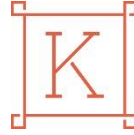




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LITHUANIAN
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Ecology of the infomedia space

Methodological recommendations

Klaipėda
2023

Methodological recommendations were developed by Larysa Sydorenko within the framework of the project "Ecology of Infomedia Space" supported by the Lithuanian Council for Culture. This project was implemented in May-July 2023.

The main goals are to help organize various media literacy events, activities in the libraries of the region.

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Introduction

The rapid development of information and communication technologies in the modern world technologies and mass media systems in the modern world requires targeted training of individuals to use them skillfully and safely. Interaction with various media (press, radio, cinema, television, Internet) accounts for a significant portion of citizens' free time, which is why they have a significant impact on all segments of the population, especially children and youth. In today's world, the media play a leading role in shaping people's consciousness, fostering their values, tastes, views, habits, and preferences. The media traditionally influence the public consciousness and behavior of people, encouraging them to achieve certain goals.

The modern media space requires certain knowledge and skills from the individual, among which is the mastery of information and telecommunication technologies, the ability to use multimedia technologies and media tools in the educational process, i.e. possession of a high level of media education, media competence, and media culture.

Today, a person should be able to apply media standards (reliability, balance of opinions, context of statements, separation of facts from comments, timeliness, completeness, accuracy), use modern achievements to analyze manipulative technologies in the media, implement subliminal influence technologies, and possess and apply critical thinking skills in professional activities.

The modern library is an intermediary in the dissemination of information, and these guidelines are intended to help organize various events on its basis. Here you will find a number of examples for organizing events for library visitors but here are only recommendations.

WHAT IS MEDIA LITERACY?

The National Association for Media Literacy Education (NAMLE) defines media literacy as “the ability to access, analyze, evaluate, create and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.” Media literacy encompasses learning about multiple genres of media, including journalism, entertainment (films, music, television), persuasive (advertising, promotion), and propaganda. In this guide, we focus primarily on news literacy, although it must be acknowledged that there is tremendous overlap between these areas.

A media-literate adult should be able to access, share and create media across multiple formats and platforms while utilizing critical thinking skills to evaluate the purpose and potential impact of the material.

DEFINING TERMS

Information literacy is:

- the ability to realize when information is needed
- the ability to locate, analyze and use effectively the needed information
- knowing how to find the information needed for any task or decision at hand
- the ability to think critically about varying types of information and analyze whether it is the right information for the intended purpose

Media literacy is:

- the ability to access, analyze, create and act using all forms of communication
- the ability to access, share and create media across multiple formats and platforms while utilizing critical thinking skills to evaluate the purpose and potential impact of the material
- understanding how various groups are represented in the media, including whose stories are highlighted and whose are marginalized
- understanding media ownership structures and its impact on what we see

News literacy is:

- one part of media literacy
- the ability to judge the reliability and credibility of news reports

MEDIA LITERACY FOR STAFF AND COMMUNITY PARTNERS

Before library workers can effectively teach media literacy skills to patrons, they need to have a solid grasp of the concepts. Here are some tips for teaching media literacy to library staff and community partners.

- Make sure staff and partners know what media literacy is and why it's important.

- Have free resources available for staff and partners to help broaden their understanding.

- With community partners, relate media literacy to the organization's area of interest. For example, if you are working with a genealogy group, explore how genealogy is discussed through advertising, in the news, and on social media.

- With staff, discuss the difference between media literacy and information literacy and why this differentiation is important. Library staff tend to focus primarily on information literacy, which is traditionally geared toward research skills.

Though information literacy is similar to media literacy in many ways, being able to educate customers to make informed judgments as they are taking in media, rather than when they are intentionally researching, is important in today's world.

KEY TOPICS IN MEDIA LITERACY

In this part you will explore broad and important topics in media literacy today.

1. ARCHITECTURE OF THE INTERNET reveals how the digital environment functions and its impact on users. This includes how differentiated, personalized media experiences and algorithms influence our access to content, lead to polarization and groupthink, and commodify personal information; and how media business models (e.g., free content, paywalls) affect users' understanding and interpretation of information. Understanding the internet's architecture is the first step toward informed decision-making about operating within the digital space.

2. CIVICS relates to citizenship and the actions—and inactions—of people in our democracy. To be wellinformed and active citizens, U.S. adults need to understand how media affects our understanding of, and participation in, our political system.

3. MEDIA LANDSCAPE AND ECONOMICS refers to the historical, current, and potential future landscape of traditional and social media, and specifically the businesses that run them. To understand how the media affects us as individuals, we must understand the U.S. media landscape and the motivations of the individuals and entities that built it and profit from it.

4. MISINFORMATION is the creation and spreading of false or inaccurate information without malicious intent. **DISINFORMATION** is the creation and spreading of false information with the intent to deceive. Combined, mis/disinformation can have an alarming impact on public opinion, our trust of the media, and our understanding of democracy. Understanding what misinformation and disinformation are, how they differ, and how to identify them, helps adults be more savvy news users/consumers.

5. MEDIA CREATION AND ENGAGEMENT includes developing and disseminating media through digital or print methods, including everything from zines to podcasts. Possessing the skills to create and share media enables people to speak up about their beliefs and offers an avenue for empowerment. At the same time, the democratization of media creation and the ability of the layperson to inexpensively create high-quality materials can lead to more “noise” in the media space and a greater distrust of information. Empowering adults to responsibly create media could open pathways to career advancement, hobbies, and civic involvement

MEDIA LITERACY AND LIBRARIE`S PROGRAMS

Library`s programs—in-person and virtual—offer plenty of individual interactions that can be enhanced by media literacy concepts. Programs also pose an opportunity to plan ahead and integrate the concepts into your lesson plans or talking points. Here are a few examples:

■ **Book clubs:** Relate book themes to current events. Discuss how the media portrays those events and why. Foster a discussion by asking questions about media literacy principles that directly relate to the topic at hand.

Examples of books for reading and discussion in the library:

- Yasmin S. “What the fact?: Finding truth in all the noise” (2022)
- Michael R. “Facts VS Opinions VS Robots” (2020)
- Brown R. “Breaking the news whats real, whats not and why the difference matters” (2000)
- Avi “Nothing but the truth” (2019)
- Jennifer Moore-Mallinos Saugus internetas (2017)
- Cook J. “The Technology Tail: A Digital Footprint Story” (2017)
- Bedford D. and Reeve R. “Once Upon a Time...Online” (2016)
- Gudiniavičius A., Šuminas A., Grigas V., Grigaliūnas M. Šiuolaikinės medijos ir informacija. Požeminiai garažai Google karalystėje (2016)
- Ferry B. “Stick and Stone” (2015)
- Tobin J. and Coverly D. “The Very Inappropriate Word” (2013)
- Buzzeo T. “But I Read it on the Internet!” (2013)
- Clements A. “The landry news” (1999)

■ **Speaking clubs:**

You can gather a group of interested people at the library and discuss topics related to media literacy, fact-checking, safety in social media, etc. with them in Lithuanian, English, or any other language. It would be a good idea to choose a facilitator for the moderation (it could be a librarian or a volunteer from among journalists, philologists, programmers, etc.)

Examples of the topics and questions for discussions:

[The Media: General English Questions \(esldisussiontopics.com\)](https://www.esldisussiontopics.com/)

[The Internet: General English Questions \(esldisussiontopics.com\)](https://www.esldisussiontopics.com/)

[Advertising: Business English Questions \(esldisussiontopics.com\)](https://www.esldisussiontopics.com/)

[Conversation by Topics for Intermediate Students \(ideas4el.com\)](https://www.ideas4el.com/)

[Conversation Topics \(ideas4el.com\)](https://www.ideas4el.com/)

[Topics for Conversation \(ideas4el.com\)](https://www.ideas4el.com/)

[ESL Conversation Questions - Computers \(I-TESL-J\) \(iteslj.org\)](https://www.iteslj.org/)

[ESL Conversation Questions - Internet \(I-TESL-J\) \(iteslj.org\)](https://www.iteslj.org/)

[ESL Conversation Questions - Plagiarism \(I-TESL-J\) \(iteslj.org\)](https://www.iteslj.org/)

[ESL Conversation Questions - Advertising \(I-TESL-J\) \(iteslj.org\)](#)

[ESL Conversation Questions - Films in Your own Language \(I-TESL-J\) \(iteslj.org\)](#)

[ESL Conversation Questions - Honesty and Truthfulness \(I-TESL-J\) \(iteslj.org\)](#)

https://filter.mkip.gov.ua/wp-content/uploads/2023/01/02-tck_dsee_pra%CC%88si_english.pptx

■ **Screenings and discussions:** After showing a movie or hosting a program where patrons discuss books, TV shows, video games, or YouTubers, ask questions about some of the Key Topics discussed in this guide.

Examples of the fiction movies:

- The Post (2017)
- Kill the Messenger (2014)
- The Truman show (1998)
- The player (1992)
- How to get ahead in advertising (1989)
- Broadcast news (1987)
- Network (1976)

Examples of documentary movies about the uses and abuses of digital media

- [“If You Didn’t ‘Sharent,’ Did You Even Parent?”](#)
- [“This Video May Not Be Real”](#)
- [Teaching With: ‘Can Texting Save Lives?’](#)
- [“What Do We Do About Q?”](#)
- [116 Cameras” \(“How a Teen Rapper With Braces Took Over the Streaming World”](#)
- [“Love Factory”](#)
- [“How Do You Rewrite the ABCs? The Secrets of Songwriting on ‘Sesame Street’”](#)

Quizzes, tests and competitions

They can be used as part of a separate event, as part of an event, or as a separate part of an event. Various quizzes, crossword puzzles, and interactive games can be used to attract the attention of different categories of visitors to media literacy. They can be developed by yourself or you can use (modify) ready-made ones.

Examples:

[MEDIJU RAŠTINGUMAS XXI AMŽIUJE - Details - Kahoot!](#)

[Internetas media reklama - Details - Kahoot!](#)

[Media Literacy 1: What Is It? - Details - Kahoot!](#)

[News & Media Literacy - Details - Kahoot!](#)

[Media Literacy Skills Test! Trivia Quiz - ProProfs Quiz](#)

[Media studies quiz questions and answers - Question 1 \(proprofs.com\)](#)

[Media Literacy Quiz / Practice Test \(fatskills.com\)](#)

[How News-Literate Are You? Take the Quiz! \(newslit.org\)](#)

[News Lit Quiz: Should you share it? — News Literacy Project](#)
[News Lit Quiz: Fighting falsehoods on social media — News Literacy Project](#)
[Multiple Choice Quiz \(oup.com\)](#)
[Media Literacy Quiz | Media Literacy \(wordpress.com\)](#)
[Media Literacy Word Search - WordMint](#)
[Media Literacy Vocabulary Crossword Puzzle - WordMint](#)
[Types of Mass Media Word Search - WordMint](#)

■ **Trainings or presentations of media literacy resources**

Below you will find a list of freely available media literacy resources in Lithuanian and English that you can present at a separate event or, after choosing one of them, studying it and completing it yourself, conduct a training on its use.

You can also use individual materials from these resources at other events.

■ **Technology classes:** Discuss trusted sources of information and best practices on where to find quality information. This is especially important when talking about social media.

■ **Makerspace programs:** If you provide makerspace training on equipment where media is created, discuss the responsibility of the creator when creating media, including how to recognize bias, information curation, and creating responsibly.

■ **Community celebrations:** Ask local journalists or media representatives to be a part of large community-wide events. Panel discussions and virtual or in-person meet-and-greets are great options here.

■ **Passive programs/displays:** When creating material displays to advertise and/or provide additional resources during a program, include materials that discuss media literacy in the context of the program.

EXAMPLES OF ACTIVITIES FOR PARTICIPANTS

Meet the participants

Each participant had to write their name and one fact about themselves that made them unique on a post-it. Then everyone stuck their stickers on a piece of cotton paper and we discussed each answer together. It turned out that out of about 20 participants, only 4 people wrote individual facts about themselves, while everyone else wrote their opinion of themselves - "I am punctual", "I am honest", "I am calm", etc.

By sorting out the post-its on the two halves of the cotton paper, it was possible to show that many people do not see the difference between "fact" and "opinion. This creates fertile ground for manipulation.

Modeling social networks with a game of airplanes

How do you explain how social networks work without using them?

To do this, I used a children's game of airplanes. We handed out sheets of paper to the participants. Everyone wrote their opinion of journalism on the sheets. Basically, you could write an opinion about anything. Then, after folding the sheets into paper airplanes, launched them in the center of the hall. Catching a randomly caught airplane, participants wrote their comments under the author's opinion. Then they folded and launched the planes again. After doing this several times, they read out some of the resulting discussions.

As you can see, this exercise shows that our posts and comments on social networks can catch the eye of any random user. You can get comments from anyone and often all the posts are someone else's opinion with a fairly rare use of facts.

Gallery

Participants divide into two groups and line up in two rows - each seeing the back of the person ahead of them. The first participants stand next to the drawing board with a marker in their hand. To the last participants in the line I showed two different drawings. They have to draw with their finger the drawing they see on the back of the person in front of them. The second participant should repeat it from what he or she felt on his or her back. When the drawing reaches the first participant, they should reproduce the image on a piece of felt paper

I showed one team a drawing of a pot of flowers and the other a drawing of a house with a tree. Needless to say, the result was two completely different drawings!

The exercise shows how in such a fairly small audience, information can be seriously distorted-the larger the chain of transmitters, the greater the likelihood of distortion. So when fact-checking, it's important to get as close to the original source as possible. It is also helpful to use different data sources to verify the data you receive.

Good and Bad

This game will help you realize what positive and negative aspects different media can have and to treat them more critically and independently. After completing the task, players' answers are compared and discussed. The winner is the one whose answers were the most complete and original. To conduct this game, divide a sheet of paper vertically into two parts. Each part has the headings "good" and "bad". On each side of the sheet you should write the positive and negative aspects of the influence of the media (movies, television, computer games, etc.). For example, the positive aspects of the media could include the following statements: "TV and computer games help with learning", "We learn a lot with the media", "The TV shows are fun programs that make us feel good", etc. And here is an example of describing the negative aspects of the media: "If you watch TV, you can ruin your eyesight", "If they show a scary movie, then it's hard to fall asleep", "There are very difficult computer games that are impossible to pass, then I get angry", etc.

News Release Game

This improvisational role-playing game helps familiarize your child with media professions as well as develops creative imagination and fantasy. For the duration of the game, your team turns into "reporters," "TV anchors," "special correspondents," etc. "Whatever topic you choose for your newscast, the most important thing is that the news should be relevant, truthful, and interesting.

Dispute "I have an opinion"

In different corners of the classroom, place signs "I agree" and "I disagree", "Undecided".

The librarian shows the judgments on the screen and invites you to choose a location near the signs that corresponds to your opinion on the judgment. Everyone who has gathered at the table discusses and puts forward arguments, then presents their position to the whole group. Each group takes turns presenting their arguments. Anyone who changes their mind can move to another location. The activity is repeated with each statement.

The following statements are suggested for discussion:

- E-mail is the fastest way to transmit information.
- Facts are easy to distinguish from opinions.
- The ability to hypothesize is important only for scientists.
- All "advanced" Internet users have their own pages in social networks.
- Nowadays, it's easy to find the information you need.
- Google always knows the right answer.

At the end of the exercise, the librarian asks the participants to summarize what they have discussed.

Exercise "That was a case!"

Participants recall situations from their own lives when false information led to unpleasant or funny situations. You can make a collection of such stories from celebrities and then move on to such situations.

Simulation game "Living in a world of attractive lies"

Participants are invited to choose their roles during the election campaign and act out this situation.

Ping-pong game

Participants are divided into two teams, stand in two lines facing the other team, take turns throwing the ball to the other team and calling advantages or disadvantages of using information and computer technologies in professional activities, educational environment and everyday life.

Then the mentioned facts are summarized, incorrect ones are refuted.

Also you can find more activities here [Factually: Games to teach media literacy - American Press Institute](#)

A list of online media literacy online courses

[Home - Lietuviškai - Very Verified: Media Literacy in The Baltics](#)

Very Verified: Online Course on Media Literacy

This online media literacy course was developed by the U.S. Department of State's Baltic Media Literacy Program, managed by IREX, a global development and education organization, using the "Learn to Discern" approach to increase citizens' resilience to misinformation and manipulation.

During this course in Lithuanian, English, Latvian, Estonian or Russian you will learn about the modern media space, types of media, the mechanism of social networks, learn to distinguish between different types of manipulation,

Also this course will help you evaluate the information flows in your daily life and equip you with skills you can use to recognize disinformation and propaganda.

At the end of the course you can take a final test and receive a certificate of completion.

[The On-Ramp to Media Literacy \(Lithuanian\) - Overview](#)

Medijų raštingumas: Nuo teorijos link praktikos ir iki pritaikymo - is a course in Lithuanian developed by the Center for Media Literacy, a vision of media literacy that introduces key concepts and tools that are fundamental to media literacy pedagogy.

Specifically, this course in Lithuanian will help you learn what media literacy is, why it is important, and why it is the key to the future, as well as learn about copyright, media texts, etc.

This course will be useful to educators, librarians, administrators, parents, and everyday people who want to learn how to apply media literacy concepts to every unique situation.

[English for Media Literacy | Coursera](#)

The course created by the University of Pennsylvania, and funded by the U.S. Department of State Bureau of Educational and Cultural Affairs, Office of English Language Programs.

You can read and listen to the course content without receiving a certificate for free. If you want you can also pay for the Certificate, after which you will have access to all course materials, including graded assignments. Upon completion of the course, your Certificate will be added to your achievements page, where it can be printed or added to your LinkedIn profile.

You can also try to apply for financial aid or scholarships if you are unable to pay for the registration. If financial aid or scholarships are offered for the program of study you have chosen, the link to apply is provided on the description page.

This course is designed for non-native English speakers who are interested in learning more about U.S. media literacy. In this course, you will explore different

types of mass media, such as newspapers, magazines, television, and social media. This course will also give you the opportunity to develop a broader understanding of the role media plays in our lives, while building your vocabulary and giving you the language skills needed to analyze what you read and watch. The first unit in this course will provide an introduction to media literacy and give you an opportunity to evaluate your own media literacy level. In unit 2, you will learn how to identify facts versus opinions in the media. The next unit in the course will focus on the differences between social media and traditional media, while unit 4 will look at how gender and identity are covered in the media. In the final unit of the course, you will demonstrate your increased media literacy by through a culminating final project on social media.

Development of this course was funded by the U.S. Department of State Bureau of Educational and Cultural Affairs Office of English Language Programs.

[MOOC Camp: English for Media Literacy for Educators - U.S. Embassy & Consulate in Poland \(usembassy.gov\)](#)

This is a practical and relevant program that pairs online learning with engaging live discussion over zoom featuring an American English Language teaching specialist.

English for Media Literacy for Educators (EML-E) is an exciting MOOC designed to introduce you to the theory and practice of teaching about media literacy in the English as a foreign language (EFL) classroom. Through informative videos and practical readings, you will explore approaches for teaching English for media literacy that are not only effective but engaging and enlightening. In the seven weekly Zoom sessions with the facilitator, you will have the opportunity to reflect on your learning in the MOOC, learn how to implement the content, have the opportunity to practice with new educational tech tools and brainstorm and network with like-minded teachers. You will learn theory and strategies necessary for successful media literacy instruction for students of various ages and levels of English proficiency. In the media literacy education context, you will also gain new ideas for teaching students how to analyze, critique and communicate their thoughts in English. In addition, you will gain useful knowledge and resources that you can share with your education colleagues and others who are interested in this critical 21st century skill – media literacy.

After the conclusion of the program the participants will receive certificates with details of the completed program. Only those who complete all program tasks and attend 5 of 7 meetings will be presented with certificates.

[Digital Information Literacy | Coursera](#)

A Digital Artifact is an object that represents one's learning. In today's changing educational landscape, more courses call for a visual item as opposed to a "traditional" assignment or project. There is a multitude of free tools and software at our fingertips. This online course will provide tips, suggestions, and strategies for creating an interesting digital artifact in select, intuitive platforms.

In this course, you will learn to identify and define a Digital Artifact so you may create an infographic, slide show, website, or video. You will also learn best practices in digital media design and about Creative Commons licensing and citing your sources. Assessments will conclude each learning module to gauge your understanding as will peer-reviewed assignments to foster a sense of community through learning.

There are no prerequisites for this course however, taking Advanced Information Literacy prior will scaffold skills that will augment your understanding of the benchmarks in this digital literacy course.

In addition to earning a certificate from Coursera for this course, you'll also receive a Micro-Credential Digital Badge from the University at Buffalo, the State University of New York recognizing your accomplishment. Use your verified digital badge to promote your achievement online, and access job insights related to your new skills. Upon completion of each individual course and the complete Specialization, you will receive an email from Coursera with directions on how to claim your badge. Payment or participation through an official Coursera promotional offer is required to have full access to the course and to qualify for the Coursera Certificate and Digital Badge.

[Advanced Information Literacy | Coursera](#)

This course is designed to build upon a learner's search skills and expertise in the information literacy concepts that underpin scholarship at college or university. This badge incentivizes them to continue improving their information literacy competencies over their academic and workplace career. By participating in this course, one can use these advanced search skills to save time conducting literature reviews, efficiently gather and organize information, ethically use sources, and protect their own intellectual property.

Learners will work independently on a topic of their choosing and receive feedback from their peers throughout the process. The modules build on each other and provide learners with a framework (project outline). The final project is disseminated as a digital object that exemplifies the learner's status as an emerging scholar or professional.

The modules are self-paced, the estimated completion time for each module is 2 hours. The content within each module can be paused at any time, with the exception of the quiz at the end of each module.

In addition to earning a certificate from Coursera for this course, you'll also receive a Micro-Credential Digital Badge from the University at Buffalo, the State University of New York recognizing your accomplishment. Use your verified digital badge to promote your achievement online, and access job insights related to your new skills. Upon completion of each individual course and the complete Specialization, you will receive an email from Coursera with directions on how to claim your badge. Payment or participation through an official Coursera promotional offer is required to have full access to the course and to qualify for the Coursera Certificate and Digital Badge.

[Making Sense of the News: News Literacy Lessons for Digital Citizens | Coursera](#)

Never before has the need for News Literacy been more urgent. As news consumers are bombarded with a constant stream of fake news, propaganda, hoaxes, rumors, satire, and advertising — that often masquerade as credible journalism — it is becoming more and more difficult to distinguish fact from fiction. While the public's faith in the news media erodes, purveyors of misinformation have helped give rise to troubling cultural trends and alarming political movements.

This six-week course will help learners develop their critical thinking skills to enable them to better identify reliable information in news reports and to become better informed about the world in which we live. The course will discuss the key elements of journalism from the viewpoint of the news audience. The language of instruction is English, but Chinese and Spanish subtitles will be available. Each week will tackle a challenge unique to the digital era:

Week 1: The power of information is now in the hands of consumers.

Week 2: What makes journalism different from other types of information?

Week 3: Where can we find trustworthy information?

Week 4: How to tell what's fair and what's biased.

Week 5: How to apply news literacy concepts in real life.

Week 6: Meeting the challenges of digital citizenship.

[Media Literacy Resources | NewseumED](#)

By registering for free on this site, you'll get free access to free resources on combating fake news and developing media literacy skills that you can use when working with library patrons. In particular, you'll find lesson plans on "Is This Story Share-Worthy? Flowchart", "Weed out Propaganda", "Fundamentals of News", "Breaking News: Tracing the Facts", "Media Ethics: Scenarios" etc.

[ML_game_en \(mocotms.com\)](#)

«The Mission of Media Literacy» is the second version of the training course for IREX. This is an interactive game that will definitely please young users. IREX has created a virtual factory of lies that spoils people's lives, producing propaganda, fakes and manipulations. The users' task is to block the factory, but they have to go through several levels, visiting the propaganda agency, the stock of fakes and the hate speech department. The whole story contains text, photo and video files that create a fascinating plot. Users are fully immersed in the atmosphere of the game due to spectacular design and acoustic narration.