

UNESCO Media and Information Literacy Framework

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A Brief Genesis of Media and Information Literacy (MIL)

MIL evolution includes related concepts such as media education, media literacy, and information literacy.

The beginnings of MIL can be traced back to an international experts meeting convened by UNESCO in 2008 in UNESCO HQ Paris.

The experts agreed to adopt MIL as a composite concept with media literacy and information literacy as the two main elements.

A Brief Genesis of Media and Information Literacy (MIL)

MIL ecosystem was also adopted. It includes other related literacy types.

The adoption of the MIL ecosystem highlighted two realizations:

“There is no single notion of literacy as a skill which people possess or not, but multiple literacies.”

Technological breakthroughs have led to the convergence of information and media platforms



Figure 1. UNESCO MIL Ecosystem (MIL as a Composite Concept)

Unifying Notions of Media and Information Literacy

► Information Literacy



► Media Literacy



What is MIL?

“MIL is defined as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create, as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities.”

UNESCO. *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies (2013)*



Why The Need for MIL?

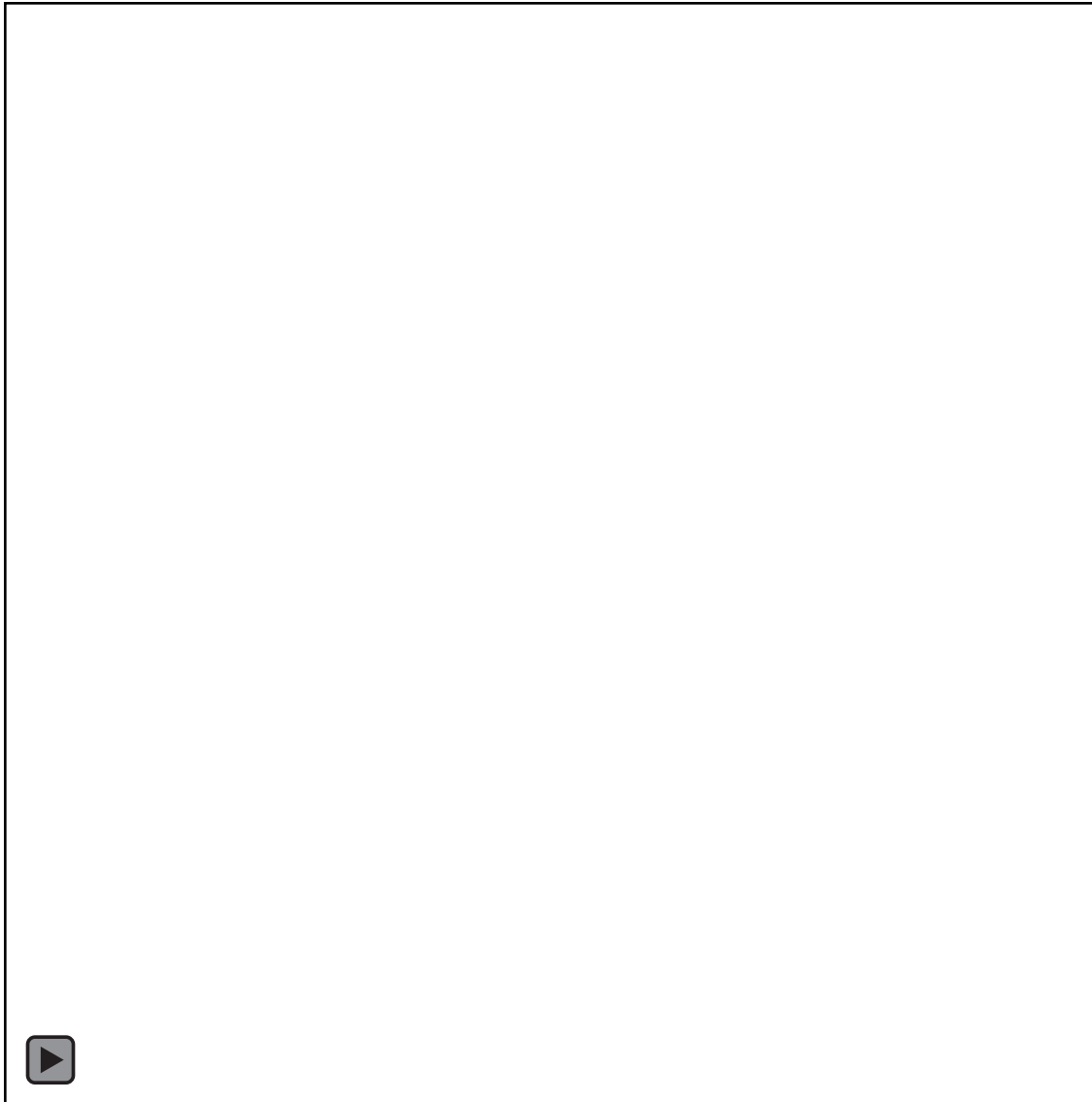
MIL has become an imperative over the past few years for the following reasons:

- The escalation of disinformation order
- Threats and attacks against freedom of expression and freedom of information
- Growing mistrust of traditional (mass) media and popularity of (or preference for) social media
- Algorithm as key pre-determinant of information and news access

Why The Need for MIL?

- Imbalanced media and information diet (“Over-entertained and Under-informed” public)
- Prosumers as content co-creators in shared platforms
- Technology addiction resulting in psychosocial impacts
- Identity, privacy, and security issues
- Technological breakthroughs and moral breakdowns

WHAT HAPPENS IN 60 SECONDS?



2019 *This Is What Happens In An Internet Minute*



Source: <https://www.visualcapitalist.com/what-happens-in-an-internet-minute-in-2019/>

MIL Driving Education Reforms

There is a need to continuously recalibrate MIL to be able to meet new and emerging requirements of a desired media and information order

What do we imagine of MIL in the education sector?

Can MIL be introduced and grow in “traditional” education ecosystem present in many countries?

MIL Driving Education Reforms

For MIL to take its root, there is a need for a new education ecosystem that promotes and sustains MIL.

MIL can help bring educational reforms.

MIL can be a mechanism for transforming the traditional education ecosystem into a 21st century education ecosystem.

All countries should closely examine the *OECD PISA Global Competence Framework* which show consistency with MIL.

MIL Driving Education Reforms

The Framework identified five “skills” to understand the world and to take action.

- Reason with information from different sources
- Communicate effectively and respectfully
- Understand how other people think and feel
- Identify and take on often conflicting points of view; manage and resolve conflict which requires listening
- Adapt one’s thinking and behaviors to the prevailing cultural environment

MIL: From Preschool to Adult Learning

MIL intervention should start at the preschool level because brain development starts at the early stages of life.

As the 2017 UNICEF State of the Children Report noted, “Children make digital footprints even before they learn how to walk.”

Current MIL programs are not addressing enough the needs of preschoolers.

Many children have a digital footprint before they can even walk or talk.

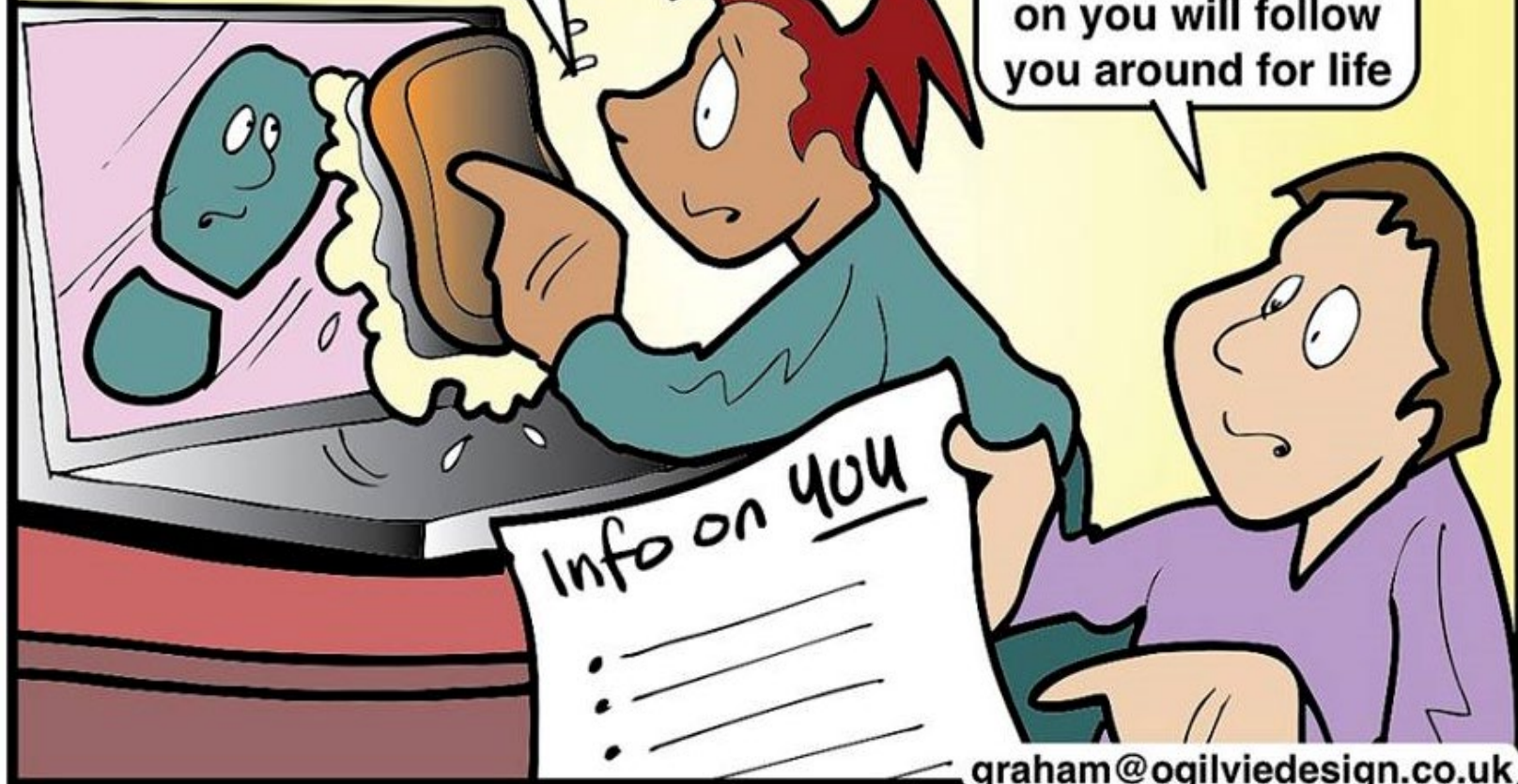
The State of the World's Children 2017



We ALL leave a digital footprint

Once it's on-line it's
virtually impossible
to scrub out

.. and the data
on you will follow
you around for life



MIL: From Preschool to Adult Learning

MIL should cover formal, nonformal, and informal education.

MIL initiatives for the out-of-school children/youth and older generation should be prioritized.

Perhaps the most important platforms in learning MIL are mass media and social media.

A number of media companies in the Philippines are engaged in MIL.

Millennials and Generation Z as Truth Soldiers

Why Filipino millennials and Generation Z are the primary MIL stakeholders:

- Both generations comprise more than half of the entire population
- COMELEC estimates that majority of electorates are young voters
- They are the heaviest consumers of mass media and social media

Millennials and Generation Z as Truth Soldiers

- Young people dominate the troll armies which operate and manage the disinformation cyber highway
- Content moderators or content quality editors are mostly millennials
- Generation Z students are enrolled in the MIL subject

MIL Competencies as Life Skills

MIL competencies are life skills for the 21st century. These are knowledge, attitudes, and skills that individuals cannot do without.

The Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines has proposed 19 Broad MIL Learning Outcomes or Competencies and 6 Social Values / Attitudes.



Figure 2. MIL Learning Outcomes/Competencies and Social Values/Attitudes (The Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines)

Hits and Misses in Senior High School MIL

MIL description in the curriculum guide is aligned with the UNESCO definition. However, there appears to be a "disconnect" upon reviewing the course content.

“Media” in the course is mass media-centric with a compartmentalized view of media and information, and with few references to new media. Memory institutions are absent.

A MIL competency mapping for specific MIL ecosystem elements is yet to be undertaken by DepED and other MIL stakeholders.

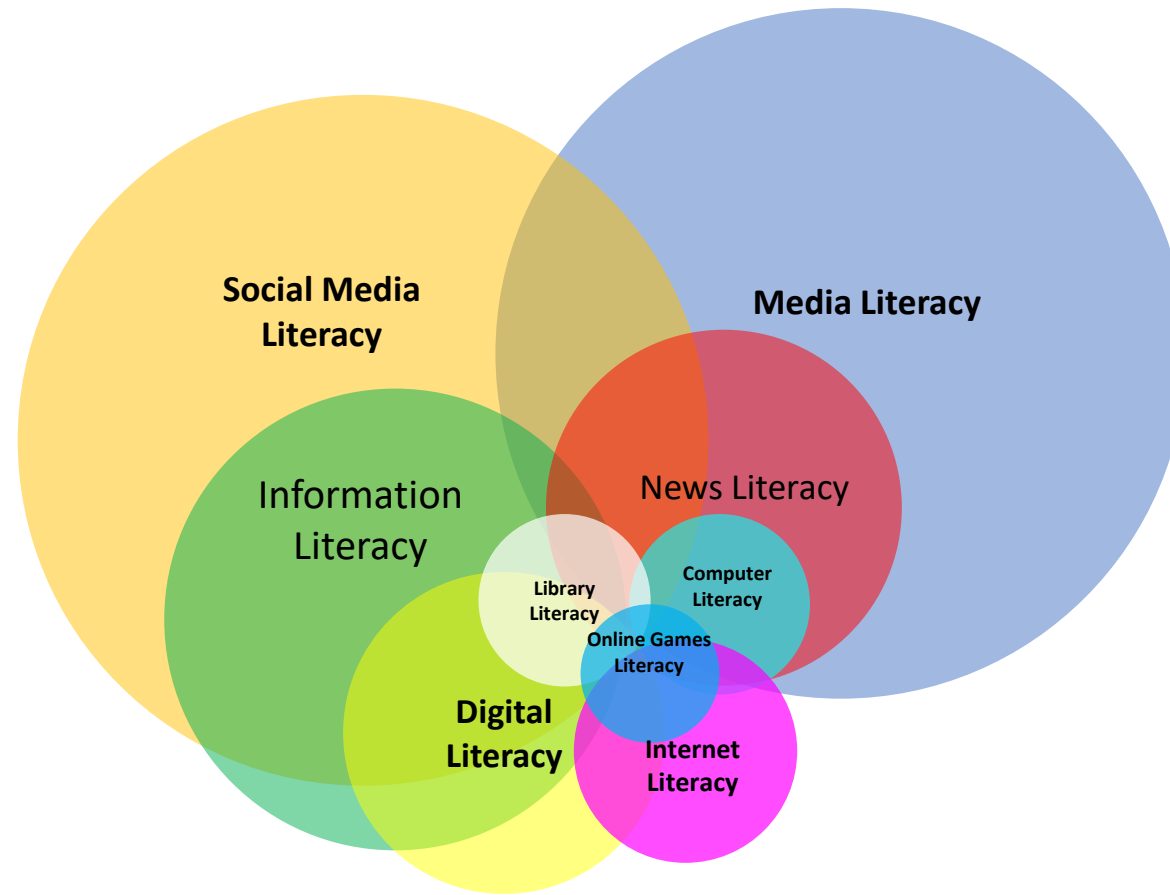


Figure 3. A Comprehensive MIL Ecosystem in Myanmar

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
3. News Literacy		
<u>DEFINITION</u> The ability to use critical-thinking skills to analyze and judge the reliability of news, differentiating among facts, opinions, fiction, and assertions in the media that are consumed, created, and distributed. (Radio Television News Directors Foundation and coursera.org)	Know what makes news (what are the news values)	Identify professional and ethical issues involved in news gathering and reporting
	Understand the role and functions of the news media in democratic societies, e.g., checks and balance mechanism, fourth estate, public information for transparency and participation	Monitor and analyze how audiences respond to news received and the effects/impact
	Know and understand the Journalist's Code of Ethics, Canons of Good Taste, and similar professional and ethical guidelines	Know and understand commonalities and differences among diverse groups/sectors (culture, religion, gender, socioeconomic class) in news sourcing and presentation
	Recognize the importance of and practice editorial independence	Practice openness, to and respect, and tolerance for differences among diverse groups/sectors (culture, religion, gender, socioeconomic class) in news sourcing and presentation
	Aware of cultural, religious, and gender sensitivities in terms of languages and images used in news stories	Know requirements and procedures in reporting grievances and perceived violations of professional and ethical standards
	Understand the importance of advertisements in media and information platforms	Identify news framing devices used (e.g., syntactical devices such as front page, headlines, statistics; rhetorical devices such as metaphors, depictions, visual images)
	Call out news sources for disseminating information disorder	Distinguish different types of information disorder, i.e., disinformation, misinformation, malinformation
	Call out news media companies for perpetuating, promoting, and tolerating hate speech, intolerance, radicalism and extremism	Verify authenticity of photos, videos, and audios

Figure 4. MIL Competencies and Performance Criteria

Hits and Misses in Senior High School MIL

The DepED MIL curriculum guide also missed many important learning areas such as the following:

- Cyber wellness (e.g., balanced online/offline life, privacy, online relationships)
- Psychosocial impact of technology (especially gadget addiction)
- News values (with a focus on determining so-called “fake” news)

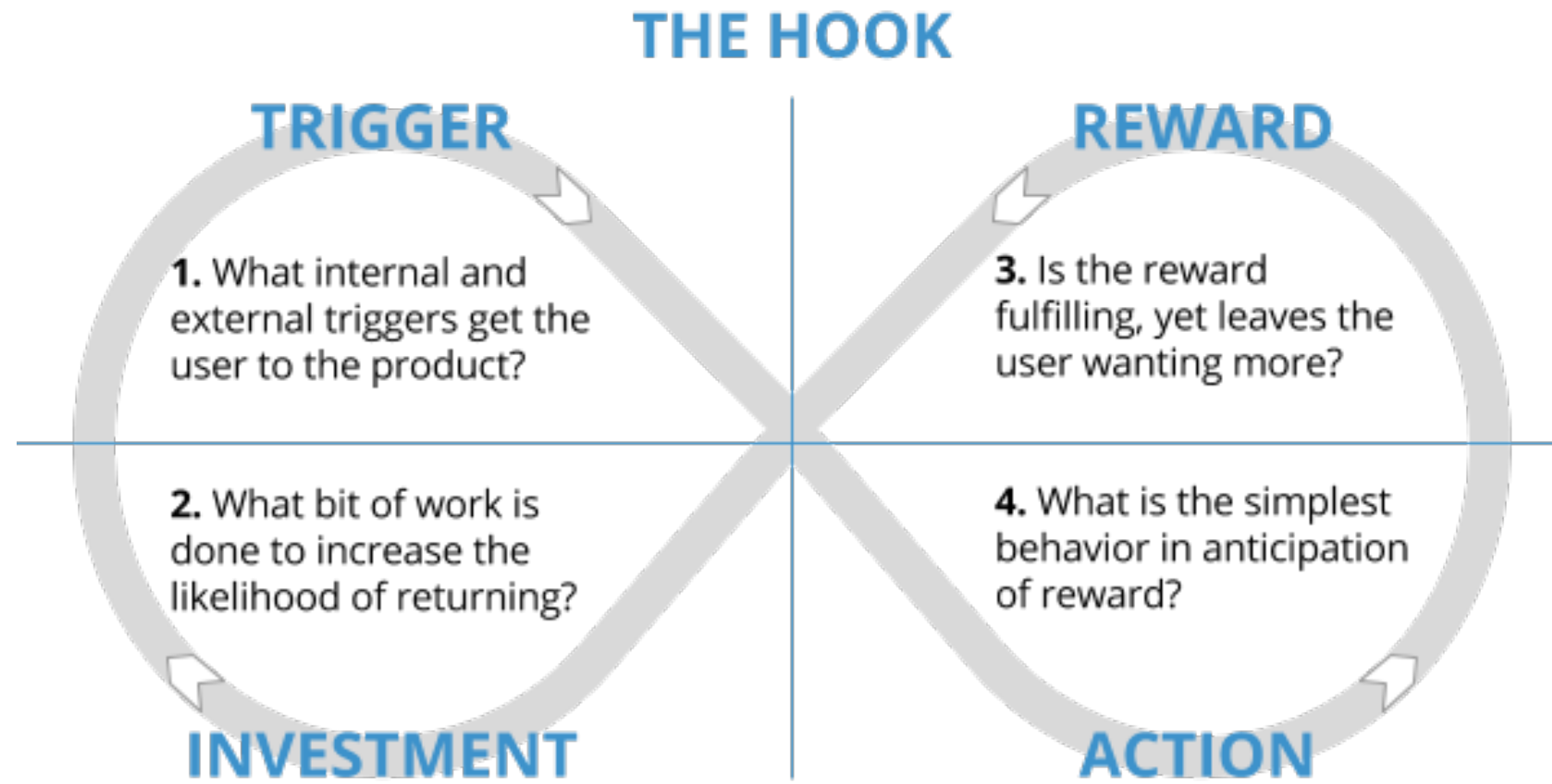


Figure 5. Eyal Nor Hook Model Canvass (2014)

Hits and Misses in Senior High School MIL

- Disinformation strategies and tools (e.g., using algorithms, artificial intelligence, machine learning)
- Community standards of internet intermediaries
- Information ethics (distinct discussion from media ethics)
- Persuasive communication (including cognitive biases)

Hits and Misses in Senior High School MIL

On the issue of MIL pedagogy:

“The teaching of MIL in the Philippines appears to be focused on media analysis and production. There is concern over the production-oriented teaching of MIL.”

Students should learn to “understand first the media messages before jumping into the activity of making a video or [documentary] or short film”.

Hits and Misses in Senior High School MIL

How well are our MIL teachers equipped to teach understanding and analyzing the socio-cultural and politico-economic context in looking at media and information sources, content, and processes?

MIL is not (and should not) only be an isolated SHS subject but an emerging framework, if not a philosophy in education.

Current Global Initiatives on MIL

Updating of UNESCO *MIL Curriculum for Teachers* will be completed in December 2020. This book is now available in 13 languages.

MIL in Journalism: A Handbook for Journalists and Journalism Educators
(N. Muratova and A. Grizzle, editors)

A UNESCO Experts Group is currently finalizing the *Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines*.

Global MIL Week 2020, 27-29 October 2020 Seoul, South Korea



Concluding Statements

The first line of defense to organized disinformation can still be found in our “organized” school system where the resolute commitment to truth-telling is molded during our young age.

The teaching of MIL is likely to be a missed opportunity unless immediate changes in the SHS MIL curriculum and in the pedagogy are introduced.

Concluding Statements

But first, the school system must accept reforms. The school should be an activist hub.

Combating organized disinformation is not only for educators (and journalists) but for every individual who needs to realize that what is at stake is truth and freedom.

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