (15-30min)
Presentation of general concepts
2-3 slides of the General Concepts plus discussion
Discussion of learning objectives

Motivation/Introductory Activity (10 min)
A warm-up activity can create a familiar atmosphere and give an idea about what will follow (learning occurs better in a pleasurable and comfortable atmosphere). We can play the "sharing" exercise: all people will stand up; the instructor will speak first and then all will take turns (as in the introduction session, again by using a token/prompt): every person will say aloud the first word that comes in their mind, which relates to the morning presentation, and throw the token to somebody else. Every 5-10 words people will be asked to give feedback on the process and the content. The further aim of this exercise is to gather interests and questions that will emerge.

Specific concepts: theory and practice (60 min)
1-2 slides for each specific concept plus discussion
Q&A and discussion of learning objectives
Parallel activity
The token will be used again for every person who wishes to speak or demonstrate an example on the current concept in discussion. This is an interactive strategy to elicit learner's prior learning experience. The aim is to share ideas and opinions about presented issues. Affective questions can also be included (for example, "how do we feel when ...." to elicit the feelings of the learners about the activity or the topic. The last questions should lead the learners to understand the new concepts.

General Discussion and Practice (60-120 min)

At the end of the presentations a general discussion will be held on how we can apply what we have presented in real-life situations: a Facebook page / Viber Group /WhatsApp Group will be created where participants will voluntarily add their names and post comments. A set of 2-3 topics will be proposed for online discussion (for example, discuss about some news they read or heard). This online group can also be used for expressing one's thoughts, feelings, opinions, or even just hang out after the seminar, if the participants wish.

Role playing practice: the instructor will have prepared a couple of basic scripts that will tackle scenes in daily life (for example, a meeting of friends, a meeting with a civil servant, etc) and/or stereotypes (actual or imaginary dialogue between persons in favor or against the inclusion of immigrants in the country). The scripts can be enhanced by the team on the spot and some role-playing exercises will take place.

As long as participants are comfortable with writing, they can use post it papers to write their comments on the behaviors represented during the role-playing exercise by their class-mates and stick them on the wall. For all questions related to online behavior and/or ethics we will use a YES wall and a NO wall, so that in the end the YES wall will include the good practices to be followed by the participants. For the smooth delivery of the workshop, an interpreter may be needed throughout the sessions.

Products of the day:

Facebook page / Viber Group /WhatsApp Group

YES / NO wall

Good practices on how to share information on social media

* Outputs of the day depend on the ability of participants to engage in the activities

Annex 1 – Assessment Method & Sheet

Assessment Method
a) Observation
Formal and informal observations of learners' performance or behaviours are recorded, based on assessment criteria.
b) Talking to Learners/Conferencing
Teachers talk to and question learners about their learning to gain insights on their understanding and to progress and clarify their thinking.
c) Analysis of Learners' Products
Teachers judge the quality of products produced by learners according to agreed criteria.
d) Tests
Brief Concluding Activity: (2-5 min)
Such as a strong quotation, a short song, a paragraph, an anecdote, that inspires the learners to do something to practice their new learning.

Evaluation Sheet for instructors	
Remarks	
Reflection	
A. No. of learners who earned 80% in the evolution	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	
D. No. of learners who continue to require remediation	
E. Which of my learning strategies worked well? Why did it work?	

F. What difficulties did I encounter which my principal or supervisor can help me solve?	

Annex 2 - Indicative Workshop Agenda
WORKSHOP SCRIPT - guiding prompts for facilitator

TIME	PART	DESCRIPTION	NOTES
10:00	Arrival and registration	Participants arrive and register	
10:00-10:30 (10 min) (20 min)	Welcome and presentation of the workshop	Introduce participants to the Media Literacy project, the objectives of the workshop and its the overall process and agenda and ground rules. Slides can be provided for each presentation by the main facilitator. Introduction to each other	Participants are seated in their places. During speaking or activities they can stand if they wish
10:30-11:15 (30-45 min)		**Workshop content** General topics, familiarity with concepts, Q&A **Motivation activity**	
		Break	
11:30-12:30 (60 minutes)	General concepts	Presentation of slides Discussion Examples Q&A Indicative topics to ask: ● **Familiarity with the concepts** ● **What sorts of habits do you have?**	

		• **Discuss people's ability to judge the credibility of information online?** • **Main types of disinformation they know of** Afterwards they share their thoughts and discuss them	
		Short break	
12:30-13:30 (60 min)	Specific concepts	Specific topics They repeat the same process with another set of questions: • **Do you know any examples or best-practices?**	
		Lunch break	
14:00 – 15:30 (60-90 min)	Role playing	Role play General discussion and practice Yes / No wall activities	**Yes / No wall**
15:30	Summary and Goodbye	Facilitator thanks attendees, gives handouts (if any), gives evaluation for their work and says goodbye. S/he informs them about the next day of the workshop	.