

“The Urgency of Media and Information Literacy as a New Normal”



United Nations
Educational, Scientific and
Cultural Organization

Webinar: MIL Concepts and Networking - Austria
COMMIT - Community Media Institute

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Information Literacy, a.grizzle@unesco.org**

2020 *This Is What Happens In An Internet Minute*



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...economics and the environmental...
 Concorde (and of air traffic)...
 ...Advocates of supersonic...
 ...that those advocates will be...
 ...environmental problems...
 ...operation of such air-...
 ...and the economic...
 ...only by subsonic...
 ...is there serious...
 ...most obvious...
 ...it be almost...
 ...and at the...
 ...Concorde...
 ...Why were the facts...
 ...Further important...
 ...consequences follow from...
 ...the facts stated...
 ...For example...
 ...The high purchase...
 ...small payload...
 ...and high operating...
 ...costs of the SST...
 ...must...
 ...be compared...
 ...to the return on...
 ...capital invested in...

...the public have...
 ...exceeded...
 ...average of more...
 ...than 150 per...
 ...mile per flight...
 ...In the...
 ...The insurance...
 ...industry has...
 ...introduced...
 ...various clauses...
 ...of policy to...
 ...remove the...
 ...compensation...
 ...for some...
 ...damage...
 ...caused the...
 ...damages...
 ...The advocates...
 ...of super-...
 ...sonic transport...
 ...have refused...
 ...to...
 ...problems both...
 ...of identifying...
 ...the aircraft...
 ...and...
 ...large numbers...
 ...of claims...
 ...that...
 ...from super-...
 ...sonic...
 ...operations...
 ...overland...
 ...is...
 ...the...
 ...of the...
 ...sonic...
 ...bang...
 ...varies...
 ...greatly over...
 ...sh...
 ...many people...
 ...who have...
 ...heard...
 ...Concorde's...
 ...bang at its...
 ...maximum...
 ...levels...
 ...have said...
 ...that it is...
 ...by far the...
 ...loudest...
 ...noise they...
 ...have...
 ...Any government...
 ...considering...
 ...allowing...
 ...super-...
 ...sonic flight...
 ...should not...
 ...underestimate...
 ...the...
 ...disturbance...
 ...and damage...
 ...that would...
 ...be...
 ...considering...
 ...supersonic...
 ...operations...
 ...overland...
 ...should note...
 ...the fact...
 ...that the...
 ...compensation...
 ...of £30...
 ...per flight...
 ...mile...
 ...paid in...
 ...Canada...
 ...Exceeds...
 ...the fare...
 ...revenue...
 ...of...
 ...Concorde...
 ...the...
 ...standard...
 ...sub-...
 ...sonic...
 ...rates...
 ...and every...
 ...seat...
 ...sold...
 ...by a...
 ...factor...
 ...of...
 ...what...
 ...to its...
 ...commercial...
 ...pretensions...
 ...and for...
 ...which...
 ...it was...
 ...designed...
 ...Throughout...
 ...the early...
 ...years of...
 ...Concorde's...
 ...development...
 ...its makers...
 ...and sponsors...
 ...assumed...
 ...that the...
 ...sonic bang...
 ...would be...
 ..."accepted"...
 ...What they...
 ...were really...
 ...assuming...
 ...was that...
 ...people on...
 ...the ground...
 ...would...
 ...have no...
 ...opinion...
 ...It is now...
 ...certain...
 ...that in...
 ...countries...
 ...where...
 ...there is...
 ...an effective...
 ...expression...
 ...of public...
 ...opinion...
 ...the SST...
 ...sonic bang...
 ...will not...
 ...be...
 ...tolerated...
 ...A complete...
 ...ban on...
 ...overland...
 ...supersonic...
 ...operation...
 ...would...
 ...immediately...
 ...be...
 ...fatal to...
 ...the...
 ...commercial...
 ...pretensions...
 ...of the...
 ...SSTs...
 ...so Britain...
 ...France...
 ...and Russia...
 ...are...
 ...aiming...
 ...to establish...
 ...supersonic...
 ...routes...
 ...over...
 ...various...
 ...parts...
 ...of the...
 ...world...
 ...described...
 ...as "sparsely...
 ...populated"...
 ...It is...
 ...assumed...
 ...that...
 ...in...
 ...but to...
 ..."accept"...
 ...the...
 ...bangs...
 ...Over-...
 ...supersonic...
 ...operations...
 ...must...
 ...be...
 ...night...
 ...as well...
 ...as by...
 ...an...
 ...imposition...
 ...upon...
 ...any...
 ...people...
 ...sparsely...
 ...distributed...
 ...supersonic...
 ...transport...
 ...have...
 ...pre-

Upper Atmosphere Pollution

There is substantial scientific support for the hypothesis that destruction of stratospheric ozone by SST exhausts would result in harmful ultra-violet solar radiation penetrating to ground level. If this hypothesis is confirmed this will override all the other arguments surrounding the SSTs. In the context of such serious risks the operation of fleets of SSTs could not be permitted. Concorde's makers claim that "there is little evidence to support the forecasts that SSTs will disturb the stratospheric balance" ("Concorde: First airline orders" BAC/Aerospatiale, Sept. 1972). They appear to be unaware that in a case so serious, even a little evidence must be taken very seriously.

This matter was proposed by the Council of Europe and by the Scandinavian countries for discussion at the U.N. Conference on the Human Environment.

Concorde's weight is 107 EPNdB. Concorde at 115 EPNdB would produce as much noise as 6 aircraft conforming to the limit. (The Tristar conforming to the limit produces 102 EPNdB. Concorde at 115 EPNdB would make as much noise as about 20 Tristars landing simultaneously).

The President of the Airport Operators Council International wrote to the U.S. Secretary of State for Transportation on 6 July 1972: "A major concern of airport operators is that there are no noise standards for supersonic aircraft at this time. . . . The noise standards for supersonic aircraft are identical now and that these standards be identical to the standards which are in effect for subsonic airplanes in the same weight category. We believe that the issuance of these standards, at this time, is imperative."

On 13 October 1972 the U.S. Senate voted 61 to 17 in favour of SSTs having to comply with the same noise standards as subsonic aircraft. On this occasion the House adjournment occurred before action could be taken, but no doubt the proposal will be made again.

Exclusion of Concorde from U.S. airports would deny to Concorde the field of operations—the north Atlantic—which is most vital to its commercial pretensions, and for which it was designed.

Most of the airlines which are potential purchasers of Concorde are well aware of its poor economic performance. Some of the airlines are well-informed about its environmental ill-effects but much more work in this field is necessary.

The British Airways Board has had "intensive discussions with Russian representatives concerning "a pooled supersonic service spanning two-thirds of the globe and jointly involving Britain, France, the Soviet Union and possibly Japan, which would force United States carriers into the supersonic race. Mr David L. News, chairman of the British Airways Board, has predicted" (The Times Business News, October 1972). Mr Nicholson said the talks to lead to agreements between London-Moscow and the Russian SST

between London-Moscow and the Russian SST

is in effect a world campaign against the SSTs.

As a result of the publicity given to the effects of SST sonic bangs, several countries have prohibited SST overflying or have stated that they will do so if SSTs enter commercial operation. Those countries include Canada, Denmark, West Germany, Kire, Japan, The Netherlands, Norway, Sweden and Switzerland. There can be no doubt that the U.S.A. will prohibit sonic overflying. These actual and potential prohibitions have had drastic effects upon potential supersonic commercial operations, and therefore upon the SSTs' sales prospects.

As a result of the publicity given to the high airport noise of the SSTs, the makers was scrap

for a Mark of the U.S. SS. In many countries needed towards overflying, and will not be excused with existing airports success further re the safeability of the The cancellation of projects will be a great victory. It will show can be checked. On BBC radio recent aviation correspondent gave his opinion that w century people look ba they will find that "o portant products of this was not technological but s it generated a highly-dev among people who became about what they felt was quality of life".

We invite concerned people t world to add their support to Unlike the SST-builders, we rely tary contributions to support o

Index slip for new supporters—

WHAT NEEDS TO BE DONE

Although the commercial prospects for supersonic transport are dwindling nearly to vanishing point, its advocates are not admitting defeat.

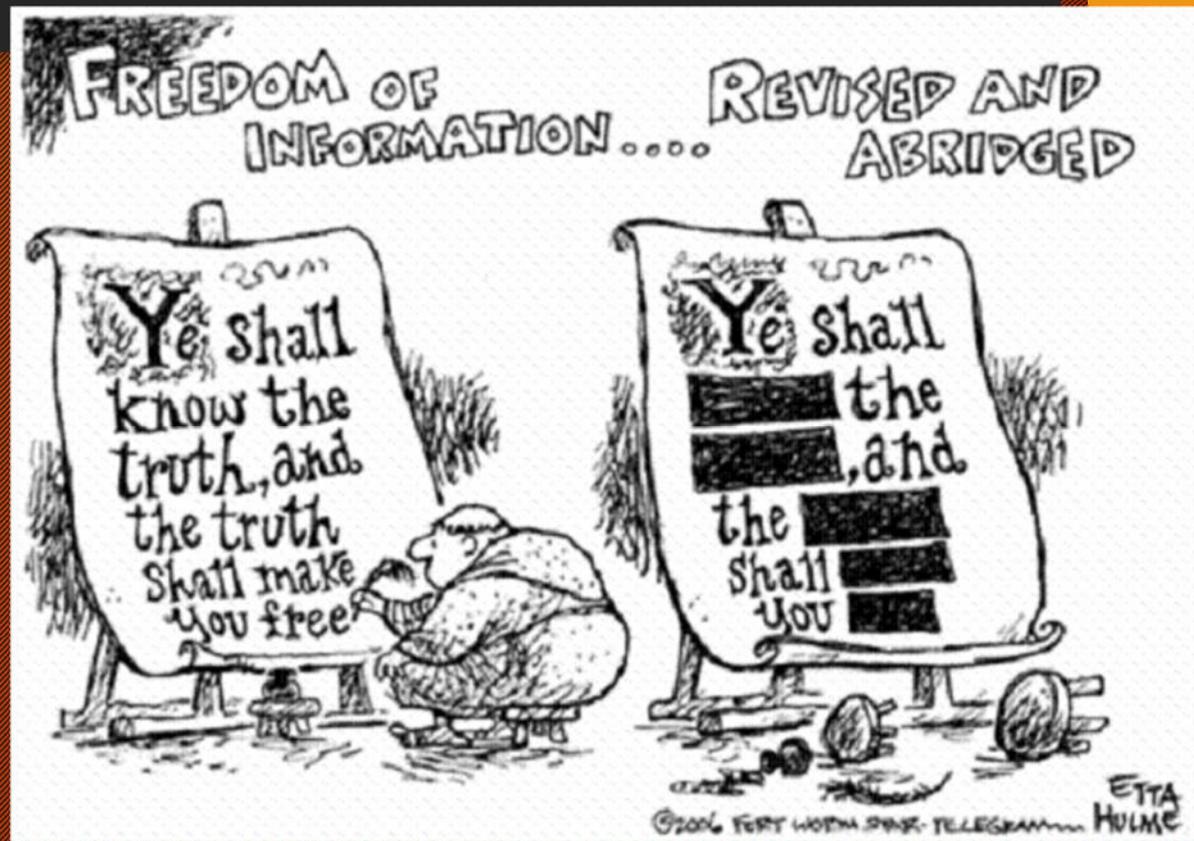
Britain and France have already embroiled their national airlines with Concorde. Britain, France and the U.S.S.R. are planning to involve other countries in various deals involving supersonic flight "corridor" overland. They have the support of the U.S. SST lobby, which uses the "challenge" of "foreign SSTs" as the main justification for demanding a new U.S. SST project.

On the rise...



DISINFORMATION VS CENSORSHIP

The worst thing
about censorship
is [REDACTED].

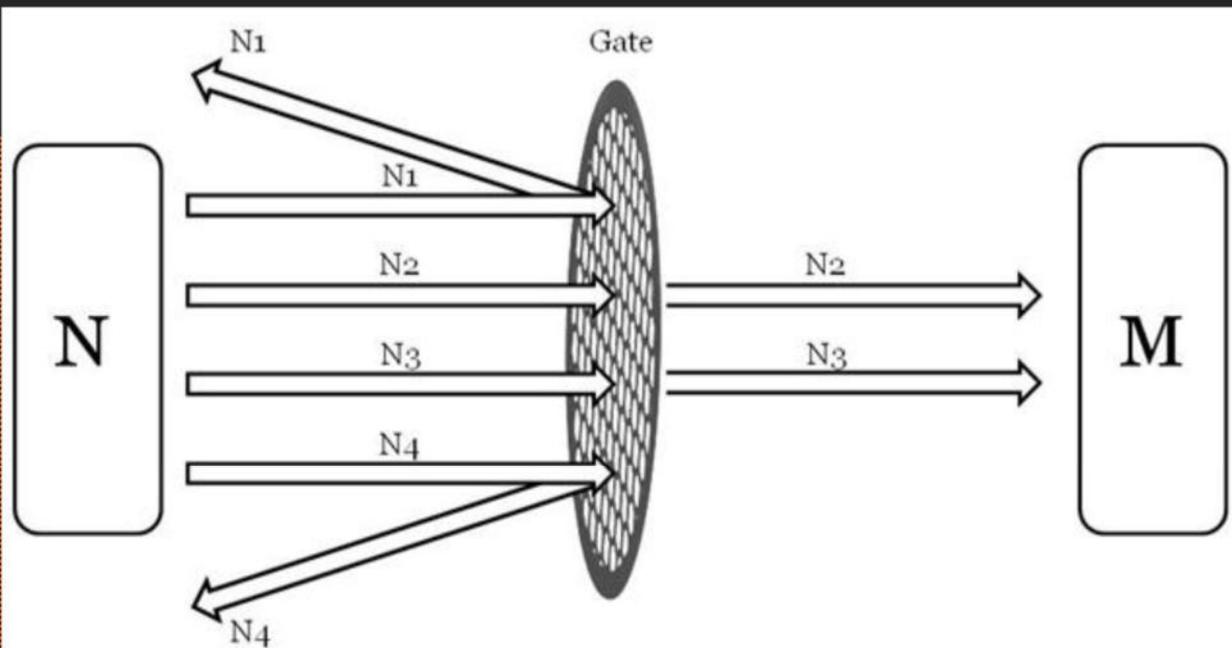




Getting information off the
Internet is like taking a
drink from a fire hydrant.

Mitchell Kapor

Adapted from <http://www.kapor.com/kapor/papers/1997/02/01/>



N – Source of news item N_{1,2,3,4} – News items M – Audience
 N_{1,4} – Discard item N_{2,3} – Selected item

Gate Keeping Theory



CITIZENS

Media, Technology, Libraires,
etc.

MEDIA AND INFORMATION LITERACY

the Future we Want

Quality Education and
Social Learning

FLOOD OF INFORMATION

A world of solidarity





**Heading to a new wave –
MIL for
opportunities**

GOVERNANCE

**DEMOCRATIC
PARTICIPATION**

DIALOGUE

SUSTAINABLE DEVELOPMENT

BUILDING TRUST IN MEDIA

PEACEBUILDING

THE FORTH ESTATE



A Controversial Quote



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“When a culture relegates critical thinking to the attic of items no longer in fashion and replaces ideas with images, then literary and artistic products are promoted, accepted, or rejected through advertising techniques and the conditioned reflexes of a public that lacks the intellectual and discriminatory antennae to detect when it is being duped.”

(Vargas Llosa, 2012, p.28, Notes on the Death of Culture)

Key elements of 21st Century Skills

Mentioned in all frameworks	Mentioned in most frameworks (i.e. P21, EnGauge, ATCS, NETS/ISTE)	Mentioned in a few frameworks	Mentioned only in one framework
<ul style="list-style-type: none"> • Collaboration • Communication • ICT Literacy • Social and/or cultural skills • Citizenship 	<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem-solving • Develop quality products • Productivity 	<ul style="list-style-type: none"> • Learning to learn (ACTS/EU) • Self direction (P21, En Gauge, OECD) • Planning (Gauge, OECD) • Flexibility and adaptability (P21, En Gauge/Core subjects) • Mathematics, communication in mother tongue, Science (EU, P21, ATCS) 	<ul style="list-style-type: none"> • Risk taking (En Gauge) • Manage and solve conflicts (OECD) • Sense of initiative and entrepreneurship (EU) • Interdisciplinary themes (P21) • Core subjects: economics, geography, government and civics

Source: Voogt and Roblin (2012, p.309)



1. **Recognize and articulate a need for information and media**
2. **Understand the role and functions of media and other information providers, including those on the Internet, in democratic societies**
3. Understand the conditions under which those functions can be fulfilled
4. Synthesise or operate on the ideas abstracted from content
5. Locate and access relevant information and media content
6. Critically, evaluate information and the content of media and other information providers, including those on the Internet, in terms of authority, credibility and current purpose and potential risks
7. Extract and organise information and media content
8. **Ethically and responsibly use information and communicate their understanding or newly created knowledge to an audience or readership in an appropriate form and medium**
9. Be able to apply ICT skills in order to process information and produce user-generated content
10. **Engage with information, media and technology for self-expression, rights, intercultural dialogue, democratic participation, gender equality, defending privacy, and advocating against all forms of inequalities, hate, intolerance and violent extremism.**

Eight top rated ML competencies in the view of most ML experts/practitioners

1. Critically evaluate information and the content of media and other information providers (authority, credibility and current purpose, etc.), opportunities and potential risks
2. Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality
3. Understand the role and functions of media and other information providers in economic and social life
4. Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium
5. Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs
6. Recognise and articulate a need for or the importance of information and media in personal, economic and social life
7. Being able to protect oneself from the risks online related to contacts and interaction
8. Understand the conditions under which those functions can be fulfilled.

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5. Understand the conditions under which those functions can be fulfilled
6. Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium
7. Being able to protect oneself from the risks online related to contacts and interaction
8. Be able to apply ICT skills to create products for resale thus fostering entrepreneurship

Top eight context factors for MIL policy development as ranked by experts/practitioners

1. Freedom of expression and access to information
2. Diversity, respect, tolerance, dialogue, peace, and global citizenship
3. Democracy, participation, transparency and accountability
4. Safeguarding culture
5. Commerce, business, industry, economic, and entrepreneurship
6. Improving quality education
7. Protection from risk of media and Internet
8. Gender equality

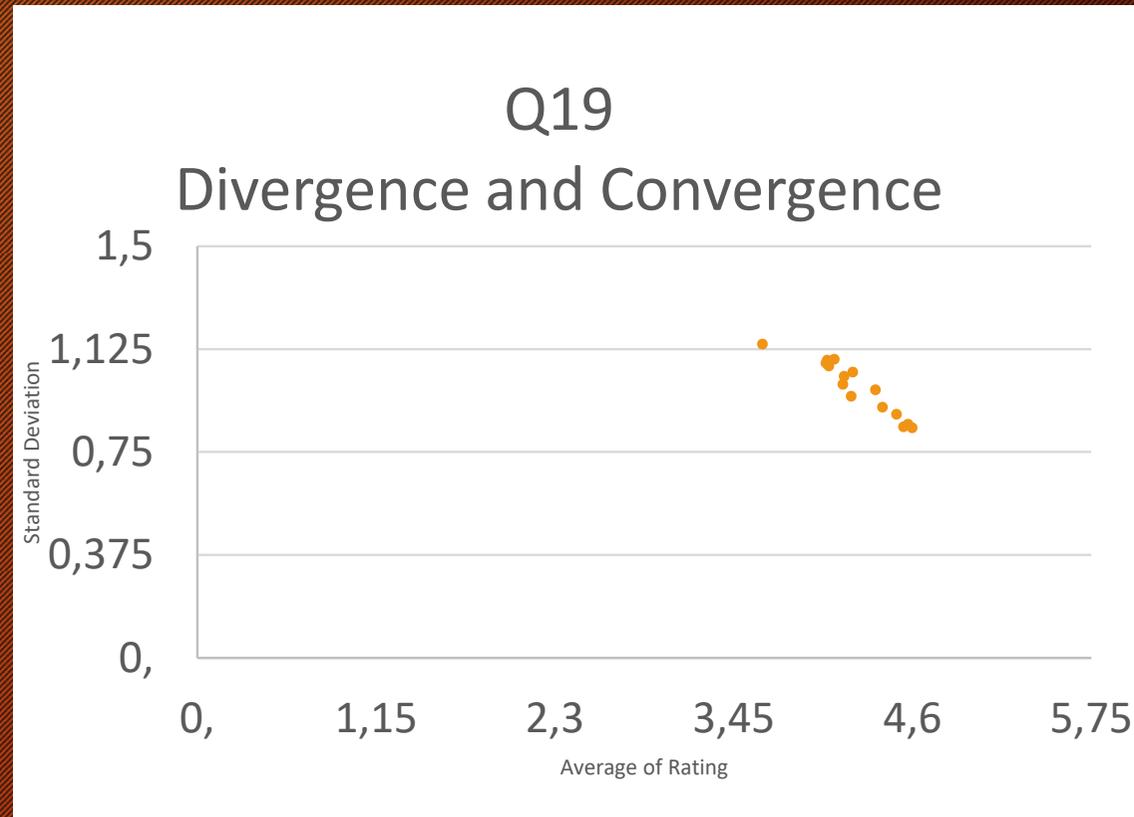
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2. Freedom of expression and access to Information
3. Protection from risk of media and Internet
4. Democracy, participation, transparency and accountability

5. Improving quality education
6. Protection from risk of media and Internet
7. Ethical use of information
8. Promote technological development

Further Analysis

Convergence and Divergence among Experts' Views on Broad MIL Competencies
(Experts rate the importance of broad competencies covered by media and information literacy)

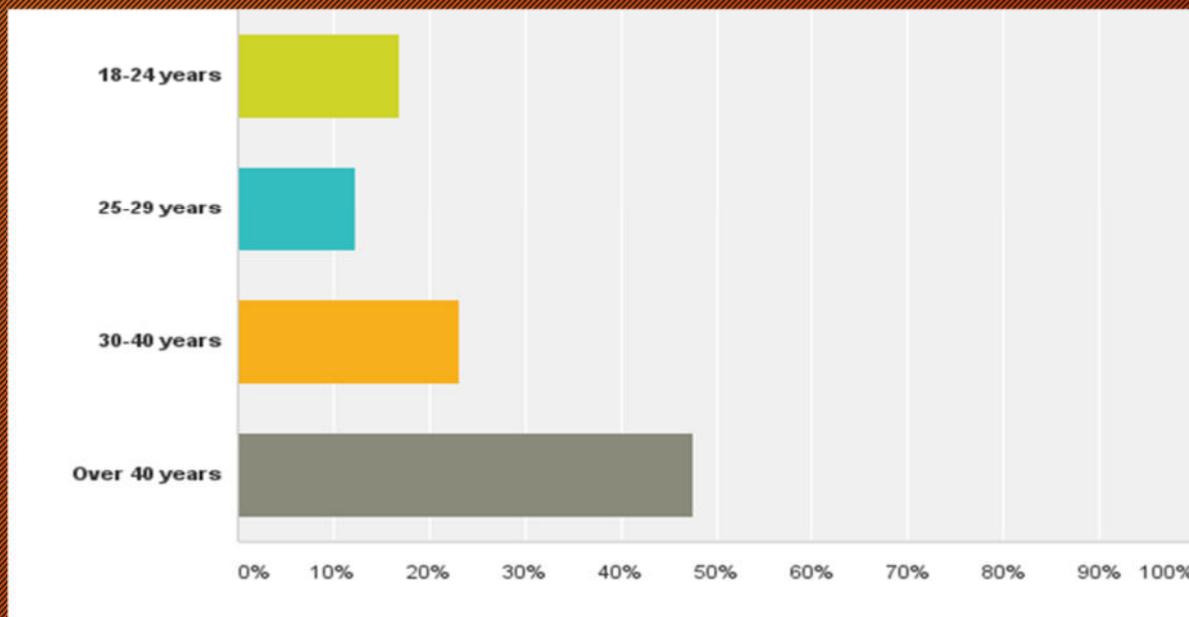


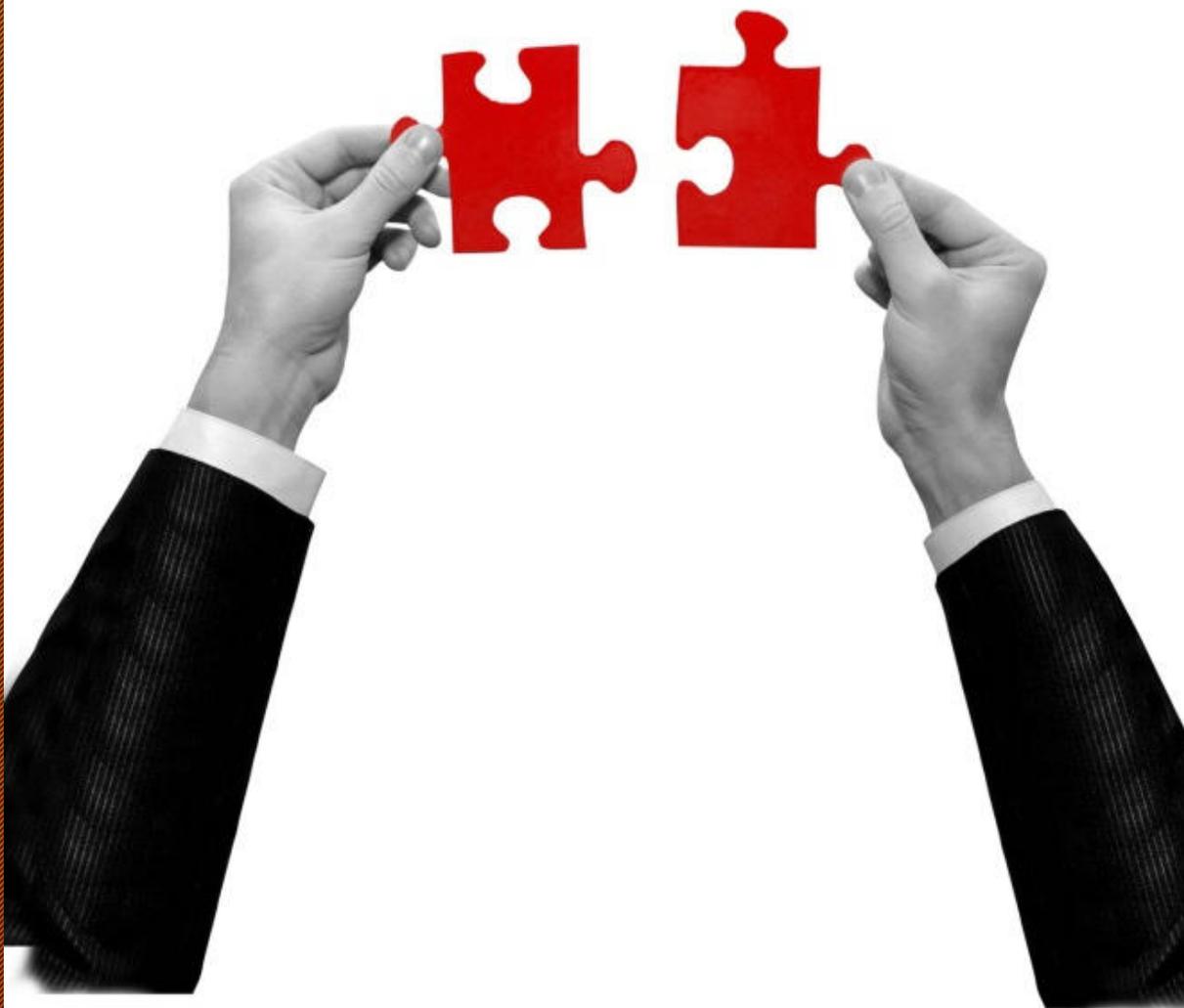
MIL Policies & Strategies - Convergences or Divergences - Highlights of Findings

Chart 1: Age range of expert respondents (Answered: 502 Skipped: 0)



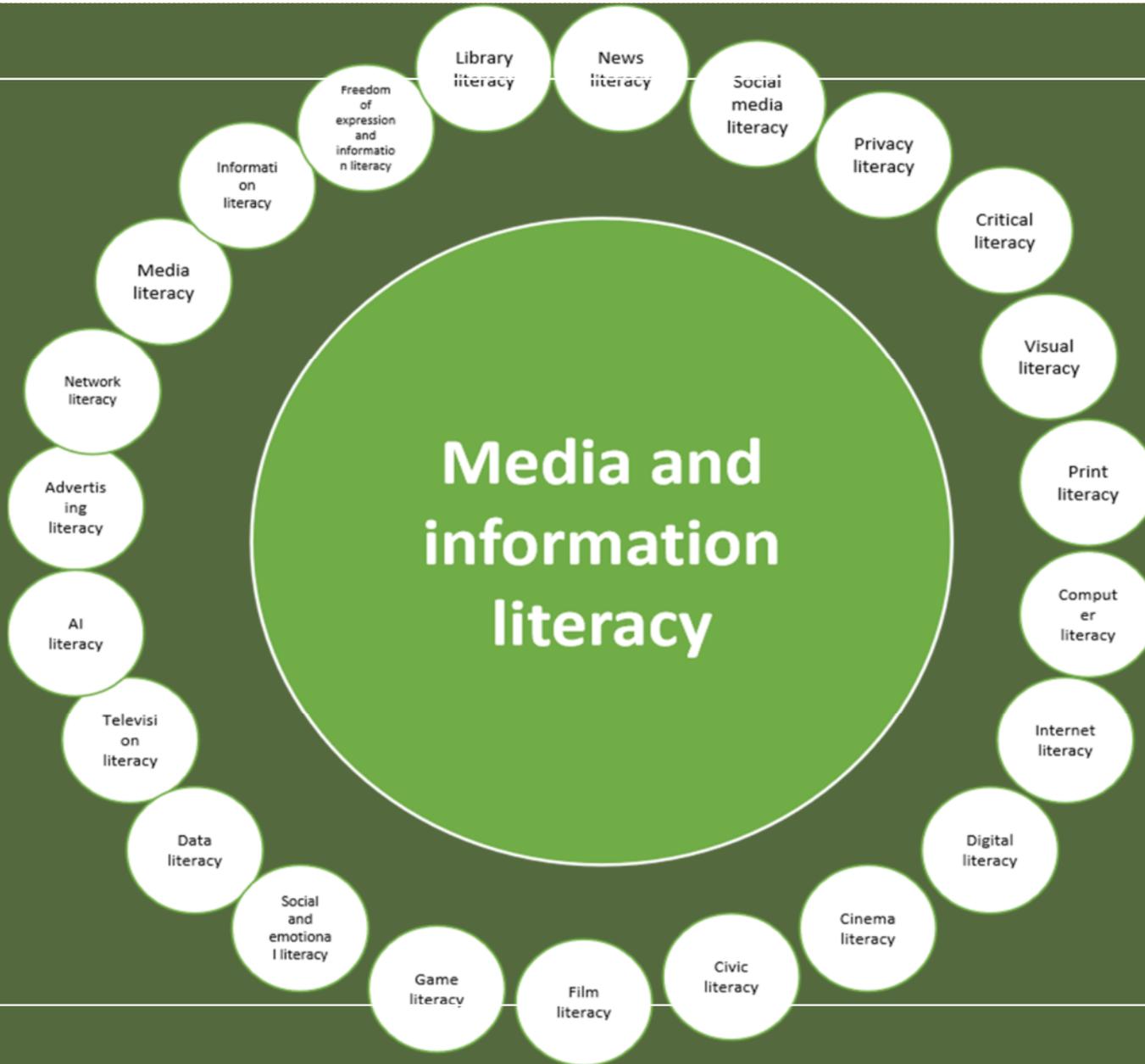
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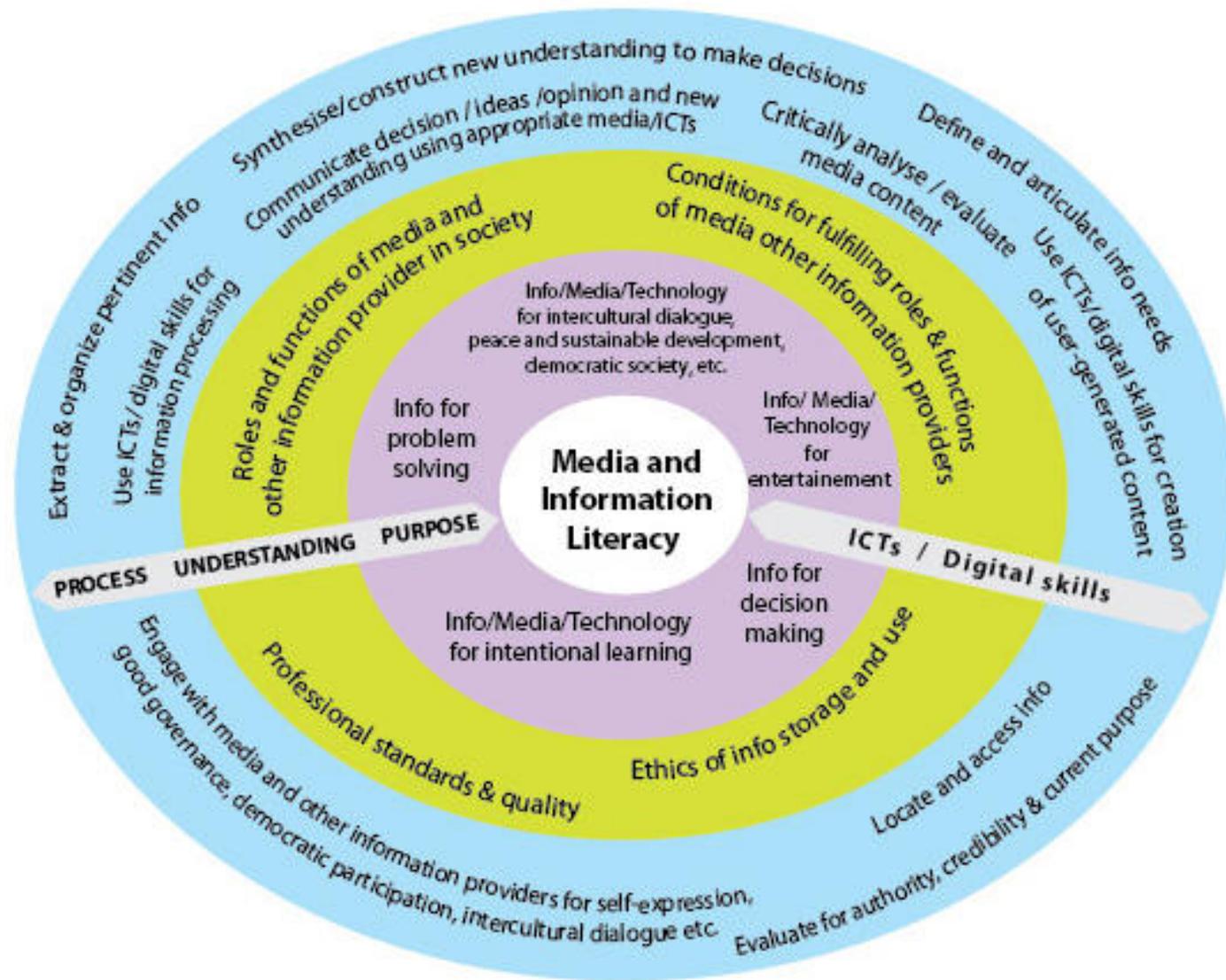




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Media and information literacy





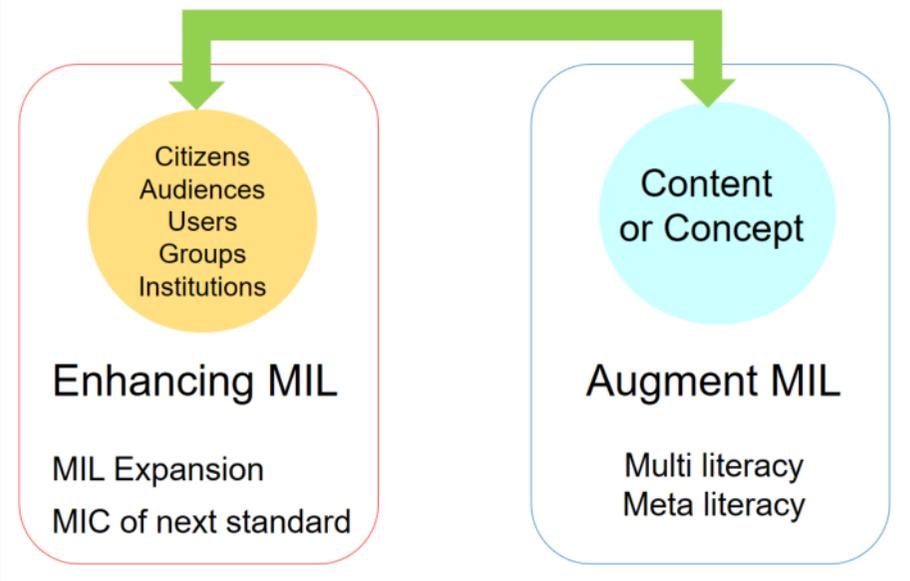
Proposed Theory of MIL - MIL Expansion (MIL^x)



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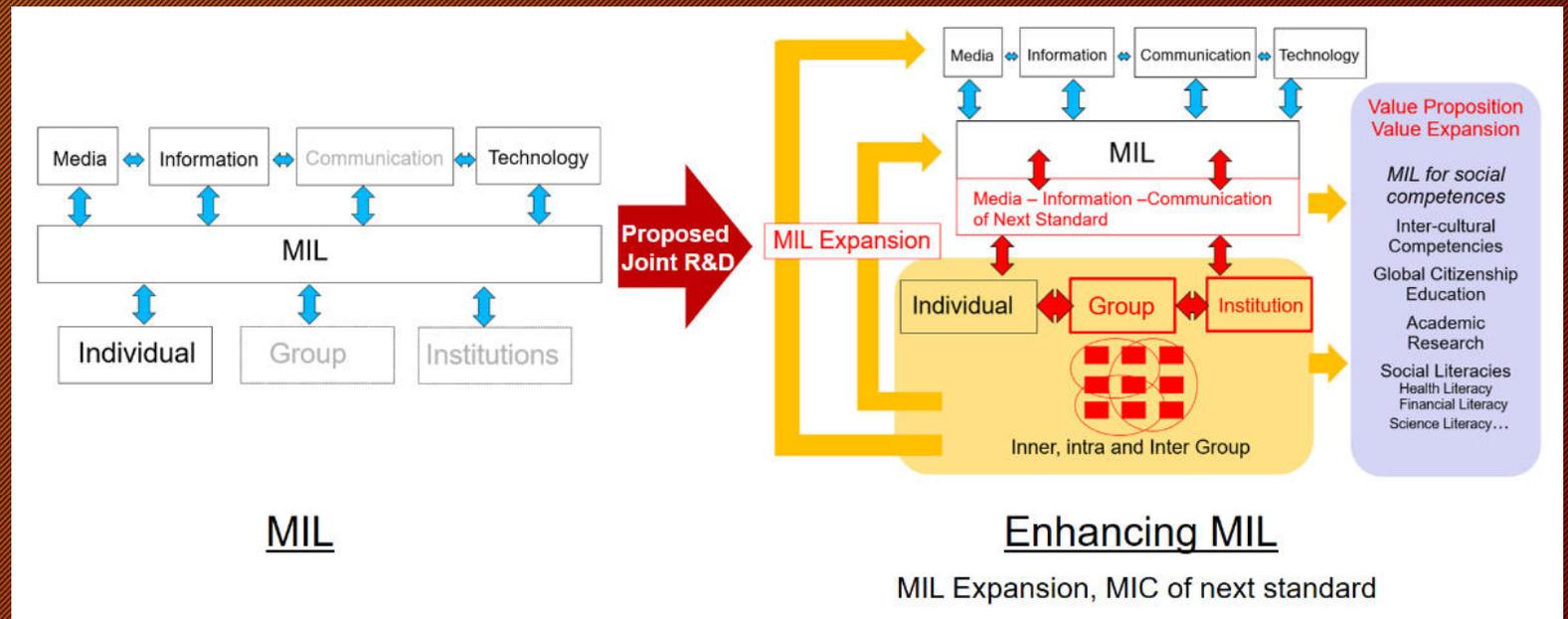
Augmented Media and
Information Literacy (Frau-
Meigs, 2014)

From Focus on Content and Concepts to
Target Groups (People) and Stakeholders



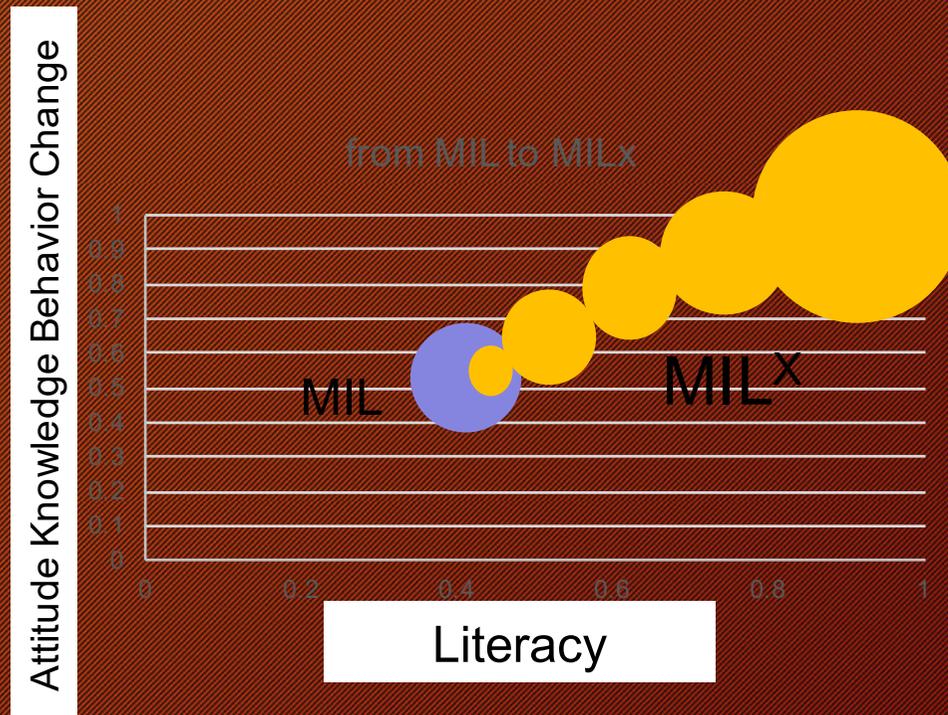
Proposed Theory of MIL - MIL Expansion (MIL^x)

Figure 10: Media and Information Literacy Expansion



Proposed Theory of MIL - MIL Expansion (MIL^x)

An Estimation of the Progress
Impact of Media and
Information Expansion



FIVE LAWS OF MEDIA AND INFORMATION LITERACY (MIL)



LAW 3

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

LAW 2

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all - women and men equally - and a nexus of human rights.



LAW 4

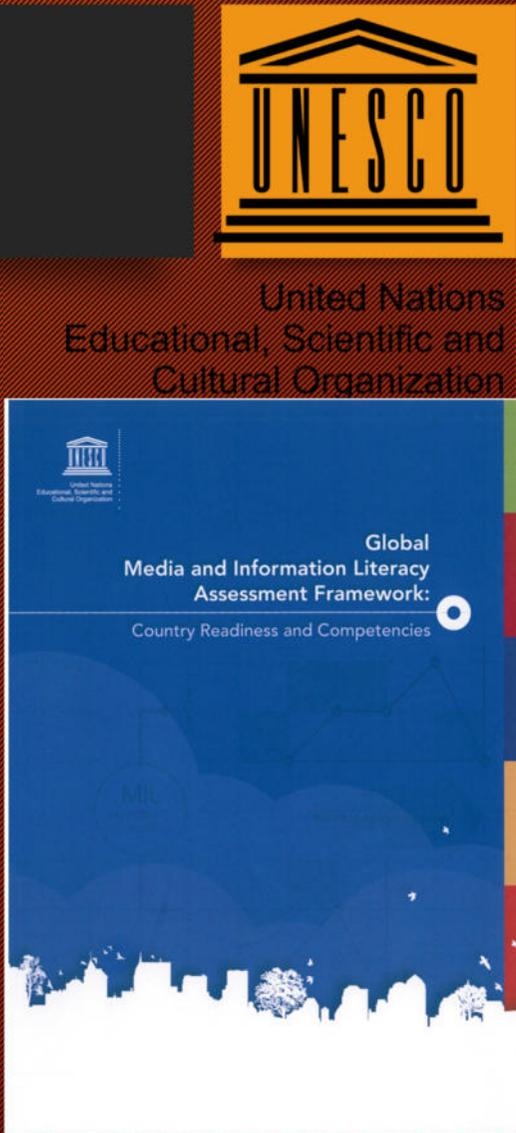
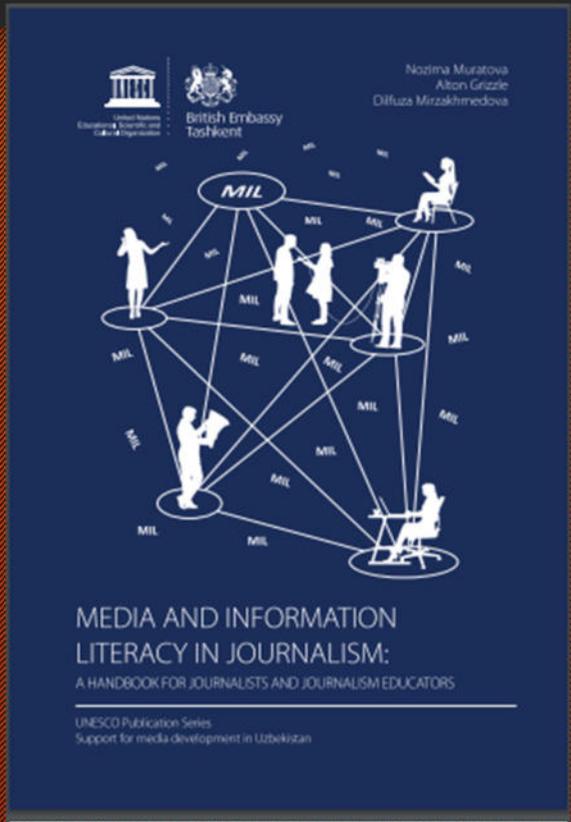
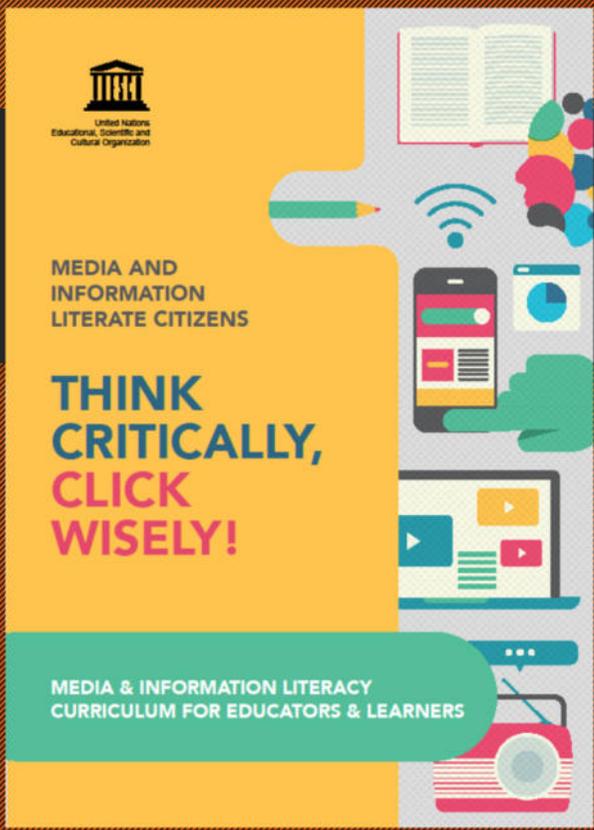
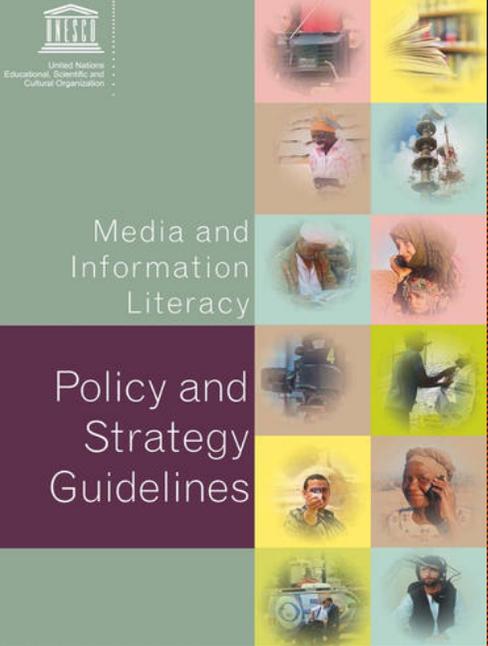
Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

LAW 1

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

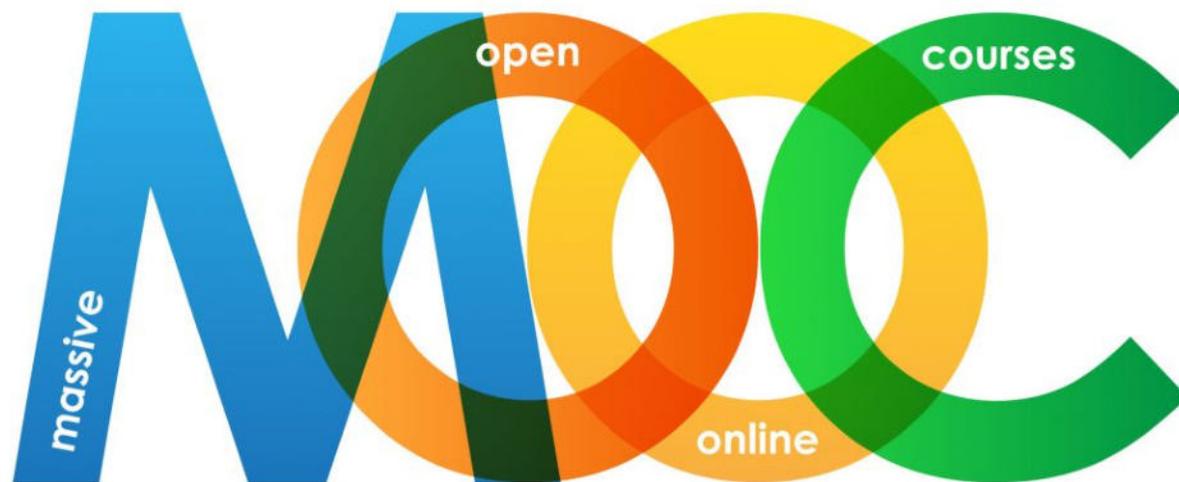
LAW 5

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.



United Nations Educational, Scientific and Cultural Organization

Suite of Media and Information Literacy Massive Open Online Courses



Coming Soon:

1) MIL MOOC for
Government Officials
and Policy Makers

2) MIL Radio-based
MOOC

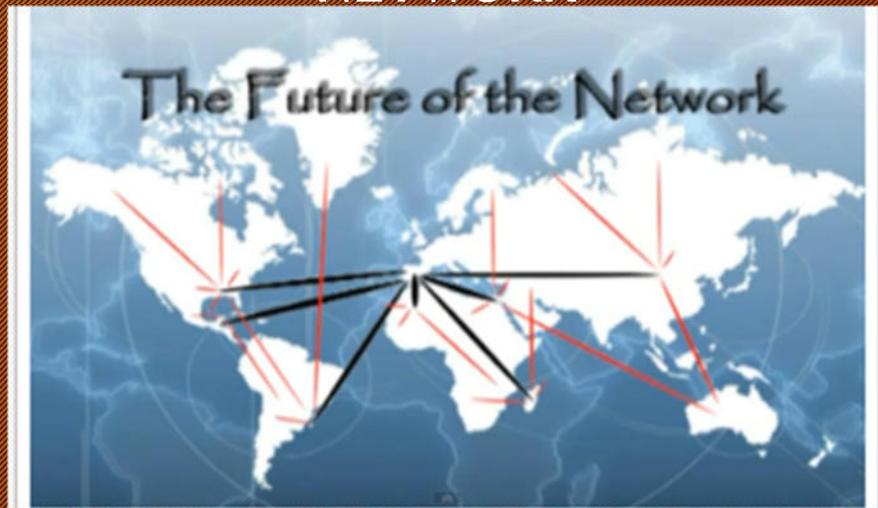
Resisting Disinfodemic:
Media & Information Literacy
for everyone & by everyone



2020 GLOBAL
MEDIA & INFORMATION
LITERACY WEEK

MIL
24-31 October 2020
Hosted by the Republic of Korea

UNESCO UNITWIN MIL and INTERCULTURAL DIALOGUE UNIVERSITY NETWORK





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COUNTER
THE COVID-19
"INFOEMIC"

**Think before clicking,
think before sharing**



False information, mistrust, panic...
so many things are being spread
around COVID-19!



#ThinkBeforeSharing



#PensezAvantDePartager



mil clicks

STANDS FOR

MEDIA AND
INFORMATION
LITERACY

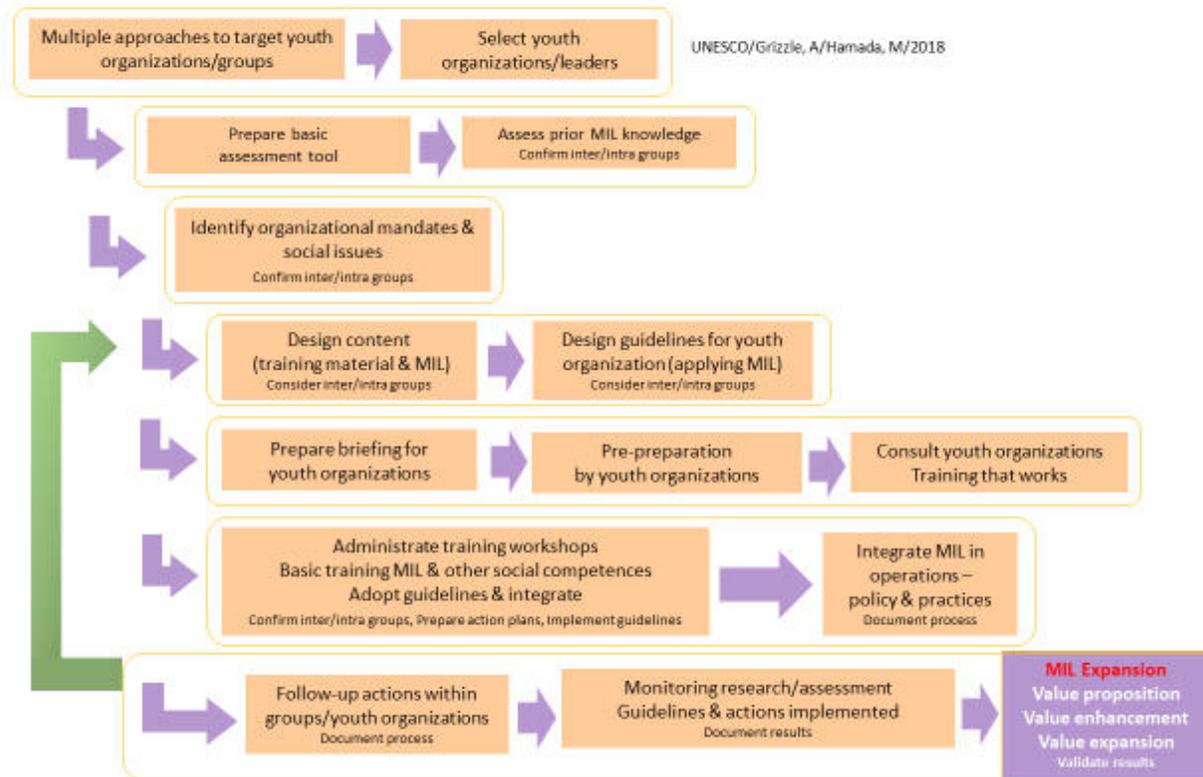
CRITICAL THINKING / **C**REATIVITY,
LITERACY,
INTERCULTURAL,
CITIZENSHIP,
KNOWLEDGE,
SUSTAINABILITY



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Guidelines for Youth Organizations to Integrate MIL in their Policies and Strategies

Sample MIL Expansion Application with Youth Organizations/Groups



Building the MIL CLICKS Cloud



@MILCLICKS



@MILCLICKS



@UNESCO MILCLICKS



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#ThinkBeforeSharing



#ThinkBeforeSharing



#ThinkBeforeSharing

“All human beings are born free and equal in dignity and rights. They are endowed with **reason and conscience** and should act towards one another in a spirit of brotherhood...”

Article 1 of the Universal Declaration of Human Rights

It is this reason and conscience that the acquisition of media and information literacy competencies can stir in all peoples

Sir Winston Churchill - “All great things are simple, and many can be expressed in a single word: freedom; justice; honour; duty; mercy; hope.”

Media and information literacy may be complex but it is also simple. It can be summed up in single words such:

Media and Information Literacy

- **TRUTH**

Media and Information Literacy

- **FREEDOM**

Media and Information Literacy

- **EQUALITY**

Media and Information Literacy

- **ACCURACY**

Media and Information Literacy

- ACCESS

Media and Information Literacy

- **DIALOGUE**

Media and Information Literacy

- PEACE

Media and Information Literacy

- JUSTICE

Media and Information Literacy

- ETHICS

Media and Information Literacy

- LOVE