Understanding Media and Information Literacy (MIL) in the Digital Age

A QUESTION OF DEMOCRACY

Knowledge

Politics and Policy

Practice

Reflection

Edited by Ulla Carlsson

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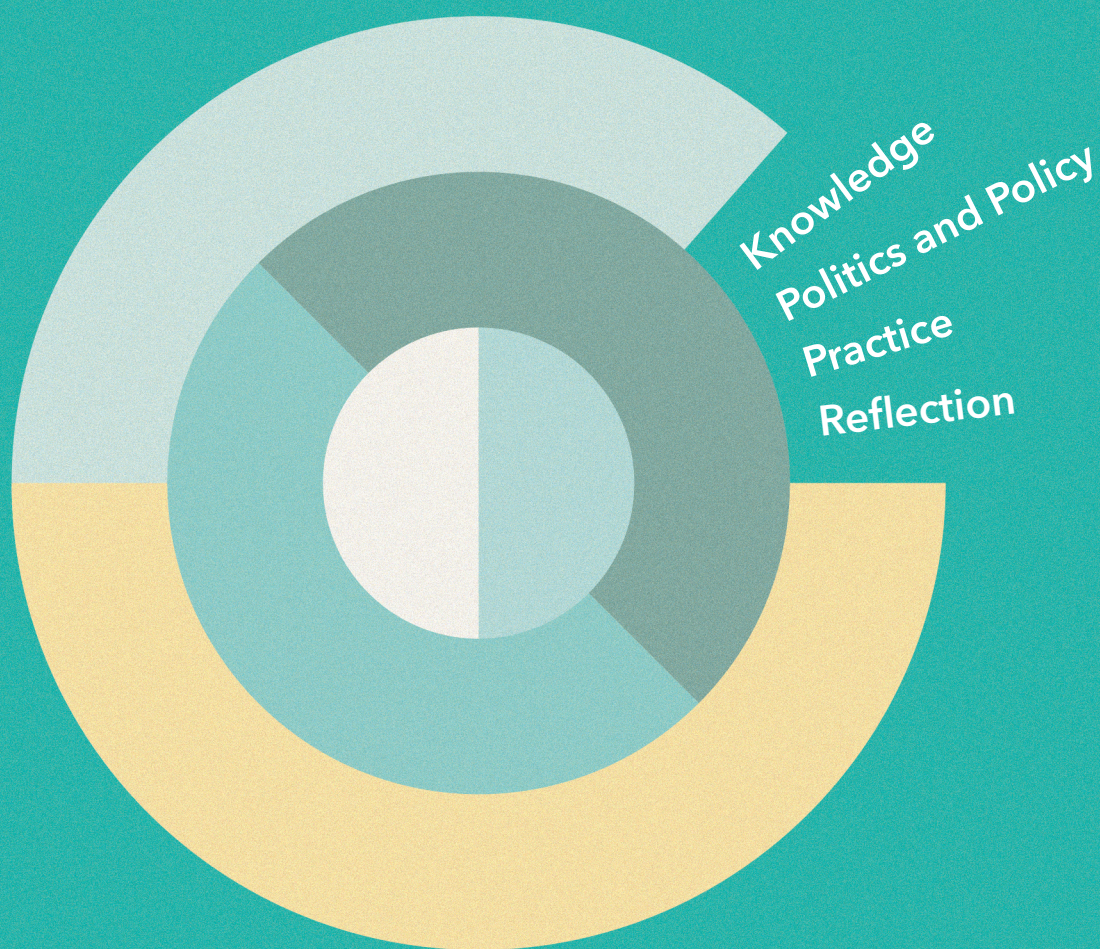
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Contents

Foreword

Many of the social issues of today have to do with digitization and, not least, the ongoing transformation of the media and communication culture. We are now at a point that may be described as 'the end of the digital beginning'. Following a period of optimism about the potentialities offered by the internet – especially the hopes that it would increase citizen engagement and participation – problems have surfaced.

Around the world, citizens are struggling to bring about an internet that is open, free and safe – that is, to abolish surveillance, control and censorship. In some instances, politicians and civil society organizations are calling for government measures to help them achieve these goals. In other countries, authoritarian regimes are using the internet and social media to justify repression, including measures to limit freedom of expression. Ideology, the powers of state and private interests combine to silence free speech. Clearly, internet can have quite different impacts on the social order.

From the perspective of the Global North, many of the problems arise out of conflicts between the logic of the market and respect for the equal value of human beings, a core democratic value. Call for new policies to resolve these problems are being heard.

Media and information literacy (MIL) is often emphasized in the face of technological breakthroughs, when policy and law-makers find themselves unable to tackle emerging problems. Therefore, MIL should be understood as part of a whole that includes legislation and reforms in media, education and other fields of relevance – as part of a democracy strategy. That is, a long-term benefit, not a short-term solution. This is a process that involves many different stakeholders in society, and combining extensive collaboration with proactive political leadership is a challenge. It can be said to be the starting point for this publication.

The book consists of three parts. In the first part, a number of articles of a more general nature discuss media and information literacy (MIL) as well as courses of development on national, regional and global levels. The focus in the second part is on Sweden, the host the UNESCO Global MIL Week Feature Conference in 2019. The articles in this part present current research findings, policy decisions and political initiatives and some examples of 'best practices' in various areas. The third part presents a new approach to MIL in a context of social change and Agenda 2030.

One issue I have wrestled with for many years is the dominance of 'the Western world'. Media, and concepts connected to MIL, are often seen with eyes that have been conditioned by analytical categories developed predominantly within the Anglo-American sphere. These categories have then been applied to other, very different social, cultural, economic and political contexts. Such a hegemonic perception has become prevalent all over the world. So, researchers, experts and policy makers need to transcend cultural, political, ethnic and religious boundaries and to accommodate regional variations, to a much greater extent than is done today. This is an enormous challenge.

Despite this reservation it is my hope that the articles presented here will contribute to knowledge development in the area as well as to discussions and reflections on the role of MIL in contemporary societies. It is also my hope that the examples from research, politics and practices in Sweden will stimulate initiatives and activities in other countries, and particularly exchanges of knowledge and experience between many countries all over the world.

Finally, I am deeply indebted to all the contributors from far and near who have made this publication possible. Thanks for good work and engagement. I also wish to express my great appreciation for the support provided by Region Västra Götaland and the Swedish National Commission for UNESCO.

Göteborg in August 2019

Ulla Carlsson

Part I

Approaches to Media and Information Literacy (MIL)

1. MIL in the Cause of Social Justice and Democratic Rule

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Introduction

Society changes, but certain democratic principles remain true. Among them is

> the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers

as proclaimed in Article 19 of the UN Universal Declaration of Human Rights. Freedom of expression implies respect for the universality of the right to communicate.

Freedom of expression is fundamental to democracy, a necessary precondition to the exercise of other rights – such as the right to vote, the right to freedom of assembly and to freedom of association with others – and it is essential to ensure press freedom. Freedom of expression is a matter of law and politics, but also of ethics and morality (Carlsson et al. 2018, Enjolras et al. 2014, Rønning 2009, 2016).

Without education and reasonably good health citizens cannot exercise their rights. Not everyone has these benefits – in many cases due to poverty, social injustice, gender discrimination, ethnic or religious discrimination, unemployment – and lack of access to information and knowledge (Sen 1999, Norris 2004, UNDP 2018). In this context we should bear in mind that nearly half of humanity lacks internet access (ITU 2018, SPI 2018). In numerous countries internet access is actively limited, and its use is closely monitored (SPI 2018, UNESCO 2018).

Scholars who study societal development agree as to the importance of good governance and stress the value of honest and competent institutions, mutual trust among the citizens – and freedom of expression, which includes the independence and diversity of media. Ultimately, the prerequisites for democracy and social change boil down to striving toward equality, not least gender equality, and social justice. (Cf. Bennet 2012, Carlsson et al. 2018, Charron et al. 2013, 2018, Couldry et al. 2018, Dahl 2007, Price 2014, Norris 2004, Sen 1999, UNESCO 1980).

The media have long been seen as stewards and arbitrators of freedom of expression. As such, they are vital to democratic social systems. Free and independent media are presumed to provide access to information, mediate daily life, hold the powerful accountable, and provide platforms for open and factually informed discussions and dialogues – in short, a public space for the democratic conversation (Dewey 1927, Habermas 1989). Left to their own devices, 'the market' and technological innovations per se cannot be presumed to produce media that fulfill these expectations; some form of rules and regulations are required.

New technologies offer greater immediacy, volume and variety of content and services that involve and engage more and more people. Doing so, they have changed many aspects of the media landscape and affected people's communication and habits.

The current media environment, especially social media, has opened the doors to views and objectives that otherwise would not become so widely known; hate speech and threats have, for example, become commonplace. Changes like these in turn have broader consequences in social, cultural and political life.

The emergence of new media and information technologies has provoked discussions of how they interact with, and affect the public – its young people in particular – ever since media have existed. The public reaction is generally a mixture of positive and negative expectations, of curiosity and concern. So it was with popular fiction, newspapers, radio, television, video, satellite and cable television, and so it is with digitization, internet and artificial intelligence (AI). Public debate has at times been heated – some-times even vehement. The bounds of freedom of expression have been tested. (Cf. Buckingham et al. 2012, Carlsson 2018, Hobbs 1998, Hobbs et al. 2009).

An equally long discussion concerns the need for knowledge about the media. As early as the 1930s there were calls for education and critical thinking in response to the spread of popular films in cinemas; the calls intensified with television's entry into people's homes in the 1970s and the advent of video in the 1980s. Often, these calls have been motivated by a perceived need to protect children and young people. With digitization, the need to equip and empower children and youth through education and training applies increasingly to adults, as well. The underlying perspectives have varied: growth, innovation and democracy have all figured.

The citizen in contemporary society – a new media ecology

Today, after a couple of decades of widespread internet access and the advent of social media and smart-phones, a new media structure can be discerned. The multitude of platforms and services available on internet have opened up enormous opportunities – not least hopes for increasing citizen engagement and democratic participation. But it has also given rise to dilemmas. A steadily increasing commercialization and media convergence have transformed communication systems with respect to both time and space, and changed patterns of social behavior. In other words: a new media ecology, viz. how citizens' everyday life is affected by the interaction of information and communication technologies and media in cultural, social and political systems. Such shifts between the media and citizens are an ongoing process in the digital media environment – a transformation of the public sphere. (Couldry et al. 2018, Habermas 2006, Jakubowicz 2015, McLuhan et al. 1992, Postman 2000, Scolari 2012).

All these changes are taking place within socioeconomic orders that are also in flux. In many places changing political, social and economic landscapes, characterized by growing inequality and polarization, mean that institutions are facing challenges when they are unable to respond satisfactorily to citizens' needs. The changes are linked to long-term processes, which in many cases have been geared more to market strategies than to the common good. These processes in turn raise issues about what democracy is, and what it should be. Core democratic virtues, such as 'inclusion' and 'participation', are called into consideration, as well. (Cf. Altvater et al. 2013, Coleman 2017, Couldry et al. 2018, Dahl 2007, Esser et al. 2014, D'Haenens et al. 2018, Habermas 2006, Murdock 2017, Mouffe 2016, Picard 2016, Rothstein 2011, UNESCO 2018).

The complexities of modern society demand educated, skilled and critical citizens in many different areas if freedom of expression, democracy and social progress are to be maintained and developed. Some of the knowledge and skills required relate to media and communication culture. Media and Information Literacy (MIL) takes its place alongside other things people need in order to be active citizens: knowledge of how political decisions are taken, the principles of the rule of law, the rights and obligations of citizens, the meaning of universal human rights, national and international security. In other words: 'democratic learning' as a part of everyday life. (Cf. Carlsson 2018, Doganay 2013, Frau-Meigs 2008, Jolls et al. 2018, Print et al. 2013, 2015, Mihailidis 2014, 2019, Radoslavov 2014, Stoddard 2014).

Most observers agree that MIL is a key resource – a citizens' right. Providing this resource involves life-long learning, both in the classroom and beyond. MIL is crucial to the function of democracy,

present and future, and it requires concerted policy as well as constructive incentives to learning and civic participation. (Cf. Buckingham 2018, Carlsson 2018, Frau-Meigs et al. 2017, Livingstone 2018, LSE Commission on Truth, Trust and Technology 2018, Mihailidis 2019, UNESCO 2013, 2015).

A fractured media landscape: Giants with power

In many countries people spend the greater part of their leisure time with media. Nearly everyone uses internet and social media on a daily basis, often via mobile devices. We can all be both consumers and producers of content. It is not easy to gain an overview of the cyberworld that confronts citizens today, and how to navigate and search in this web world.

Seen from the point of view of both structure and users, the many changes are largely the work of new kinds of influential transnational actors like Google, Facebook, Apple and Amazon. The Chinese companies, Tencent and Baidu should also be mentioned in this context. Facebook (also owner of WhatsApp and Instagram) is by far the most powerful media company in the world today, with more than two billion recurrent users (statista.com 2018). This corporate business is based on algorithms and advertising models – it is about automating communication.

Monitoring, surveillance, advertising

These companies provide a huge array of information, knowledge and opinion, plus numerous online services. They make it possible to communicate and interact with others across many frontiers, and to mobilize people in, for example, political activities. But they also collect and record and sell large quantities of details about their users' interests based on detailed monitoring of the behavior of their users – often without the users' knowledge, let alone their explicit consent. This data is then used to target advertising (e.g. shopping patterns), to guide political messaging (e.g. general elections), and to track users' activity far beyond their interaction with the companies' services.

The power over users resides in the companies' ability to alter algorithms, the terms of service and other guidelines without any transparency. It might be described as a monopoly on information, for which users pay with their personal data. The situation raises many issues and problems from different points of view. (Cf. Carlsson et al. 2018, Coleman 2018, Enjolras 2014, Fuchs 2015, Karrpi 2018, Rønning 2009, 2016, Zuboff 2018).

Google's and Facebook's dominance on the advertising market gives them the power to set advertising rates. As a consequence, traditional media companies – e.g., newspapers, and particularly local papers – have suffered a marked decline in advertising revenue. Less revenue impacts on their ability to offer quality journalism – which in turn impoverishes public discourse. (Cf. Couldry et al. 2018, Curran et al. 2016, LSE Commission on Truth, Trust and Technology 2018, Murdock et al. 2015).

Initially, Facebook, and others, defined themselves as mere conduits that facilitated contacts via social networks. Then around 2012 they described their business as trading in commercial data. Through these characterizations the companies have successfully dodged all editorial responsibility for the material they make available, despite the spread of misinformation, disinformation and 'mal-information', and numerous violations of personal integrity. (Cf. Fuchs 2015, Karrpi 2018, Zuboff 2018).

Increases in misinformation, disinformation and mal-information seriously impact the public sphere. New ideas about freedom of expression come into play. Clearly, the balance between personal privacy, security and reliability is of crucial importance in this digital world. How these issues can be resolved without impinging on the fundamental principles relating to freedom of expression is a critical issue. In national, regional and global arenas, questions are raised about how social and ethical rules are codified in legal frameworks. (Cf. Cannatachi et al. 2016, Carlsson et al. 2018, Couldry et al. 2018, Ess 2019, Waldron 2012, UNESCO 2018).

> ### Three types of information disorder
>
> According to the Report of the Council of Europe – Information Disorder. Toward an interdisciplinary framework for research and policymaking (September 2017) – there are three types of information disorder: Much of the discourse on 'fake news' conflates three notions: mis-information, disinformation and mal-information. But it's important to distinguish messages that are true from those that are false, and messages that are created, produced or distributed by "agents" who intend to do harm from those that are not:
>
> - Dis-information. Information that is false and deliberately created to harm a person, social group, organization or country.
> - Mis-information. Information that is false, but not created with the intention of causing harm.
> - Mal-information. Information that is based on reality, used to inflict harm on a person, organization or country.
>
> Retrieved from https://rm.coe.int/information-disorder-report-november-2017/1680764666, p. 21.

A new mutant form of capitalism

These companies with their digital platforms have evolved into economic and socio-cultural phenomena having the power to totally transform the relationships between technology, capital, content and users (Fuchs 2015, Karrpi 2018, Murdock 2017, Zuboff 2018).

Against such a background it may be argued that a new mutant form of capitalism has been produced, 'surveillance capitalism' (Zuboff 2018).

> As things currently stand, it is the surveillence capitalist organizations that *know*, It s the market form that *decides.* It is the competitive struggle among surveillence capitalists that *decide who decides.* (Zuboff 2018, p. 192)

People are merely human 'natural resources'. Knowledge, authority and power rest with surveillance capital, and people's claims to self-determination have "vanished from the maps of their own experience" (Zuboff 2019). Surveillance capitalism is not inherent in the technology. It is impossible to imagine surveillance capitalism without the digital, it is easy to imagine the digital without surveillance capitalism (Zuboff 2018).

Growing inequality: Implications for the public sphere

The vast quantity of information from an ever-greater diversity of sources leads to greater disparity of media use between different groups of citizens. Differences in access to, and the ability to use social media reinforce existing patterns of socio-economic and socio-cultural inequality (Helsper 2016, 2017, Van Deursen et al. 2017). The differences apply to exposure to news media, as well. For those who are interested in politics and public affairs it has never been easier to find qualified information than it is today. On the other hand, it has never been easier for people who are not interested to avoid such information altogether. At the same time, the risk of being exposed to misinformation and manipulation has never been greater, either. (Cf. Bradshaw et al. 2018, Donsbach 2016, Marwick et al. 2017, Shehata et al. 2018, Strömbäck 2015).

Some researchers argue that there is a link between the polarization of politics and contemporary media environments – that misinformation, disinformation and mal-information are drivers of political polarization. (Barberá et al. 2015, Lee et al. 2018).

This has to do with the fact that sophisticated statistical analysis can predict users' individual preferences – based on past online behavior – by the use of algorithms. In this way sentiments, identity and norms reinforce the user's sense of belonging or community in his/her category, while he/she may also be 'shielded' from views and preferences that differ from their own. Meanwhile, the companies offer no guarantee that the content they present is either real or truthful. (Cf. Bozdag et al. 2015, Marwick et al. 2017, Moeller et al. 2018, Svedmark 2016, Zuboff 2018).

There is concern about the social cohesion that underpins democratic rule, how it is being challenged by individuals' and groups' need to assert their identities and views. This applies to everyone, not least the younger citizens. As a consequence of a transformed media ecology and public sphere gaps open up in terms of knowledge and participation, which in turn may weaken social cohesion and increase inequality regarding social classes and gender. Digital inequality becomes an important element in the broader and ever-present issues of social equality, gender equality and social justice in today's society. (Cf. Van Aelst et al. 2017, Bauman 2012, Donsbach 2016, Norris 2012, Robinson et al. 2015, Strömbäck 2017).

Issues like these are important when societies enter into periods of rapid and comprehensive change. Societies worldwide are in flux today; ideas about the future are increasingly uncertain – not only in terms of globalization, digitization and polarization. The problems we face are complex and, furthermore, partly interwoven: climate change, the effects of financial integration and deregulation – neoliberalism, corruption, economic and social inequality – war, conflicts, terrorism, large numbers of refugees, growing nationalism and populist politics, infringements of human rights – even dictatorship. The risk of political turbulence and economic instability is a concern worldwide.

The indisputable role of journalism

When political, economic and technological change coincide, the authority of institutions, trust in one's fellow citizens, and belief in the right to freedom of expression are often called into question. A key element in creating institutions that gain citizens' trust is knowledge and a public sphere in which people can engage and listen to each other, despite conflicting views, values and interests. A diversity of views and voices are needed in order for citizens to make independent judgements – based on the recognition that what is said is more important than who says it, that the evidence proffered can be verified, and that arguments should clash and be weighed against one another. Only then can citizens resolve their differences in a civilized manner. (Coleman 2017, Mouffe 2016).

A prerequisite, however, is that journalism can provide an initiated and fair dialogue about political, economic and social conditions, based on the facts at hand. "Without information for understanding the world, citizenship is an empty idea and democratic government is impossible" (LSE Commission on Truth, Trust and Technology 2018, p. 12, Mellado et al. 2017, Waisbord 2013).

Today, when newspaper companies face huge financial problems, caused by the advertising model used by the big digital platforms, and failed business strategies, several researchers argue that the crisis in independent journalism is a true key issue from a democratic point of view. There is, for example, great concern about the consequences of increasingly close professional relations between politicians, public relations agents, lobbyists and journalists. In order to earn people's trust, and to maintain their standards of quality and their credibility, media institutions and journalists have to be transparent about their procedures, how they go about selecting and gathering the views and information they carry (LSE Commission on Truth, Trust and technology 2018, Garsten et al. 2015, Johansson et al. 2019).

The safety of journalists is another crucial issue. Journalists who exercise their freedom of expression should be able to practice their work without threat or restrictions. Yet, many work under constant threat of violence, and some have paid with their lives. No single party alone can carry the responsibility for protecting journalism; the responsibility lies jointly in the hands of the state, courts, media companies and journalist organizations, as well as NGOs and civil society (Carlsson et al. 2017).

"The end of the digital beginning" – and so …

We are now at a point that may be characterized as "the end of the digital beginning" (Kueng 2017, p. 9). Following a period of optimism, not to say euphoria, about the potentialities internet offered – not least hopes for increasing citizen engagement and participation – problems, as mentioned earlier, have now become apparent, and calls are heard for re-evaluations and solutions. Many of these problems arise out of conflicts between the logic of the market and the right to, and respect for, the equal value of human beings, a core democratic value. Many call for new policies to resolve these problems (Buckingham 2018, Freedman 2015, Fuchs 2015, 2018, LSE Commission on Truth, Trust and Technology 2018, Zuboff 2018).

The central issue is how the digital public sphere can be reformed to be more conducive to dialogue and respectful exchange so as to expand freedom of expression among the citizens – not least with a view to furthering democracy, equality, not least gender equality, and social progress.

In short, the challenge is to develop 'policies' that balance the dual goals of maximizing the opportunities, while minimizing the risks inherent in the digital media and internet culture. And, to do this without impinging on freedom of expression and other human rights. (Livingstone 2009, Livingstone et al. 2017, Lunt et al. 2011).

Human experience tells us that although new technologies almost always bring significant benefits, they also bring risks. They also have an allure; we tend to make ourselves dependent on them without first having asked for what purposes. That the technology exists is itself an argument for using it. Users' knowledge of the medium in question, its role and the rules it imposes, is based on how the media environment – in the present day the digital media environment – has been structured and how it is regulated. (Cf. Castells 2013, Ellul 1964, Winston 2003, Livingstone 2010, 2018).

The behaviors people – especially children and youth – develop when they start using new media technologies may be expected to influence use of these media for decades to come.

The same may be said of the structure of the market, with companies like Google and Facebook, and its relation to national, regional, international legislation and the media market. It is in the realm of public policy, as Zuboff sees it, that surveillance capitalism has to be confronted (Zuboff 2018). Only today we are beginning to formulate ideas about how national – and regional/international agreements – can, and should, be applied to powerful market actors. (Cf. Buckingham 2018, Carlsson et al. 2018, Couldry et al. 2018, Freedman et al. 2016, LSE Commission on Truth, Trust and Technology 2018, World Bank Group 2017).

MIL in a holistic perspective: Challenges to national, regional and global policy

At the national level, the state – parliaments, governments and legislative bodies – can make laws and ordinances to bolster public confidence in institutions to achieve legitimacy. In the realm of the media such measures may take the form of judicial interpretation of existing laws, interventions to guarantee diversity in the media system, tax measures to regulate the market, assurance of public service media's independence and financial security, revised school curricula, and public support to media-related initiatives on the part of not-for-profit civil society organizations.

But, today, when governments are being squeezed by the market and an accentuating financialization, the scope for action is limited. That is why efforts toward developing democratic citizenship in digitized societies will require extensive collaboration between the affected sectors organized according to a 'multi-stakeholder governance model'. Besides policy-makers, the collaborators may include media companies, journalists, internet content providers, schools, libraries, museums, higher education, the research community, adult education organizations, civil society and children, youth, parents and other adults. (Cf. Bäckstrand 2006, MacKinnon et al. 2015, van der Spuy 2017, UNESCO 2013, 2015, Zuboff 2018).

Moreover, digital communication systems today are in many respects global in scope. To be effective, measures often need to stretch far beyond national frontiers. When informal governance increases, and transnational actors maintain and augment their power, the ability of national governments to influence and regulate their activities falls short of the mark. There is a need for effective governance as well as models for collaboration between different stakeholders of relevance on regional and global levels, as well. (Cf. Beck et al. 2014, Couldry et al. 2018, Flew et al. 2015, UNESCO 2015).

Why MIL, and how it relates to other political reforms in a country

When technology makes sudden leaps forward, laws and regulatory frameworks often lag behind; the processes of institutional reform and creating entirely new institutions is even slower. Multiple policy areas are involved, and important issues easily fall between two stools. At such junctures no reforms are forthcoming, even though resolute action is called for. (Cf. LSE Commission on Truth, Trust and Technology 2018).

Media and information literacy (MIL) is often emphasized in the face of technological breakthroughs, when policy and law-makers find themselves unable to tackle emerging problems, many of which have their roots in the market. When regulatory measures seem impossible, education is often touted as the solution – often without any clear idea of the objective, pedagogic or otherwise. In such situations holding forth MIL may simply relieve policy-makers of having to address more difficult problems that arise as the driving forces behind the media and communication culture become increasingly commercialized. (Cf. Buckingham 2003, 2018, Carlsson 2018, Del Mar Grandio et al. 2017, Druick 2016, O'Neill et al. 2018, Livingstone 2018, LSE Report on Truth, Trust and Technology 2018, Pöttinger et al. 2016).

Policy that can effectively deal with a problem requires a definition and an understanding of the problem at hand before searching for relevant responses and then assessing how the proposed solution fits with other policy objectives. In the present case, the question is how MIL squares with other efforts to enhance freedom of expression and human rights – in extension, how it contributes to social progress, equality – a prerequisite is gender equality – and democratic development.

In this connection it is important to recognize an inherent duality or contradiction in MIL: an opportunity for collective critical citizenship versus a tool for increased individualism and marketization (Drotner et al. 2017, Druick 2016).

It should also be recognized that moral indignation in the public debate provoked by media content can steer the discussion of the purposes MIL should serve. The importance of being clear about one's objectives with respect to MIL beforehand cannot be overestimated.

The MIL issue is broad and involves many different actors. Only given a holistic view, with the interplay of, and synergies between, these actors and their activities will MIL be able to produce committed, reflective, critical and active/involved citizens who, in turn, contribute to the diversity and inclusiveness of the media and communication culture – ultimately, democratic development. Alternatively phrased, a necessary prerequisite must be a widespread conviction in the society – at national, regional and international levels – that:

- all members of society, regardless of class, gender, race or ethnicity, should have equal opportunity to make their voices heard in the public conversation, regardless of channel or platform; human rights approach;
- political and legal frameworks must be examined in detail and, if necessary, amended to accommodate to digital realities, without impinging on fundamental principles of freedom of expression or other rights;
- media companies must strengthen their systems for maintaining self-regulation and ethics, safeguard journalism as a profession; the profession of journalism needs to reinforce its efforts to raise its standards of performance; business models have to adapt to digital reality, finding viable sources of revenue and developing effective distribution models;
- platforms need to develop transparent statements of mission – and work with civil society, news providers and policy-makers to increase transparency, trust and accountability (as standard setting); and
- civil society organizations need to develop their roles in the cause of defending freedom of expression, freedom of information and personal privacy within the framework of universal human rights.

(Cf. Carlsson 2018, DW Akademie 2015, LSE Commission on Truth, Trust and Technology 2018).

Frameworks for media and information literacy must, however, be responsive to an ongoing developmental process driven by social development objectives, technological development, and currents of political debate. In this fluid environment, it is important for policy-makers and other stakeholders to have a proactive and robust idea of what they expect of MIL, and how media and educational policies relate to other policy areas.

MIL should be understood as part of a whole that includes legislation and reforms in media, education and other fields of relevance – in other words, as part of an overall reform strategy for democracy, ranging from the personal to the political, and from the local to the global.

Global politics, collaboration and leadership for a more equal, fair and safe world

An increasingly globalized digital infrastructure and a global political economy poses a major challenge. Geopolitics, global markets and social structures are key concepts. In a citizens' perspective, the concentration of power in the hands of a few companies, coupled with a concentration/limitation of access to information in many regions of the world, has far-reaching consequences for freedom of expression, freedom of information, and social equality. (Cf. Freedman et al. 2016, ITU 2018, McChesney 2015, UNESCO 2018, Waisbord 2013).

One of the main ideas behind MIL is that a larger number of media and information-literate and engaged citizens contributes to the development of independent media, diversity in the media landscape and open information and communication systems, which, in turn, may lead to better quality of the content that journalists and other purveyors of content provide. Thus, MIL can help to sustain quality journalism that can be relied on – to the benefit of the democratic conversation. (LSE Commission on Truth, Trust and Technology 2018, UNESCO 2011, 2013, 2015).

Around the world citizens are struggling to bring about an internet that is open, free and safe for all – that is, to abolish surveillance, control and censorship. In some instances, politicians and civil society organizations are calling for government measures to help them achieve these goals. In other countries authoritarian regimes use internet and social media to justify repression, including measures to limit freedom of expression. Ideology, the powers of state and private interests combine to silence free speech. This means that Internet can have quite different impacts on the social order. (Cf. Couldry et al. 2018, Deibert 2019, Howie 2018, UNESCO 2018, Volkmer 2016).

Many states have active cyber operations for offensive and defensive actions – to attack and attempt to damage another nation's computers or information networks through, for example, computer viruses,

denial-of-service attacks, misinformation and disinformation. Reports of malicious and targeted cyber-attacks are becoming increasingly common around the world (CSIS 2019).

The defense of freedom of expression and other human rights is a matter of global governance and therefore global leadership has to respond. The interaction between national and international bodies needs to improve. The need is greater than ever, as we see an erosion of belief in multilateralism, which, should it continue, may well mean the beginning of the end for the dream of internet as a democratic force. The future of internet is highly uncertain, and calls for effective legislation and strong social institutions to regulate uses of digital data on the web are heard worldwide. (Cf. MacKinnon et al. 2015, Radu 2016, van der Spuy 2017, World Bank Group 2017).

This is why international, transnational institutions and other forms of collaboration, are necessary, and it is in these contexts that multi-stakeholder models prove especially useful. UNESCO, the organization within the UN family that deals with issues concerning media, communication and freedom of expression, favors such an approach. It is the essential modus operandi in UNESCO's implementation of the framework adopted within the context of Agenda 2030. A principal fundament in this work is Sustainable Development Goal (SDG) 16. *Peace, Justice and Strong Institutions,* and within it, target 16.10:

> [to] ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements, …

Fulfillment of this target is considered fundamental to the achievement of all global SDGs. It is of particular importance as freedom of expression is not explicitly mentioned in the SDGs – despite persistent efforts, consensus could not be obtained regarding freedom of expression as a sustainable developmental goal.

An important element in the work regarding SDG 16.10 is the concept of 'internet universality', where UNESCO's efforts are guided by four so-called ROAM principles: that internet shall be human Rights-based, Open, Accessible, and governed by Multistakeholder participation (UNESCO 2018, p. 59).

Final words

Media policy is formed at national, regional and international levels. It is important that all levels agree that any inclusive democratic society is based on well-informed, involved, reflecting, critical and otherwise well-equipped citizens. Any country that has made a commitment to develop a national policy for MIL has to proceed according to its circumstances and capacity, its governmental structure, its media landscape and educational infrastructure. With a proper infrastructure in place, countries can learn from one another's experiences – which can also contribute to democracy development in less democratic countries.

Again, this is not to say that MIL alone can solve all the fundamental problems in the media and communication culture. But MIL has to be understood as a long-term benefit, not a short-term solution. Artificial intelligence, robotization and even blockchain technology pose new challenges to societies already caught up in ongoing processes of political, social and economic change, with a risk of widening knowledge gaps. New hardware and new kinds of transnational companies will see the light of day. The issues these developments raise are urgent and make even more serious demands of media and information literacy in a citizens' and democratic perspective. In broader terms, MIL is a part of media development and the democratization process – which involves all people around the world.

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2. Whither MIL: Thoughts for the Road Ahead

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Introduction

Media and Information Literacy (MIL) is one step amongst many that humanity is enjoined to take if we hope to edge the world closer to sustainable development. By 2030, according to the Sustainable Development Goals (SDGs), agreed by the world's governments at the United Nations in 2015, there should be peace, justice and strong institutions. No one should be hungry or lacking sanitation. Care should be taken of land, sea and air. Gender equality should be improved. And more. A critical part of this aspirational package is SDG 16, target 10 in terms of which a component of the full development agenda is "public access to information and fundamental freedoms". Without competencies assigned by MIL, it is hard to envisage either effective information access and fundamental freedom, or optimum progress on the other SDGs.

MIL is a significant piece of the jigsaw, and UNESCO has a role in advancing it towards resolution of the whole puzzle (even if at the same time MIL is not a deus-ex-machina for the sustainable development vision). This requires us to ask whether MIL is fit for purpose as regards this bigger picture – and this in turn prompts us to query what then is "MIL" in its becoming, and what is its purpose within this evolving whole?

This chapter seeks to address these issues, generally by raising further questions to stimulate further thinking. It is in this spirit of UNESCO playing the role of a laboratory of ideas that this chapter is drafted. A starting point, from a UNESCO point of view, is the enduring fundamentals that are key to the SDGs – in particular, the value to sustainable development of a free flow of information and ideas as essential for peace, progress and mutual understanding. This long-term perspective is mandated by UNESCO's constitution. It frames how we can see MIL as an ongoing means towards the rather profound end of the SDGs. At the same time, given that everything is in process, MIL needs to be continuously updated to make its optimum contribution.

Considered historically over several decades, UNESCO has played an important role in dynamizing the conceptualisation of communications competencies, reflecting the rise of the phenomenon of the Information Society, and in seeking the higher value of what UNESCO designates as the goal of "knowledge societies". This momentum has gained pace with the rise of digital technologies.

One noteworthy contribution in this context has been via UNESCO encouraging a holistic perspective that brings together media literacies and information literacies under the rubric of "Media and Information Literacy". To further advance this, the Organization has worked with the UN Alliance on Civilisations to develop the international University Network on Media and Information Literacy and Intercultural Dialogue (UNESCO/UNAOC-MILID). Through partnerships such as with Nordicom, it began producing a MILID yearbook in 2013.[2] There is also the Organization's track record of helping to build the Global Alliance for Partnerships in MIL, convening (starting in 2011) the annual global MIL week, and publishing in the area.

One reason why new questions continue to need asking is because many actors – including major regional bodies – still continue to use the phrase "media literacy", rather than MIL. Although they imply a broader set of competencies than was traditionally encompassed by the notion of 'media', there is still relatively little recognition of the specificities of informational literacies and related sites like libraries. So, terminology is not just a matter of nomenclature. As Livingstone (2003) has pointed out, "how media

literacy is defined has consequences for the framing of the debate, the research agenda, and policy initiatives" (cited in Grizzle 2018).

Problematising 'digital literacy'

More recently, there has been a veritable clamour around the semantic innovation of "digital literacy". This is often treated as if it constituted a new and stand-alone set of competencies responding to entirely new communications developments, and it is accordingly siloed off from media and information literacies evolved in a pre-digital era. But it is far from self-evident as to what the phrase "digital literacy" entails.

In 2014, Frau-Meigs advanced the term Augmented MIL, which includes a focus on digital competencies and internet issues to be given more prominence in MIL.[3] This can be readily granted, but it needs unpacking further, even since the Paris Declaration of the First European Media and Information Literacy Forum in 2014[4]. Do we simply add, for example, "digital security skills" to, for example, the long-standing MIL focus upon critical thinking skills, advertising literacy, news literacy, visual literacy, film literacy and literacies for finding and evaluating information – all of which are of continued relevance to online engagements? And what about political economy literacy which used to be key to understanding media – is this insight now obsolete and thus inconsequential for knowing how Internet platforms shape contemporary engagement with digital content? Evidently not.

Yet, in response to digital change, we can as well pinpoint formerly marginal issues such as privacy that have arisen in recent years and we can recognise that contemporary MIL would have a glaring omission if it ignored how this topic has become integrated into the fabric of communications. But where do we stop in regard to new concerns limited to the evaluation of digital? What about addiction fostered by digital means? Should we add to MIL the issues of "mindfulness" and "digital wellness"?[5]

What all this raises is the question of how much wider MIL is / should be becoming. To what extent do existing literacies need to be applied to new conditions, and if many old ones should not be discarded, what new competencies need to be added? It can also be asked whether, in the face of cumulative competencies, how we can build consensus around shared core priorities, and also whether there remains distinctiveness and scope of remit of MIL as the number of issues continues to mount.

Without such interrogation, the term "digital literacy" remains isolated from the history and evolving packages of competencies needed in contemporary times. As such, it serves too often as a rhetorical device intended as a panacea for the scope of perceived problems in contemporary circuits of communication. However, we still need to identify what distinctive new and needed competencies have hoven into view, and which existing literacies (such as about genres, and about the political economy of the communications industries) might be more pertinent than ever, if MIL is to respond to encompass developments like disinformation, memes, and data-driven business imperatives.

Here are some illustrative points to ponder. Are understandings of online sharing and curation, and the related skills (and values), qualitatively or quantitatively different to what has been relevant to analogue media albeit that new actors and algorithms also now perform these tasks? Is there resonance in what we can learn from an understanding of popular culture and fandom from the 1970s in terms of approaching today's celebrities and "influencers" on Youtube and Instagram?

Turning to the "new", what about computational dimensions like coding skills, the deployment of algorithms and big data, where the following competencies are sometimes proposed – coding literacy, algorithmic literacy and data analytics. Whether such technical expertise is truly essential is another story. After all, a person can drive a car without needing to know the design of the engine, although admittedly it helps to have awareness of modes of transport that are environmentally and socially friendly. Going further, it remains salient to keep in mind the limits of the assumption that all humanity now lives in

digital communications environments, and avoid the "digital literacy" trap of ignoring people's non-digital media interactions, including via direct human visual and auditory interfaces. Especially, "digital literacy" concerns should not turn a blind eye to the unconnected billions as well as to the inequalities in digital connection and use between men and women in most localities.

What is clear from all the above is that while "digital" is different to past communications technology, it may not disrupt MIL as much as some may think. Certainly, insight into what is needed today is not going to be gained without deconstructing the complexities of "digital literacy" and relating these to other pre-existing literacies.

UNESCO's Alton Grizzle has made the pointed observation: "Is it possible to go beyond nomenclatures to focus on key learning outcomes of MIL?" (2018: 23). A converged concept of media and information literacies à la Livingstone, Couver, and Thumin (2008, cited by Grizzle 2018, p. 2), has the advantage of highlighting continuities and "multiliteracies". But it is still important to unpack the learning outcomes, and not least as new issues arise. For example, the scope of an ever-burgeoning field is also being questioned today by foci on wider literacies like citizenship education, as well as inter-cultural literacy, and the areas of overlap between these and MIL when much of their object of practice is now both mediatized and internetized for many people in many parts of the world.

More challenges, more competencies?

If recent trends point to the future, it seems likely that more and more tasks will be added to MIL over the next decade.

It is not very long ago that MIL began to be assessed in some quarters as an antidote to hate speech and even to the phenomenon of radicalisation for extremist violence. As UNESCO publications (2016, 2017) have pointed out, however, it is important to avoid media (and Internet-centric) views of the world, which can lead to treating these mediated communications platforms as if they were per se the causes of hate and violence and then proceed to the unfounded conclusion that MIL is the remedy (short of shuttering such channels). There is indeed a role for MIL (see Berger, 2017a), but given that much radicalisation seems to also be fuelled by interpersonal communications (in prisons or places of worship), strategies outside this realm (such as MIL programmes) also need to recognise their structural limits. Leaps in logic are encouraged by searches for solutions, but mistaken assumptions, rather than evidence, do not help us strategize a realistic role for MIL. The key point is that much more research is needed to establish the roles of mass communications in developments like hate speech and violent extremism, and only on this basis is it possible to tailor the specific content and hoped-for causality of MIL interventions, and subsequent implementation then needs further evaluation.

When the "fake news" phenomenon became prominent around the UK Brexit referendum and the US presidential election, focus was put on specifically "news literacy", but in relative isolation of the wider MIL picture. Enabling news consumers to be more savvy about decoding truthfulness in news is still far from being a solution to the problem if the aim of disinformation that fraudulently exploits news formats is in large part distraction from journalism along with the destruction of journalism as authoritative communication. As is also apparent, disinformation is typically coupled with non-factual content – attitude, opinion and invective, which again puts a question mark under the potency of fact-checking competencies being treated as the central MIL plank in combatting such toxic content. This is not to say that literacy about checking facts has no place, but to affirm that it needs to be coupled with other competencies. In the face of manipulative and deceptive content, being able to know who you are, and what characteristics may drive your confirmation-bias, is key if you are to locate where you are (e g. engaging with the mixed bag of verifiability on the Internet, and knowing your susceptibility to certain contents and interpellations),

and how you might act.[6] Further, as regards the issue of facticity, it is necessary to go beyond simple verification, and get to grips with the concepts and debates about "mal-information" which concerns the context in which facts are embedded or extracted (Wardle and Derakhshan, 2017). News literacy, in other words, is only a partial element in a comprehensive strategizing of how MIL relates to disinformation.

The challenge today is that issues like privacy literacy, copyright literacy, global citizenship[7] and even identity literacy (not least gender and sexual identity), are also implicated in engagement with much of the communications environment (see Berger, 2016). This raises the issue of how much expertise people nowadays need in regard to ethics, law, sociology and psychology and how this can help undergird their specifically communications engagements. Where then does MIL start and end, where do inter-literacies begin, and how are all these complex competencies to be provided?

Systemic challenges

The assumption that MIL targets individuals who need to be educated as conscious agents, whether as consumers but also often as "prosumers", is also up for discussion. This is in the face of what have been called technologies customised for addiction, persuasion ("nudging"), amplification and polarisation (see Berger, 2017a). This recognition cautions us against an individualistic focus which can underplay how contemporary forces of socialisation are increasingly mediated by online engagement. It suggests that it is inadequate to focus upon a goal of individual empowerment, when the dominant digital interfaces operate as part of what Zuboff (2018) calls the supply chain of "surveillance capitalism". For her, the driving business model on the Internet uses attention-economics to collect huge troves of personal data simply for the purposes of converting them into commodities to sell as "behavioural futures". She traces this logic to extracted personal data which is then mined to be able to sell intelligence to those seeking to predict and persuade people as regards purchasing particular commodities, identifying with particular brands, and/or following a particular ideology, politics or religion. In similar vein, in times when populism, as well as vendors of violent extremism, work to eradicate the individual in favour of an imagined collective, MIL faces a severe uphill quest to advance ideals of individual ethical and moral responsibility. These observations prompt the question whether we need a new competence whereby individuals can recognise and negotiate their individual versus collective identities, and assert their autonomy against the forces seeking to shift them in particular directions.

This is a particularly big ask if it assumes that it is desirable, feasible and practical for connected individuals to be increasingly loaded with personal responsibilities for all of their ever-expanding engagements with digital technology and the ever-growing scale of data (and meta-data) collection from sensors, geo-location recording, video surveillance, audio-driven devices, and other communications-interfaced activities. The gathering, sharing, sales, storage and exploitation of this data (including the significance of using 'innocent' emoticons, as well as even one's absences from electronic communications), create – in the assessment of Zuboff (2018) – a gigantic asymmetry between the person and the corporate. What an individual then knows about him or herself, and is able to remember and make sense of, radically pales in the face of the power of deeper and holistic knowledge, based on long 'memory' and deep-pattern analysis, that is held by entities that collect, control, and trade around personal data.

Disappearing are the days, if they ever really existed with credence, when MIL prescriptions included the need to sensitise individuals to carefully read the terms of service before consenting to the monitoring of their digital behaviours as a condition for gaining access to a 'free' electronic application. The voluminous extent of such terms, their covert updating and the difficulty of finding alternatives makes this an ever more unrealistic injunction. If today the European Union's General Data Protection Regulation (GDPR) has required many sites to ask users for consent about cookies, it is still another question as to whether

most people understand that this is about accepting de facto spy-ware, and – if they do understand – whether they really have the luxury to deprive themselves of a given service for which there is not an interchangeable option.

All this prompts the observation: if it is only interventionist regulatory protection of privacy, pluralism and individual autonomy, that can deal with the scale of this issue of the declining power of the individual in the face of digital communications industries, how then does this assessment orientate us to reshape MIL? Does MIL need to be first and foremost configured as a means to catalyse informed and active mobilisation for effective consumer-protection – so that people are not left reliant only on individualised self-defence?

Disinformation raises further issues

While MIL in the face of propaganda and disinformation is not new (see Schiffrin, 2018a and 2018b), today there is mounting concern because of the reach and remix potential of digital communications. This begs the question of MIL in this particular nexus. To take a current concern – the matter of competencies in recognising and combatting electoral disinformation. If school-based MIL is to play a role here, it will take a specific configuration for this to impact (indirectly) on actual voters (perhaps learners' parents) – at least, that is, until young people exposed to such MIL reach voting age themselves. But if MIL is going to be directly significant to voters, then elections management bodies, information commissioners, data protection bodies, political parties and media regulators amongst others have to be encompassed as actors within MIL efforts, and MIL itself has to intersect with democracy literacy.

In addition, we need to ask how the acceleration of disinformation relates to the aggressive commercial imperatives of the data economy, and what this means for MIL. The rise of digital disinformation and its variants generates inequalities in access to 'quality information' with many left in 'informational poverty' and 'informational malnutrition'. A question is whether this situation should be seen as the responsibility of the individual to address. Is it up to news consumers to have to read a "nutrition label" as per the (controversial) NewsGuard browser plug-in? And who provides such 'flags', if there is a desire to avoid a public or private "Ministry of Truth"?

Today, in response to disinformation, there are various attempts to build trust in professional media and in the established news brands, and this may seem to run against MIL as a tool to develop critical thinking. Does building trust in media brands now supersede skills of scepticism and replace an appreciation of why media pluralism and diversity is important? The issue of trust-building raises deep questions of "trust" in a range of institutions, not only media institutions, as well as begs the questions of how and why trust is lost or won. The challenge for MIL in grappling with this is to avoid legitimising historically dominant institutional narratives as if they were inherently true, and as if these themselves were transcendent of all influences and ideologies. The other side of the coin is that if the "building (relative) trust" dimension increasingly becomes part of MIL, that it should not inhibit the prospects for welcoming start-up brands with new journalistic voices.

What MIL is therefore challenged to convey is that the difference between disinformation and journalism is not that the former has narratives and the latter does not. It is rather that disinformation operates duplicitously, in concealed contempt of the verification standards and public interest norms of journalism (Ireton and Posetti, 2018). All this takes us into complex terrain, and yet the competencies of MIL would seem to need to include such high-level understanding, as well as deep knowledge about the kind of power structures and business imperatives driving the evolution of disinformation and journalism (i.e. growth of the former, decline of the latter).

What is worth noting in all this, is the significance of disinformation combining with emotive narratives based on fear or anger and family or cuteness. This packaging drives engagement, and it is therefore

organically aligned to the dominant business model of the contemporary Internet. This once again raises doubts about strategies that put the onus on developing resilience to disinformation amongst the public (i.e. MIL), when the problem appears to be intrinsic to the overwhelming operating logic of the system. Indeed, because attention economics provides such fertile ground for disinformation, attempts by Internet companies to counter disinformation through reducing advertising incentives or through signalling disputed facts, while important, are still likely to be limited in that they deal with symptoms rather than the deeper set of drivers. Likewise the idea that people can be empowered to apply critical reasoning to the entire tsunami of targeted information and disinformation engagements, means that this is certainly too much of a demand to be effective.

It is further significant to observe that, as pointed out in UNESCO's publication "Disinformation, 'fake news' and journalism" (Ireton and Posetti, 2018), in the absence of quality public service media, those who cannot afford to pay for quality private information may become the most vulnerable to disinformation which is typically free to the user. This brings us back to a rather classic component of media literacy: if we were to follow the implication of this for MIL, then the competencies we need to include under this umbrella label should include an understanding of how users can understand and advocate for the specificity of professional public service media channels (online and offline), having learnt through MIL that these are an antidote to the ills of covert manipulation by disinformation.

Similarly, in this mode, MIL would include learning about the role of regulators and of self-regulation for internet companies, and how to advocate for these entities to play their roles against disinformation and misinformation. This approach, however, can risk replacing a Victorian notion of putting the blame on the individuals for their (informational) plight, with one that is at heart paternalistic and therefore equally disempowering.[8] The challenge therefore is to develop competencies that recognise the problems of this binary set of choices. On the one hand, MIL can assist people to become competent, individually and collectively, to resist hijacking of their identities and indeed their futures through being unknowingly subjected to artificial intelligence-driven ICTs using massive data holdings about them. On the other hand, MIL can also be about assisting people to become competent to resist the powerlessness of individuals potentially caused by over-compensatory steps that give even greater power to companies and governments. MIL that enables navigating between the risks of placing responsibility on either individual or the State implicates additional competencies within its portfolio. These debates point to understanding the issues of the individual and the group, of age and agency, of policies of children's rights and of adults' responsibilities, and of rights to transparency and redress, and of the need for participative digital governance.

MIL in a wider conceptual perspective

One way to make sense of the challenges and demands for literacies to respond to contemporary complexities is to take a holistic assessment using the framework for online issues agreed by UNESCO Member States in 2015. In this approach, known as Internet Universality, the online world is assessed (and normatively encouraged) in terms of its alignment with four principles.[9] Known as ROAM, these principles refer to Rights, Openness, Accessibility and Multistakeholder governance. In this perspective, interdependencies between the principles are integral to the "package". Thus respect of human Rights online is insufficient for the Internet to contribute optimally to the Sustainable Development Goals if efforts to make the facility Accessible to all are lagging behind. Likewise, Access to an Internet without Rights is not only limited, but it can lend itself to abuse, exploitation and manipulation.

In the ROAM frame, MIL is expressly located under the Accessibility principle, as a key conditionality thereof. People certainly need the competencies of MIL if Accessibility is to be meaningful in practice. At the same time, being located within the broader package of principles, MIL needs to take cognisance

beyond this if it is to be fully relevant. Locating MIL in relation to the ROAM model as a whole gives insight into the need to educate people about the importance of the other principles beyond Accessibility. Thus MIL also needs to raise literacy about human Rights (such as rights to expression, access to information, privacy and redress). Without this, the competencies being covered would leave MIL functioning at half-capacity in terms of impact. MIL and Openness would include knowledge about the value of having transparent and open (as opposed to monopolistic) digital markets, as well as open opportunities and open source software and learning materials. Likewise, MIL informed by the Multistakeholder principle would be designed to include literacies about how participative engagement in internet governance (and in MIL policies) can improve impact across the board and reduce the possibility for MIL itself to be "captured" as an indoctrination tool – rather than it serving as an emancipatory model for people's engagement with digital communications.

Domaille and Buckingham (2001) (cited in Grizzle, 2018) assessed long ago that that "media education has tended to move away from an approach based on 'inoculation' towards one based on 'empowerment'. They stated that the notion that media education should aim to defend or protect young people against media influence seems to have lost ground in the majority of countries. As Grizzle (2018) points out, this perspective has not faded as much as may be thought. Nevertheless, what is significant is that the ROAM model points us towards the need to consider MIL not disproportionately as a way reducing users' vulnerabilities vis-à-vis the Internet, but rather as primarily a practice to expose people to opportunities and to alternative possibilities concerning digital communications. In this way, MIL would be a practice for empowering people to change online power realities in favour of "public access to information and fundamental freedoms" and the advancement of sustainable development in their societies.

In this perspective, MIL is then about how people can become leaders of their own digital development, personality formation and digital behaviour through demanding change, and through creating and using alternatives to the juggernaut of tailored data-driven services which seek to entangle them ever more tightly. This goes further than seeing media and information literacy as a way to promote civic engagement (Pérez Tornero and Varis, 2017; Goodman and Cocca, 2013, cited by Grizzle, 2018); it is rather about MIL including an injunction for transformation of the existing media and communications structures and their purposes.

In this light, MIL would not just be about participatory development, active citizenship and lifelong learning, as important as these are (Martinsson, 2009, cited by Grizzle, 2018). It can be considered instead whether there is a need to construct MIL to embrace a strong mission of values and ethics as regards the institutions and practices of communications themselves. In this sense, MIL is not just only about learned competencies, but also about participation in governance processes – and MIL practice itself therefore being a process integrated into other practices. Almost 25 years ago, it was proposed that MIL should be concerned with civic engagement, how people can "participate fully in public, community and economic life" (New London Group 1996, p.1). Under the ROAM framework, MIL can be seen as a contribution in the form of empowerment and inclusion, and one that that is directly relevant to Article 25 of the International Covenant on Civil and Political Rights concerning the right to participate in public affairs (which right has been further elaborated by the Human Rights Committee in its General Comment 25).

Grizzle (2018) provides additional insight into this, by linking MIL to the right to "free unhindered development of personality", drawing on the work of the UN Special Rapporteur on Privacy, Joe Cannataci (Cannataci et al, 2016). This connects freedom of expression to freedom of information and to privacy, highlighting tensions as well as synergies and balances. Grizzle further links the conceptualisation of freedom of expression to the way it is interpreted in the *UNESCO World Trends on Freedom of Expression and Media Development*[10]. He accordingly highlights how MIL should encompass not just media freedom, but

also media pluralism, media independence and the safety of journalists. In this way, he argues, people can become a primary line of defence for freedom of expression.

These insights in turn can prompt a holistic vision of MIL that is aligned to the right to participation in public life and to the defence of human rights. These rights are the opposite of subjection to a system of exposure to manipulative disinformation and psychometric 'messing' with human emotions by means of data-driven algorithms. Such a perspective calls out for awareness so that people can recognise when communication is being used to violate rights to dignity, equality and peace. It signals the need for the development of skills to take counter action against abuse, discrimination, harassment and incitement to violence.

Who should do it?

Because MIL in this vein is a practice that can help people to understand and negotiate with power, it points to the need for what Grizzle et.al. (2013) see as a human rights approach to developing national MIL strategies, involving the dynamic interaction between citizens, governments, and information providers. Grizzle (2018) raises the issue of who are the rights holders and duty bearers in this. This takes us further to the insight that we need to look beyond the traditional "duty-bearer" institutions for MIL, i.e. the educational apparatus of society in the first instance, and consider also other institutions involved in the production and dissemination of information and meaning.

Relevant to this wider view is the notion of 'MIL expansion', which focuses on media and information literacy competencies for groups, institutions, and individuals alike (Grizzle, 2017; See also Kuzmin et al, 2017). In terms of this notion, MIL activity should not only target individuals but take cognisance of how groups of people and institutions/organizations jointly influence life and literacies. In caricature, traditional approaches to MIL have focused on educational institutions and libraries and the actors therein. But in contemporary conditions, the issue of primary actors has become blurred, as has the "obviousness" of where the priority sites of MIL might be found. It is increasingly evident that Internet companies, media regulators, electoral management bodies, religious actors, cities, the media and individuals themselves all have a stake in MIL and may be considered potential duty-bearers in fostering it.

The issue then is MIL empowering not just individual learners considered as relatively isolated objects in formal processes, but also as engaging collectives and institutions in continuous learning that can secure ongoing practices of deepening communications literacies. The idea is to seek to institutionalise MIL as a continuous and sustained practice as part of organizational culture within social entities. This perspective dovetails well with the view of Jenkins et al (2009, cited in Grizzle 2018) that new media literacies should be seen as social skills, as ways to interact within a larger community, and not simply as individualized skills for personal expression.

In other words, it is not enough to see MIL as if it was only or even primary a matter of servicing the 'demand' side of the communications equation, and with little or less attention given to the 'supply' side. An example here, although it has proved difficult to mobilize in practice, is the nature of the city as an entity with enormous communications dimensions ranging from interactions among internal functionaries through to the layout of public space, billboards and advertising, and support for local media. Another "supplier" that is relevant to delivering MIL is the media itself because this institution can provide meta-narratives about its workings to both its own members and to society. In regard to individuals themselves, in this paradigm they should not be seen as empty receptacles awaiting the wisdom of MIL to be imparted into otherwise empty heads. They are active partners in their individual and joint development, and in their daily informational engagements with a range of institutions.

Conclusion

The observations in this article are an indication of the flux in communications environments, which raises therefore the question of possible intersections of MIL and "futures literacy"[11]. Meanwhile, at the time of writing, there appears to be a growth in social messaging at relative expense of social media, with even Facebook suggesting a turn away from data-mining its users[12]. To adapt a turn of phrase used elsewhere, the company may reduce dependence on a privacy-predatory business model, with the pose of a publisher (playing in a public space) and become more of a postman/woman (prioritising a private messaging dimension with revenues generated by payments).

In an emerging less-open ecosystem such as this, it may be appropriate to reconfigure the M in MIL to be more sensitive to issues of private Messaging, notwithstanding the complexity arising from this phenomena being more "under the radar" than media and social media. Similarly, it is becoming evident that communications contestation is becoming ever greater in relation to polls, where small percentage differences – linked to social messaging – can swing political outcomes. The nexus between literacy about democracy and elections, and augmented and expanded MIL, is thus also likely to become increasingly important in the foreseeable future.

This perspective informs UNESCO's concept note of the 2019 World Press Freedom Day, which states "the potential for voter education programmes to promote media and information literacy comes to the fore. The public need to understand and cherish the safety of journalists as being an essential condition of electoral integrity. Citizens also need to be empowered to identify disinformation and the discrediting of journalism as being threats to democracy. Likewise, there is an ongoing need for media to raise awareness about, and to earn respect and trust for, its democratic role."[13]

The lesson of all this is that all stakeholders, including UNESCO, need to be on our toes if we are to keep pace with the growing breadth of communications competencies that are needed for progress on "public access for information and fundamental freedoms" and the role of communications in sustainable development. One way is that in 2019, UNESCO hopes to work with the Republic of Serbia to host the first of several international consultations on updating its MIL curriculum for teachers (UNESCO, 2011).

It is also evident that there is grave need to keep researching the field. UNESCO research (Grizzle and Culver 2017) has uncovered a mismatch between what is being offered by suppliers of MIL and the interests of youth target audiences. For its part, the Deutsche Welle Akademie has found (in one country) that girl learners emerge from MIL training with better skills than boys[14]. Further insights are needed into gender, age, connectivity issues, etc., as more and more shifts take place. In particular, factors that mitigate against MIL policies and strategies globally also need to be urgently researched (see Grizzle, 2018).

In all of this, UNESCO will continue to evolve its role as a think-tank, clearing house, convenor and catalyst for MIL development. Testimony to this in 2018 was a resolution by UNESCO's Executive Board.[15] This resolution noted, inter alia, that "people, in order to exercise autonomy and protect their privacy, need to acquire the related competencies (knowledge, skills and attitude) through media and information literacy". The Board further recognised the role of MIL in achieving the SDGs, and "raising citizens' critical awareness of access to information, their own communications power in this regard, their fundamental freedoms, and critical engagement with information that makes communities inclusive, safe, resilient and sustainable".

One challenge that UNESCO, working with advocates and practitioners of MIL in all constituencies, needs to help address is the issue of resources. In particular, this means succeeding in getting MIL higher on the agenda of those who have resources to support practical actions such as policy development, regulations, capacity building, programmes and research. Such potential backers of MIL, bringing in contributions both in cash and kind, include a range of statutory bodies, as well as companies (media

and internet), civil society bodies and academia. Strides have been made, but more are needed if MIL is to be further refined and reinforced at the scale needed to contribute to the Sustainable Development Goals.

Notes

1. This chapter is written as part of the author's work as Director for Freedom of Expression and Media Development, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organization.
2. See https://en.unesco.org/themes/media-and-information-literacy/gapmil/milidnetwork
3. http://www.gabinetecomunicacionyeducacion.com/en/news/divina-frau-meigs-paris-forum-media-literacys-motto-should-be-no-coding-without-decoding
4. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/In_Focus/paris_mil_declaration_final.pdf
5. http://eaviconversations.eu/
6. Nahser (2018) cites this author has having said at a conference: "readers need to be more literate about themselves in order to become media literate: what ideological direction does the content I consume lean in? Am I only looking at content that reinforces my own political views?"
7. https://en.unesco.org/themes/gced
8. For a critique of the "protectionist" approach, see Berger, 2017b. https://en.unesco.org/sites/default/files/guy_berger_grand_opening_mil_week_rabat.pdf
9. https://en.unesco.org/internetuniversality/about
10. https://en.unesco.org/world-media-trends-2017
11. See: https://en.unesco.org/themes/futures-literacy
12. https://www.facebook.com/notes/mark-zuckerberg/a-privacy-focused-vision-for-social-networking/10156700570096634/
13. https://en.unesco.org/sites/default/files/concept_note_en_wpfd_2019.pdf
14. Personal information from Deutsche Welle Akademie.
15. DECISIONS ADOPTED BY THE EXECUTIVE BOARD AT ITS 205th SESSION, 205 EX/Decisions Paris, 3 October –17 October 2018. https://unesdoc.unesco.org/ark:/48223/pf0000265956

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3. Media and Information Literacy: Field of Knowledge, Concepts and History

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Introduction

Media literacy, critical media literacy, media and information literacy, digital and media literacy, film literacy, screen literacy and so forth. All these subjects are based on a recognition that mediated societies require media-literate citizens. 'Literacy' has often been used synonymously with 'education' – media education, media literacy education, film education, screen education, etc. In the following review 'media literacy' is used for the most part; 'Media and information Literacy' (MIL) is the current term. When citing others' work, however, the authors' concepts and terminology are used.

Two main opinions emerge with respect to early conceptions of the audience: one viewing consumers of the media as vulnerable and passive, and the other seeing them as capable and powerful. In relation to media literacy the respective views imply, in the one case, inoculating consumers against 'bad' media messages/images or protecting them from harmful media content; in the other, empowering them through giving them knowledge about the media system, critical thinking and skills.

Questions relating to media literacy were first raised in educational research (cognitive skills), but also in grassroots movements. Teachers in a number of countries formed movements that were quite successful, particularly in the decades 1960-1990, and the focus rested mainly on teacher training. Various researchers and schools of thought came to influence conceptions of media literacy in different periods. Up to the 1980s, interest i media literacy/media education was concentrated to relatively few countries: Canada, USA, Great Britain, France and Australia. (Cf. Anderson 2008, Bordac 2014, Edward 2013, Fedorov 2008, Jolls et al. 2014).

The various concepts have been discussed extensively with respect to their definition and interpretation. References to any broader and long-term social context have generally been superficial. Responsibility has generally been left to the individual citizen – in most cases children and youth. Any public responsibility involving government, public institutions, technology firms, etc., was long left aside. Furthermore, public debate about the media has often been moralizing, with the result that broader consideration of how media function in modern society remained in the background. Discussions in this vein have tended to get stalled in confusion, sometimes hindering progress 'on the ground', so to speak. (Cf. Buckingham 2014, 2018, Bulger et al. 2018, Frau-Meigs et al. 2017, Grizzle 2018a, Livingstone 2018, Mihailidis 2014, 2018, O'Neill et al. 2018, Rosenbaum et al. 2008).

> Media literacy was expected to struggle with vast and complicated social issues. The media were perceived to be the cause of both society's and children's troubles, with education for media literacy as the solution. Teachers were expected to be able to place themselves outside of these processes of media influence and so be able to provide pupils with skills for critical viewing that empowered them, too. (Lemish 2015, p. 198)

With the rapid advance of communication technologies, and societal changes, media literacy gradually has become a matter of public policy, but seldom with any real reciprocity between 'bottom up' and 'top down'. As a consequence, for many years there was no concerted view of media literacy, least of all in a citizens' or human rights perspective.

The term 'media literacy' appears to have been coined in 1955 by Professor Louis Forsdale in a call for "helping our students gain necessary multi-media literacy"– albeit the term did not gain much traction at the time (Forsdale 1955, Silverblatt 2014, p. 469). Only toward the end of the century did it gain general currency, now in connection with a general broadening of the concept of literacy. By 2004, UNESCO among others defined literacy as: "the ability to identify, understand, interpret, create, communicate and compute, using written and printed (and visual) materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential and to participate fully in the wider society". (UNESCO 2004, p. 13).

UNESCO also emphasized the goal of universal literacy under the motto 'Literacy as Freedom', viewing it as a response to "recent economic, political and social transformations, including globalization, and the advancement of information and communication technologies, [recognizing] that there are many practices of literacy embedded in different cultural processes, personal circumstances and collective structures". (UNESCO 2004, p. 6).

In the recent decade media literacy has more often been conceived of as a goal-oriented process, whereby children and young people – and adults, too – are taught and trained to develop their knowledge, cultural awareness and skills relating to media and media culture. But in a political and economic context the interest can shift from perspectives on democracy/culture to growth/innovation.

Over the years a certain divergence has occurred: 'media literacy' has increasingly come to be used in connection with policy objectives, strategies and academic study, whereas 'education' is associated with curricula/syllabuses and pedagogic technique. In this age of digitization and globalization UNESCO has contributed to this development by introducing the concept of media and information literacy (MIL) with an explicit focus on strategy guidelines and policy assessment frameworks, as well as curricula. UNESCO's website describes MIL in the following words:

> Empowerment of people through Media and Information Literacy (MIL) is an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems.
>
> Media and Information Literacy recognizes the primary role of information and media in our everyday lives. It lies at the core of freedom of expression and information – since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content. (www.UNESCO.org 2019)

Looking back

There are several good reasons to look into the past when discussing MIL. There is a lot in its history that can strengthen and guide current and future work in the field. Looking back can offer new perspectives and a better understanding of developments in the media, in technology and in learning and education; and the ramifications of societal change. Not least, it helps one understand how political, economic, social, cultural and technological contexts have interacted with various schools of thought in research and education, as reflected in the meanings ascribed to concepts in different periods – and why technological innovations exert such decisive influence. Thus, familiarity with past developments provides a basis for

reflection on current conceptions of media and information literacy and what it can and should be in the longer term. (Cf. Grizzle 2018a, Hobbs 1998, 2016a).

Media's relation to their users – the citizens – has been discussed and debated time and again over the centuries. Theories on the subject are several. The Greek philosopher, Plato was among the first to discuss the difference between 'true and false rhetoric', the former based on dialectics (the exchange of opposing views) and the latter a subjective, strategic exercise designed to persuade.

With the advent of liberalism in the 17th century, media of that time were debated with a focus on the balance between respect for individuals' rights and the media's contribution to the social good. In 1644, in Areopagitica, a speech delivered before the Parliament of England, John Milton argued forcefully for the liberty of unlicensed printing. Learning, Milton argued, was the only path to freedom of expression and civic spirit and participation. He also expressed the conviction that exposure to 'bad' texts would not corrupt the reader, but enable him [sic] to differentiate between truth and untruth, between good and evil – a view that would acquire new currency when media evolved into mass media.

Subsequent developments in print technology, the spread of literacy, and more leisure among broader sectors of society led to fundamental shifts in the history of modern media. Truly mass media opened new perspectives in the public discussion of the circumstances under which media operate and the roles they play in society. The same thing happened again in response to digitization and artificial intelligence, AI. New questions and dilemmas present themselves; they are both topics of discussion and objects of study. In the realm of research, media studies spanned over a number of disciplines. In time they evolved into a subject area in their own right.

The need for media literate citizens was first expressed explicitly in the 1920s and 1930s in a media landscape that consisted of newspapers, magazines, radio, books and film. The belief that mass media exerted a strong influence on their public was strong, based on then-current social psychological theories about human behavior (behaviorism). This may be seen as the first of a series of theories, each developed in its own social context and each with its own valuation of media literacy as a concept, a knowledge field and a pedagogic challenge. Painting in broad strokes, four models of communication may be distinguished. (Cf. Brown 1998, Hobbs and Jensen 2009, Potter 2016):

1. *The 'magic bullet'*: Direct stimulus – response (behaviorism). The public is vulnerable to media messages and passive (What does media do to people?); content in focus. 1930/40 –

2. *Uses and gratifications*: Why do people use media and what do they use them for? The audience has power over their media consumption and assumes an active role in interpreting and integrating media into their own lives; the audience/consumer in focus. 1950 –

3. *Media ecology*: The study of media environments: their structure, content, and impact on human affairs. "It tries to find out what roles media force us to play, how media structure what we are seeing, why media make us feel and act as we do"; 'The medium is the message' in focus. 1960 –

4. *Cultural Studies*: Critical exploration of the links between culture, media and society. Studies of the media as institutions, texts and systems of representation, exploring the media's political, social and cultural power in everyday life and the public sphere; representation and reality in focus. 1970/80 –

Media literacy – and media education – assume different meanings, depending on both the broader social context, and learning and research environments. Some illustrative examples are presented in the following. We should not assume that distinct meanings have followed upon one another in sequence –

they are often fluid. Some have been around for decades – they have evolved and been elaborated on in new directions.

Mass media gain ground (1930s through 1950s)

Two opposing schools

At the turn of the nineteenth century literacy spread, and newspapers and books became more widely available. By the 1920s the term 'mass media' had established itself the world over. Radio and film were soon included, and after the second world war television and video, as well. Moving pictures were increasingly in focus.

It was primarily motion pictures and the spread of cinemas that elicited calls for education and new research. Initially, the impetus was a fascination with the potentialities of motion pictures, and film was put to use as a teaching aid – among other purposes, to develop critical analysis. In 1933, *Pictures and Youth: How to Appreciate Motion Pictures. A manual of motion pictures criticism*, prepared for high school students was published. The author was Edgar Dale, an American educator considered very progressive for his ideas about sensory and experiential learning. This was followed by numerous publications and teaching material in film education in the course of the 1930s.

At this point, the importance of teaching critical analysis of news and advertising in newspapers, magazines and radio – often in the context of propaganda – was recognized in connection with innovative studies of media and opinion formation (e.g., the work of Lasswell, Lazarsfeld and Lippman). Handbooks and material for such education were produced. "These lessons helped students identify persuasive techniques and encouraged students to reflect on their own personal biases" (Hobbs 2018).

In Great Britain the reaction was somewhat different. The so-called 'Spens Report' on basic education, published in 1938, criticized media as a "corrupting influence", likening it to a contagion. 'Inoculation' was necessary. Here, education was expected to persuade people that popular culture was primarily destructive – a threat to high culture. Media education in the classroom should be "a bulwark against harm". (Bulger et al. 2018, p. 4).

Curricula that focused on resistance to the media predominated through the 1950s. The movement found support in most countries; in several places it persists to this day.

Film theory, critical theory and film education (1950s and 1960s)

Semiotics and aesthetics

The film education of the 1930s took on new meaning in France in the 1950s and 1960s. There, cultural philosophers and film directors with a pronounced aesthetic sensitivity exerted a strong influence on film theory, which experienced an upswing and came to influence both teaching and research for years to come. The work of Roland Barthes *(Mythologies)* and his critique of French popular culture was focal. Barthes saw a direct analogy between the roles popular culture played and those of mythology: in the age of popular culture, mass media form people's values and provide a common language – in place of gods, goddesses and heroes. He sought to make these functions manifest, to expose this modern mythology through critical learning. (Barthes 1957).

French film theory reached its zenith just as television spread and film production began to decline. Theories that had their roots in film were not easily applied to other media. As a consequence, the ascension of television also brought a decline in interest in film theory. Still, however, thinking inspired by Barthes continued to inspire the academic discourse – and still does. (Bennet et al. 2013, Kubey 2001).

Television takes the stage…. (1960s to 1980s)

The world underwent major changes in the aftermath of the Second World War. The independence struggles of former colonies and the Cold War dominated the 1950s and 1960s, while Western economies experienced a historic boom. Faith in the potential of technology and political engineering was virtually unquestioned. The 1970s, however, saw widespread critiques of 'the System', experiments with alternative models of social organization – and the start of an economic downturn. A wave of leftist sentiment swept across the Western world, and nations in the southern hemisphere were demanding both a new economic world order and a new world information and communication order (NWICO). (Carlsson 2003).

Mass media were in focus throughout the world for a number of reasons. On the one hand new technologies – communication satellites, for example – were feared to widen the gap between North and South. On the other hand, media played a central role in national development (Carlsson 2003). These developments naturally gave rise to numerous conferences, books, reports, articles and academic papers on media literacy in a range of perspectives – from ideology and social change to instructions for teaching about the media.

The great volume of programming and advertising presented by television spurred extensive debate on the medium's possible effects on viewers (on children in particular) and on the overall commercialization of media. Entertainment made up an even greater share of the fare presented to viewers with the spread of satellite/cable TV service and video recordings. Fears echoing those in the Spens report of 1938 began to be heard again, albeit in new phraseology.

At the same time, innovative programs for children were produced in many countries throughout the northern hemisphere – in retrospect, it was something of a Golden Age.

Another dominant theme of the time was the importance of developing critical thinking about the media, from political, ethical and pedagogical points of view. One important starting point was Paulo Freire's *Pedagogy of the Oppressed* (1970), which expanded the concept of 'literacy' so that it was understood as a socio-cultural practice that embodies, reflects and refracts power relations. Here, media literacy was seen as critical practice to active citizenship and counted among human rights and civil responsibilities. (Hobbs et al. 2009, Share 2009).

The period witnessed the establishment of a number of schools of thought in different social and political contexts and in different parts of the political spectrum. Ideas about media literacy developed, too. One controversial issue was whether media literacy should have a political/ideological agenda. The issue proved especially thorny in the USA.

The following examples may illustrate the period:

Protection vs. empowerment – children and youth in focus

1. DEPICTIONS OF VIOLENCE – TO PROTECT CHILDREN AND YOUNG PEOPLE

The proliferation of entertainment programs that cable and satellite television made possible inspired certain researchers to revisit some research themes developed when mass media were relatively new phenomena. Their inquiry focused on quality – what distinguishes good programs from bad. Soon, both scholars and teachers were concerned about the possible effects of depictions of violence. In 1972, the U.S. Surgeon General (the authority responsible for public health) found that "televised violence, indeed, does have an adverse effect on certain members of our society".

Negative effects on children, such as aggressive behavior and anxiety/fear, were widely discussed in many countries. So-called 'moral panic' was not uncommon. As a consequence, media literacy and media education were turned to as protective strategies. Such intentions were expressed in curricula, public campaigns, legislation, technical filters and so forth (Carlsson et al. 1998, Feilitzen et al. 1999, 2003, 2004).

No consensus about negative effects of violent content was arrived within the research community, however (Feilitzen 2009). Nonetheless, the theme continued to dominate public discussion of the media. Indeed, it continues and is rekindled now and then when new technologies come on the scene.

2. EQUIPPING YOUNG MEDIA CONSUMERS

In England, the researcher Len Masterman turned against the prevailingly negative view of television, positing instead that a better 'defense' would be to strengthen media consumers' – especially children's and young people's – analytical skills so that they might better grasp how media texts position them as an audience.

The starting point for Masterman was that "the central unifying concept of Media Education is that of representation. The media mediate. They do not reflect but represent the world. The media, that is, are symbolic sign systems that must be decoded. Without this principle, no media education is possible. From it, all else flows". (Masterman 1989). Later he concluded:

> For instance, if we are looking at TV as a representational system, then the question inevitably arises as to who is creating these representations. Who is doing the representing? Who is telling us that this is the way the world is? That their way of seeing is simply natural? It raises, in other words, issues of ownership and control, and the class, ethnicity, age and gender of media owners and workers. (Masterman 2013, p. 4)

Masterman was strongly inspired by Paulo Freire's views on conventional teaching methods, whereby pupils are only expected to receive and store ready-made pieces of information (the banking concept), and the new critical methods set out in Freire's above-mentioned *Pedagogy of the Oppressed*. Masterman argued that "teacher views become discriminatory judgments, while pupil preferences, lacking either authority or an acceptable language code, remain at the low-level status of preferences" (Masterman 1980, p.18). Previously, media teachers had claimed their interpretative authority over the students. But, Masterman argued, the media are also teachers because all media texts point to the audience a specific set of emotional, social and intellectual responses. (Masterman 2013, p. 2). Masterman, too, was influenced by Roland Barthes' *Mythologies*.

His aim was to give television's younger viewers the freedom to explore the medium's content on their own. His books, *Teaching About Television* (1980) and *Teaching the Media* (1985) were widely influential, not only in Great Britain, but in Australia and Canada, as well. But Len Masterman was also criticized from various quarters, among other things for his teaching model, which was said to lack objectivity and to have ideological overtones. (Cf. Buckingham et al. 1994).

Media ecology: education as civil defense

The body of research that takes its point of departure in the work of Marshall McLuhan in the 1960s should not be neglected. McLuhan was among the first to problematize the roles of media in society. Adopting a holistic and critical approach, he focused on "the interplay between humans, technology, media, and the environment, with the aim of increasing awareness of mutual effects" (Milberry 2012). In short: he studied the social and political impacts of this interaction on people. He argues that meaning lies not in media itself or its content, but in the information and experiences citizens gather from their use of media.

In order to emphasize the importance of the relations between 'man and machine', he depicted media as a kind of environment – an ecology of the media. He was particularly interested in shifts in technology, and his historical perspective became something of a trademark. (McLuhan 1962, 1964, McLuhan et al. 1992).

Education and learning in a citizens' perspective played an important part in McLuhan's work. (Strate 2004). In one of his best-known works, *The Gutenberg Galaxy* (1962, p. 294), he asks: Is not the essence of education civil defense against media fallout?

McLuhans *Understanding Media: The Extensions of Man* (1964, may be taken as, among other things, an exhortation, addressed to policy-makers and educators, to "more fully consider the cultural context of the medium in relationship to social movements and the larger society" (Hobbs 2018). He contributed to an understanding of media literacy as "critical viewing skills" far beyond his homeland, Canada (Hobbs 2018). At the same time, some criticized him for what they perceived to be technological determinism.

Neil Postman further developed McLuhan's concept of 'media ecology' in his studies of television in terms of technology, processes and structures – often in a moral and ethical perspective. (Postman 1985). This moralizing tone gave rise to irritation in some parts of the scientific community.

The starting point for his work may be summarized in three key questions: (What is the problem to which this technology is the solution? Am I using this technology? Is this technology using me? (Postman 1999, p. 42).

Education was one of Postman's principal concerns. He decried the influence of television entertainment formats on classroom teaching, in place of serious education that offered pupils fundamental knowledge and understanding. (Postman et al. 1969).

Due to its holistic approach media ecology came to include studies of culture, grammar, rhetoric, semiotics, linguistics, systems theory, technology, philosophy, politics, and more. In time the school split and diverged in different directions, but McLuhan's research continues to wield some influence in certain lines of inquiry (Scolari 2012).

Cultural Studies: a powerful media audience (1980–2000)

Studies of cultural phenomena in the Cultural Studies school transcended the boundaries of academic disciplines more than any school had done before. Started in Great Britain, Cultural Studies rapidly gained currency throughout the Western world. The studies were (and are) focused on mediated cultural forms, practices and technologies and their vital social, political and economic implications.

In the 1980s, Cultural Studies broadened media researchers' understanding of theoretical concepts like 'representation' and 'reality'. The work of Stuart Hall is widely acknowledged to have been a prime influence. Hall's point of departure was the notion that media texts not only represent reality, but in themselves constitute its meaning (Hall 1980, 2016). It is about understanding different political, economic, or social forces that converged in the media – not the content or the language, but how media texts are produced, structured, packaged, and consumed (Hall 1980, 2016). In short: reality is never experienced directly, but always through the symbolic categories made available by society. Hall was especially interested in gender and racial stereotyping in the media.

Cultural Studies research represented a broader practice of recognizing how media constructs versions of reality that shape our lives and identities, which exerted a strong influence on media literacy (Hobbs 2018).

For scholars in the Cultural Studies tradition, it was not a question of condemning the television content – rather the contrary. They studied how television, its content and its format, might equip and strengthen young people, enriching both curriculum and training methods. Simple video productions for use in the classroom might be used, for example, to reveal gender stereotypes in news coverage or music videos. Using visual media in the classroom became possible as the costs of production equipment fell. Many schools invested in in-house studios, where pupils could produce their own programs. This had a revolutionizing effect on pedagogics (Cf. Teurlings 2010, Hobbs 2018).

By virtue of its interest in identifying new cultural phenomena, Cultural Studies research is constantly evolving. Consequently, it has been quick to incorporate new media, e.g., internet and virtual reality.

A more complex society… a convergence of the definitions?

The scope of media studies expanded in the years before and after the turn of the millennium. Increasing globalization and early digitization inspired renewed interest in issues of ownership and control of media, advertisers, governments, the state and legal system – and ideology. (Feilitzen et al. 1999, 2002, 2003, Kellner et al. 2007). Not least within critical theory and its many offshoots. Research interest in media audiences was on the rise, especially in reception studies and not least in gender studies with stereotypes and representation as starting points. These trends, together with developments in education, stimulated new thinking about, and broader contextualization of, media literacy.

Elizabeth Thoman, founder of the Center for Media Literacy in the USA, illustrated this development in an article in 1993. Thoman writes first of all: "[A]t the heart of media literacy is the principle of inquiry." Then she formulates a kind of frame for media literacy in "Five Concepts" (Thoman 1993):

1. All media messages are 'constructed'.
2. Media messages are constructed using a creative language with its own rules.
3. Different people experience the same media message differently.
4. Media are primarily businesses driven by a profit motive.
5. Media have embedded values and points of view.

Ten years later the British researcher David Buckingham emphasizes the importance of media in social, economic and political processes in connection with media literacy:

> The media are major industries, generating profit and employment; they provide us with most of our information about the political process; and they offer us ideas, images and representations (both factual and fictional) that inevitably shape our view of reality. The media are undoubtedly the major contemporary means of cultural expression and communication: to become an active participant in public life necessarily involves making use of the modern media. The media, it is often argued, have now taken the place of the family, the church and the school as the major socializing influence in contemporary society. (Buckingham, 2003, p. 5).

A decade further on, the American researcher, Renee Hobbs, revisits the issue of protection contra empowerment in the light of digitization and suggests that the two need to be seen as faces of the same coin, since:

> /../ mass media, popular culture and digital technologies contribute to shaping people's attitudes, behaviors and values, not only in childhood but across a lifetime, there is a public interest in addressing potential harms. For healthy development, children and youth need privacy, physical and psychological safety, and freedom from exposure to objectionable, disturbing or inappropriate material. At the same time, media and technology can empower individuals and groups. People gain many personal, social and cultural benefits from making wise choices about information and entertainment, using digital tools for self-expression and communication, and participating in online communities with people around the neighborhood and around the world who share their interests and concerns. (Hobbs 2010, p. ix)

Today, elements of most of the traditions mentioned in this chapter are apparent in views of media literacy, as interpreted with digitization in focus. Societal and technological changes have rendered the concept of media and information literacy more complex and multi-faceted than in previous decades.

A good example can be found in the revised European Audiovisual Media Services Directive (2018). The European Union (EU) presents a much more comprehensive definition than ever before.

> ´Media literacy' refers to skills, knowledge and understanding that allow citizens to use media effectively and safely. In order to enable citizens to access information and to use, critically assess and create media content responsibly and safely, citizens need to possess advanced media literacy skills. Media literacy should not be limited to learning about tools and technologies, but should aim to equip citizens with the critical thinking skills required to exercise judgment, analyse complex realities and recognise the difference between opinion and fact. It is therefore necessary that both media service providers and video-sharing platforms providers, in cooperation with all relevant stakeholders, promote the development of media literacy in all sections of society, for citizens of all ages, and for all media and that progress in that regard is followed closely. (EU Audiovisual Media Services Directive, Article 59)

Media Literacy becomes a global concern

By the 1980s media literacy and media education had become a major issue on the international agenda as well as national agendas in many countries around the world (Frau-Meigs et al. 2009, Perez Tornero 2010). The global dimension is omnipresent.

UNESCO has worked in the international arena for many years to promote and develop media education, media skills and media literacy. As early as the 1960s UNESCO arranged conferences and published reports on "teaching a critical approach to cinema and television". In 1978, they launched A General Curricular Model for Mass Media Education.

Work on the subject intensified, starting in 1982, when – prompted by globalization and new technology – UNESCO arranged an 'International Symposium on Media in Education' in Grünwald, West Germany. The policy-makers, educators and researchers from nineteen countries who attended the symposium produced a landmark document, the Grünwald Declaration on Media Education.

The Declaration stated:

> .. [R]egrettably, most informal and non-formal educational systems do little to promote media education or education for communication. Too often the gap between the educational experience they offer and the real world in which people live is disturbingly wide. But if the arguments for media education as a preparation for responsible citizenship are formidable now, in the very near future with the development of communication technology /…/, they ought to be irresistible, given the increasing degree of choice in media consumption resulting from these developments. (UNESCO 1983)

The document concludes with an exhortation to UNESCO member states to initiate and support media education programs – from preschool to post-secondary education and adult education – that "will encourage the growth of critical awareness and, consequently, greater competence" in the use of all sorts of media. The importance of further research in, for example, Psychology, Sociology and Communication Research is emphasized, as is international collaboration.

The Grünwald Declaration had a strong impact, both at the international level and in numerous countries in all parts of the world. Media education/media literacy was no longer confined to Western countries, but became a universal concern, involving numerous multinational networks and organizations. Conferences, some of which followed up the objectives set out at Grünwald, were arranged in a number of regions. Projects and publications – many initiated by UNESCO – followed (Carlsson et al. 2008). But still – and for many years to come – the media literacy concept was characterized by Western knowledge and perspectives.

In 2007, UNESCO convened a major follow-up of the Grünwald Declaration, an 'International Meeting on Media Education: Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria?'. The result of this conference was the Paris Agenda for Media Education, which, for the first time, speci-

fied the concepts of media literacy and media education in commonly agreed terms (Carlsson et al. 2008, Ranieri 2016). This Paris Agenda issued the following recommendations:

*Development of comprehensive media education programs at all education level*s
1. To adopt an inclusive definition of media education
2. To strengthen the links between media education, cultural diversity and respect for human rights
3. To define basic skills and evaluation systems

Teacher training and awareness raising of other stakeholders in the social sphere
4. To integrate media education in the initial training of teachers
5. To develop appropriate and evolving pedagogical methods
6. To mobilize all the stakeholders within the education system
7. To mobilize other stakeholders of the social sphere
8. To place media education within the framework of lifelong learning

Research and its dissemination networks
9. To develop media education and research in higher education
10. To create exchange networks

International cooperation in actions
11. To organize and to make visible international exchanges
12. To raise awareness and to mobilize political decision-makers.

Launch of a new concept: Media and Information Literacy

In the same year, 2007, UNESCO for the first time recommended use of the term, 'media and information literacy'. Two factors spoke for the change in terminology: the thoroughgoing changes in media cultures as a result of digitization, and expansion of UNESCO's work in the area of knowledge societies and freedom of expression (Wilson 2012).

In 2011 UNESCO started a comprehensive project to produce a Media and Information Literacy Curriculum for Teachers – currently available in roughly a dozen languages. The project grew out of the conviction that MIL should be a normal part of schooling for all children from the very beginning. UNESCO has focused especially on learning, teaching, and teacher education, seeking to sensitize educators to the importance of MIL in the education process and to make it easier for them to integrate MIL into their teaching by providing them with appropriate pedagogical methods, syllabuses and resources. The work is deemed vital to the success of school education and to lifelong learning, as well. (UNESCO 2011).

UNESCO's focus expanded thereafter to encompass policy and assessment. In 2013 the organization published 'Media and Information Literacy. Policy and Strategy Guidelines'. This was followed by 'Media and Information Literacy Assessment Framework: Country Readiness and Competencies'.

In order to further emphasize this work, UNESCO convened, also in 2013, a conference, 'Global Forum for Partnerships on Media and Information Literacy (MIL)' in Abuja, Nigeria. The initiative was described as "a groundbreaking effort to promote international cooperation to ensure that all citizens have access to media and information competencies". Today, over eighty nations and a number of regions are members of what has become known as the GAPMIL Network, which arranges an annual "Global MIL Week" (www.unesco.org).

Thus, UNESCO has created a common framework for media and information literacy that encompasses policy, assessment and curricula. Their work has had considerable influence in many member countries and the aim is to be an essential part of UNESCO's work to promote freedom of expression and media development (www.unesco.org).

The concepts

Media Literacy

Media literacy has been defined variously at different times and in different places, but most of the variations contain the following elements that may be expected to heighten media literacy among the population.
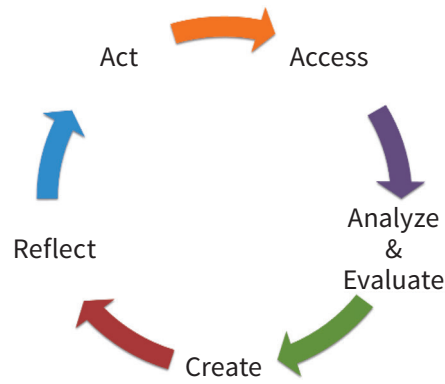
Elaborating on this model, Renee Hobbs proposes a foundation for media literacy, viz., the life skills needed in order to participate in the information-dense, digitized societies of today (Hobbs 2010, pp. vii-viii):

- Make responsible choices and access information by locating and sharing materials and comprehending information and ideas;

- Analyze messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content;

- Create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies;

- Reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles;

- Take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace and community, and by participating as a member of a community.

Hobbs emphasizes the importance of a reflective, critical and ethical stance. With reference to media literacy education, she writes:

> [M]edia literacy education makes a significant contribution to the renewal of civic life, where respect for diversity and the values of critical thinking, collaboration, reflection, empathy, self-awareness and self-governance merge to enable the time-honoured practice of education for freedom. (Hobbs 2016b, p. xxi)

When applied in policy contexts – at global, European or national levels – situations have varied, but in many cases the issue in focus has been protection of the vulnerable, namely, children and youth. This has been the case, despite the fact that other themes have predominated in academic research. With the advent of digital technologies, however, policy-makers' interest has shifted – first, toward economic

growth and employment aspects, but more recently, toward the consequences of digitization in a citizens' perspective. A human rights-based approach to defining MIL is noted.

Not infrequently, dilemmas have arisen with regard to 'media literacy' contra 'digital competence'. Concern has been voiced that MIL might be marginalized by all too strong an emphasis on skills and capabilities of a more instrumental and functional nature in the digital landscape. At the expense of understanding the role of media in society, cultivating citizens' critical faculties and society engagement.

Media and Information Literacy (MIL)

In trying to resolve the dilemma concerning the relationship between media literacy and digital literacy/ competence, in 2007 UNESCO arrived at an 'all-of-the-above' solution. The new concept, media and information literacy (MIL), brings together the traditionally different concepts of media literacy and digital competence under one and the same umbrella.

Figure 1. UNESCO's 'Media and Information Literacy Ecology'

Source: UNESCO 2011, p. 19

An accelerating media convergence, in which technology, content and ownership were fusing, called for some form of harmonization. On the one hand, information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information; on the other hand, media literacy emphasizes the ability to understand media functions, evaluate how those functions are performed, and to rationally engage with media for self-expression and democratic participation (UNESCO 2011, p. 18).

Thus, MIL becomes a nexus for a number of vital skills and kinds of knowledge – ultimately, a question of critical reflection and social involvement in a democratic perspective.

UNESCO's conception of MIL encompasses both traditional and digital media/platforms and addresses all sorts of stakeholders – in ongoing processes of change in cultural, political, social and technological spheres. Milestones in the development of the concept are the so-called 'Fez Declaration' of 2011, which formalizes the extension of media education to include media literacy, and the 'Paris Declaration on Media and Information Literacy in the Digital Era' of 2015, which calls upon all stakeholders to acknowledge MIL in a human rights dimension as part of the digital agenda. (Reineck et al. 2015, Frau-Meigs et al. 2017, Grizzle 2018a, UNESCO 2011, 2015).

UNESCO gives MIL a broader meaning

Within UNESCO and the United Nations, media and information literacy is considered a fundamental human right in the increasingly digital and global world of today. It is a crucial factor for social integration and participation. MIL is also seen to play a vital role for securing freedom of expression, freedom of information and freedom of the press. Work with MIL within the organization is founded on Article 19 of the Universal Declaration of Human Rights.

The goal of this work is to produce inspired, expressive and active citizens who can make the digital culture more vibrant, multifaceted and inclusive. Two principal questions guide the organizations' efforts: How can MIL impart key capabilities for democracy-driven, diversified and robust use of media? and In what ways can MIL help to enrich and enliven a culture of civic participation?

The basic idea is this: People today, not least younger members of society, have more opportunity to take part in civic dialogue than ever before. By stimulating people to broaden both their personal and their civic frames of reference with respect to values, views and ideas, the dialogue can be invigorated and become more meaningful, so that it attracts participation from a broader range of citizens.

Figure 2. The importance of MIL to Democracy and Good Governance

Democracy, Freedom of Expression and 'Good Governance'

Media and other
information providers

Media and information
Literate citizen
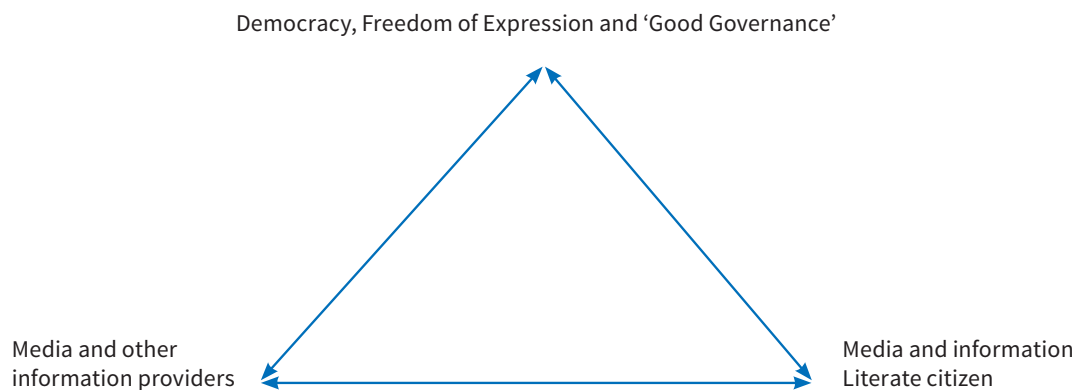
Source: UNESCO 2013, p. 60

UNESCO stresses the importance of MIL for human rights, democratic development and 'good governance', and for maintaining media's diversity and independence. All of which tie in with Agenda 2030's sustainable development goal 16, Peace, Justice and Strong Institutions, and particularly target 16.10:

> ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

Achievement of this goal is considered a prerequisite to the achievement of all the other goals (so-called SDG's). This goal, together with some other goals concerning education, have direct bearing on UNESCO's work with MIL. Thus, MIL will play an even more central part in UNESCO's work with both policy processes and more purely normative work with issues of freedom of expression.

All in all, in UNESCO's view, MIL is about citizens' access to media, information and knowledge: their motivation and ability – and, not least, a critical approach and social engagement. A learning and empowerment perspective imbues all of UNESCO's work with MIL.

UNESCO sets out the following fundamental capabilities – cognitive and instrumental – that constitute media and information literacy. (Grizzle 2018b, pp 25-28):

UNESCO: FIVE LAWS
OF MEDIA AND INFORMATION LITERACY (MIL)

"We are travelling towards the universality of books, the Internet and all forms of "containers of knowledge". Media and information literacy for all should be seen as a nexus of human rights. Therefore, UNESCO suggests the following Five Laws of Media and Information Literacy. They are inspired by the Five Laws of Library Science proposed by S. R. Ranganathan in 1931. The Five Laws of MIL are intended as guides, together with other UNESCO resources, for all stakeholders involved in the application of MIL in all forms of development."

FIVE LAWS
OF MEDIA AND INFORMATION
LITERACY (MIL)

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

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.

Alton Grizzle and Jagtar Singh

Source: www.unesco.org

1. Recognize and articulate a need for information, communication 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. Locate and access relevant information and media content.

5. 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.

6. Extract and organize information and media content.

7. Synthesize or operate on the ideas abstracted from 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 media and other information providers for self-expression, freedom of expression, intercultural dialogue, democratic participation, gender equality, privacy rights, and advocating against all forms of hate and inequalities.

Enabling citizens to do all these things will require constructive collaboration on MIL between lawmakers and public administrators, media and other providers of content as well as other stakeholders, including civil society organizations, but with the ultimate goal of furthering social equality, gender equality, dialogues between cultures and faiths, peace, freedom of expression and access to information – in accordance with the UNESCO documents cited above (Grizzle 2018b).

A final word: How the meaning of media literacy has evolved

Over the past 50 years the knowledge about media, digital as well as other media, has mostly been discussed in many different arenas from the perspective of education and public policy in relation to political, economic and social changes in our societies. Some of these changes have transformed the media, and more broadly, cultural environments. Thus, MIL exists in an ongoing process of incessant change in both the media sector and society as a whole.

In light of the trends and events outlined in the foregoing pages, it is possible to speak of an overall change – or at least a tendency toward a change in the debate – in the frame in which media literacy is discussed. The emphasis has shifted

- from emphasis on protection of the media user to emphasis on empowerment of citizens in a social and equality context;

- from media education of children and young people exclusively to media and information literacy for all;

- from educators' responsibility to social responsibility (government, media, civil society, citizens)

- from practical skills to seeing MIL as an area of knowledge that calls for comprehensive policies (national and global);

- from a bottom-up or top-down process to a synergetic interaction between bottom-up and top-down processes.

The balance has shifted more and more toward 'empowerment'. Policy and multistakeholder models have gained prominence, as has the global dimension. But the underlying motives still vary widely, ranging from a citizens' and democratic perspective to a stricter labor market perspective – as we find, for example, at both regional and international levels. Media and information literacy has many interfaces with different sectors of society, but the boundary between media and education is for the most part remaining intact.

The possibilities that digital platforms and smart technological solutions open up are of great value. But, as in other parts of daily life, we all have to have the knowledge to navigate the risks from a human rights perspective. Artificial intelligence and robotization pose new challenges to societies already caught up in ongoing processes of political, social and economic change, with a risk of widening knowledge gaps. New hardware and new kinds of transnational companies will see the light of day. The issues these developments raise are urgent and make even more serious demands of media and information literacy in a citizens' and democratic perspective.

Finally, the global dimension has to be in focus. It is about global politics – the need for collaboration and proactive leadership for a more equal, fair and safer world. Media and information literacy is an important part of this work in the digital age. Therefore, it is urgent to consider media and information literacy beyond the Western World. Media, and concepts connected to MIL, are often seen with eyes conditioned by analytical categories predominantly developed within the Anglo-American sphere. These categories, established in the history of liberal democracies, are then applied to very different social, cultural, economic and political contexts. Such a hegemonic perception, with a long tradition in research and education, has become prevalent all over the world. It is a challenge for researchers, experts and policy makers to transcend cultural, political, ethnic and religious boundaries, but also accommodate regional variations, to a much greater extent than today. (Curran et al 2000, Lee 2014, Waisbord 2014).

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4. A Curriculum for MIL Teaching and Learning

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Introduction

Several conditions are necessary for the emergence of a coherent and comprehensive curriculum for Media and Information Literacy (MIL). They imply a shared vision at global or regional level, and a number of negotiated resources. They also require a consensus on competences and on the various roles of MIL educators. Most importantly, they imply a mindset where MIL is conceived of as one of the XXIst century literacies.

This kind of epistemic maturity —a reflexive distance on the learning processes that insists less on the nature of knowledge than on the circuits of validation and recommendation of contents—, is being achieved as MIL is increasingly set in the framework of Digital Citizenship. Several global entities insist on such a framework as basic for XXIst century democratic development, to deal with the concomitant presence of real and virtual worlds as digital media technologies reshuffle our perception of self, others and the world. This implies not just skills for the labour market but most importantly social skills for dealing with participatory cultures, such as ethics, empathy and respect, a complex task as people interact increasingly through the mediation of digital screens.

Hence, UNESCO has developed its programme, *Global Citizenship Education: topics and learning objectives* (2015) that includes socio-emotional abilities within its key learning outcomes, including communication and participation. OECD has a similar learning framework in its *Education 2030* (2015-19) project that includes agency, openness, respect and empathy as part of its Global Competences skills. The Council of Europe has embedded MIL in its *Framework for Democratic Citizenship* (2016) with an enriched set of indicators for competences, beyond mere skills acquisition as they embrace also attitudes, values and knowledge (Frau-Meigs et al, 2017).

Figure 1. The DGE butterfly of competences
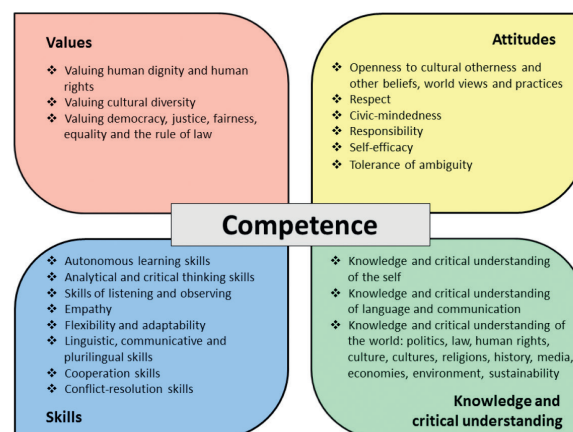
Source: "Living together as equals in culturally diverse democratic societies a model for participation in democratic culture" Feb 2016 DGII/EDU/CDCID (2016).

These convergent frameworks show awareness about the need for MIL in basic digital culture and evince a certain level of awareness among policy-makers and decision-makers as well as professionals in the field of education.

Key MIL curriculum issues: harnessing the information and communication paradigm

Consequently, MIL competences frameworks are also converging more and more, a diversity that is not a sign of incoherence but rather the sign of a vibrant field that encourages controversy and incorporates changes in the digital world. A certain amount of slippage in the terms can be accepted (digital literacy, data literacy, media literacy…) as long as they deal with the information and communication paradigm and remain focused on critical citizenship abilities.

Figure 2. Compared EU and UNESCO frameworks

Competences	Global Media and Information Literacy Assessment Framework (UNESCO, 2013) "MIL Subject Matters"
1.1 Browsing, searching and filtering data, information and digital content 1.2 Evaluating data, information and digital content 1.3 Managing data, information and digital content	1.1. Definition and articulation of a need for information 1.2 Search and location of information and media content 1.3 Access to information, media content and media and information providers 1.4 Retrieval and holding/storage of information and media content 2.2 Assessment of information and media content, and media and information providers 2.3 Evaluation of information and media content, and media and information providers 2.4 Organisation of information and media content
2.1 Interacting through digital technologies 2.2 Sharing through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity	3.2 Communication of information, media content and knowledge … (see below) 3.3 Participating in societal-public activities as active citizen 3.4 Monitoring influence of information, media content, knowledge production and use, as well as of media and information providers
3.1 Developing digital content 3.2 Integrating and re-elaborating digital content 3.3 Copyright and licences 3.4 Programming	3.1 Creation of knowledge and creative expression 3.2 …. in an ethical and effective manner
4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	
5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps	

Source: DigComp 2.0: The digital competences framework for citizenship, p. 34.

At international level, the UNESCO framework for MIL assessment has been compared to the updated European DigComp 2.0 (2016) that adds data and digital content to the original 2013 document (Ferrari, 2013). The points of similarities are numerous, dealing with the dimensions of information, communication and creativity mostly. DigComp adds two dimensions, "safety" (domain 4) and "problem solving" (domain 5) that could apply to any sector, not just MIL but makes it possible to incorporate current MIL topics such as online radicalization and disinformation, (see figure 2: Compared EU and UNESCO competence frameworks).

At national level, some countries have also been converging between MIL and Digital literacy, while maintaining some differences. Mediasmarts in Canada has produced a comparative charter that stresses the dimension of online security and safety for digital competences, adding work and entrepreneurship to it, while MIL competences stress ethics and cultural competences. They both share critical thinking, creation, communication and knowledge building, with information literacy as their keystone.

Figure 3. Intersection of MIL and digital literacy

Source: Mediasmarts http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/intersection-digital-media-literacy
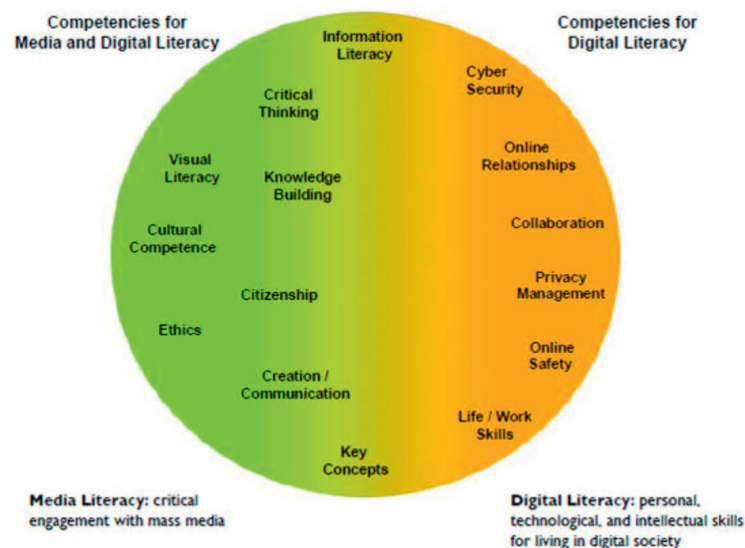
All these frameworks point to a specific epistemology of MIL, augmented by digital content and data processes. It addresses both information 1.0 (mass media online) and information 2.0 (social media and video games). It deals with media contents (via news and file-sharing) and comments (via algorithm-driven platforms). It embraces new visions of the "public" that is constructed both as audiences and communities. It takes into account the consequences of the data mining process on the information paradigm (profiling, algorithmic editorialization, disinforming, viralizing,…).

This augmented situation requires MIL to be seen as a transliteracy, i.e. to deal with evolving ways of reading (from books to wikis), of writing (from texts to multimedia productions) and of publishing and participating online (from navigation to networking). Even algorithmic editorialization shapes the online experience in ways that are best understood through MIL as algorithms reflect the biases of their developers and are not neutral data collecting tools, as revealed by the scandals around "fake news". Consequently, MIL cannot be diluted in digital literacy at large, as there is a constant need to reflect critically on what data do to media and media do to data.

MIL has also developed its own set of research questions, based on controversies that permeate the social and cultural sphere, from protection of minors to privacy and freedoms (expression, opinion, mobility…), to wellbeing online and offline, to online harmful contents and behaviours (radicalisation, disinformation, hate speech…). This raises MIL-specific research questions related to impact, effects, uses and gratifications, socialization, as well as production systems, ownership and concentration, representations and biases, etc.

Implementing the teacher-training curriculum for MIL

Yet, in spite of these assets for curriculum design, MIL is sorely missing in initial teacher training and in-service training, worldwide and in most countries in Europe (Frau-Meigs et al, 2017). The teaching body is either self-taught or benefits from workshops provided by actors from outside the school system (civil society associations, media groups, internet platforms…). Several reasons contribute to this disconnect: the university system lags behind and can be disengaged from the new realities of the school system so that teacher training departments remain focused on disciplines, not literacies of a hybrid nature such as MIL; the fields of information and communication sciences and media studies are reluctant to embrace MIL because of the ancillary position of "pedagogy" among many researchers; the non-stabilized evolution of the "information and communication paradigm" can be problematic to establish a lasting curriculum; and finally there can be cultural and professional oppositions between those who prefer pre-digital transmissive teaching and learning strategies and those who incorporate all sorts of digital and pedagogical tools and devices in their classrooms (Buckingham, 2007 ; Hobbs, 2011).

Having a converging reference framework, an augmented epistemology and a rich set of research questions provides constructive and stabilized elements that create an enabling environment for curriculum development, specific to MIL and the digital information paradigm. In the face of such issues, the question of whether MIL should be a transversal set of competences or a specific subject matter becomes moot. MIL has to be both, and to aim at a critical mass of well-trained professionals. It should be done around existing communities of practice and involve young people, who should not be left out the early stages of design and development.

At university level, to mend the disconnects, in particular the need for soft social skills, it is important to have specific teacher training modules, to ensure methodology, pedagogy and evaluation. These modules can then be incorporated in school curricula with either a minimalist option (enrichment of existing subject matters) or a maximalist option (a complete clearly identified K1-K12 course from 6-18). A curriculum can also be designed with core and optional elements to propose syllabi either for specialists or for non-specialists (Frau-Meigs, 2011; Thoman and Jolls, 2005).

Various EU master programmes on MIL point to such choices such as the master in Digital Literacy Education at Tampere University in Finland (https://www.masterstudies.com/Masters-Degree-Programme-in-Digital-Literacy-Education/Finland/Tampere-University/) or the master MILCitizen at Sorbonne Nouvelle University in France. They consider digital media literacy as a new discipline and they tend to take into account the information paradigm and the digital turn. They emphasize new pedagogies and methodologies in modular formats and to lay the focus on project design. They aim at qualitative and quantitative training of future MIL professionals in the MIL field, and they even include policy-making as part of their options. Their overall objectives are to produce active learners able to master teaching and learning in mediated environments, to develop media educational projects and policies and to conduct research on MIL.

Professional development for capacity-building with MIL

Whatever the content decisions for the MIL curriculum, at local and national level, the professional development of teachers is key. This goes through the redefinition of their roles, compared to the pre-digital moment. The use of technologies also is part of MIL as well as the constant negotiation with the world outside schools, in a multi-stakeholder perspective.

Teachers new roles

Teachers have to realize that digital media literacy is key for their own professional development. As is the case with many active pedagogies, MIL requires teachers to adopt a variety of stances, not just the pre-digital top-down role of knowledge transmitter. The communication practices of learners in their online social networking activities matters, as well as real-life situations that involve competences such as production, collaboration and participation. University training therefore has to introduce teacher trainees to pedagogical instruction that enables them to be learner-centred and project-centred, and to work in co-authoring situations and simulation or play strategies, where there roles vary as the pedagogical strategies vary (Abreu and Mihailidis, 2014 ; McDougall and Potter, 2015).

One of the predominant roles that emerges is that of designer, associated with Do It Yourself (DIY) strategies. This was explored in the MOOC DIY MIL at Sorbonne Nouvelle, within ECO project (www.ecolearning.eu). The philosophy supporting the project implied a hands-on approach, the facilitation of a creative atmosphere and the co-production of a variety of modules propitious to critical thinking (in explorer, analyst and creator modes).

Other pedagogical stances and roles need to be available in the repertoire of MIL teachers and their training. Michael Fullan and Maria Langworthy point to two extra roles, besides designer of learning experiences: source of human, social and decisional capital and partner in learning with students, so that teaching can be conducive to actual deep learning (Fullan and Langworthy, 2013: 11). Such roles point to the crucial part of MIL as a XXIst century literacy that is transformative and holistic. This has been translated in the Canadian model for instance, where teachers are encouraged to adopt three roles: producer, curator, activator. The producer role calls on imaginative authentic tasks and modular resources for personalized learner-activities. The curator role points to the possibility for teachers to create their own libraries or catalogues of resources and activities, via curating tools like Pinterest or Storify, conducive to sharing strategies for knowledge-building. The activator role lays the emphasis on strategies that engage learners in the co-construction of knowledge (Hoeschmann and DeWaard, 2015).

The DigComp2.0 framework has incorporated such roles in the professional competences needed by teachers. It has added an additional role, evaluator, to inject feedback in the way learners are processing learning.

Such an approach requires a change of mindset in the profession: teachers have to apply to themselves the same pedagogies and strategies they are encouraged to apply to their students. And these roles should mirror the roles of learners, who should also become designers and curators, especially as they will be induced, in the information society world, to produce user-generated content that serves learning communities and society at large (not just the labour force).

Figure 4. Educators' professional competences
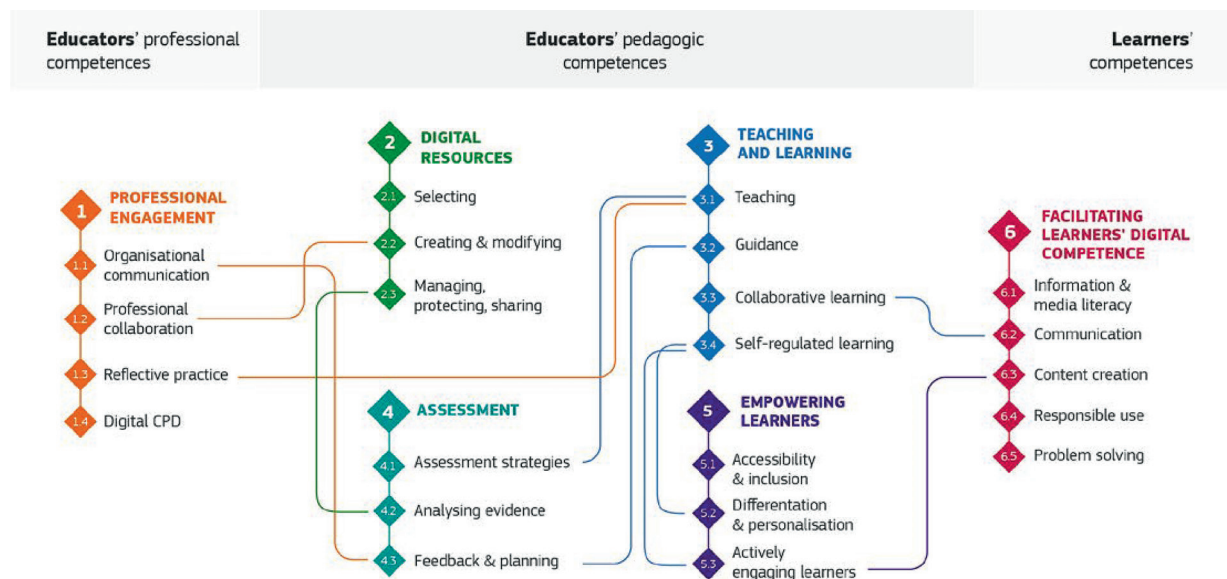
Source: European Framework for the Digital Competence of Educators (DigCompEdu p.16)

Digital technologies as MIL-enhancers

In light of these new roles, text-based, pre-mashed lesson plans and ready-to-use toolkits are not the preferred mode of teaching and learning about MIL. Teachers need to be trained in new pedagogies but also in new technologies that support knowledge construction. The MIL Masters that exist at university all include in a good portion of their courses new pedagogies and in new technologies, that prolong the range of learning outside formal school precincts, including mobile learning (Mihailidis, 2015).

EdTech actors can provide online spaces that can be mixed with classroom tasks, in a variety of modes: either mixed, hybrid, inverted or augmented. There seems to be a drive away from the idea that e-learning or computer-mediated learning exclusively are going to dominate the XXIst century ways of learning, with additional help by pedagogical robots. The importance of face-to-face learning, the recognition of the role of empathy and of ethics in learning by cognitive sciences has lead to reconsider the roles of teachers, in relation to technology. So distributed teaching, between the teacher, the learner and the machine, seems the way to go for the near future.

The EdTech web platforms can be very supportive of MIL as they take into account the online authentic experiences of learners. This facilitating environment is supported by the evolution of the Open Educational Resources movement (OER), as promoted by UNESCO and a number of educational services, intent on the public, non-profit dimension of teaching, in which free access to large databases is key. The OER communities are able to provide several useful services to teachers in MIL: software tools, open course content and standards and licensing tools (iiep-oer-opencontent@communities.unesco.org).

OER has been boosted recently by the wave of MOOCs, massive open online courses that are oriented to participation of learners, especially sMOOCs (social MOOCs). Many MOOCs have sprouted to promote digital literacy and competences, especially in European projects like EMMA (European Multiple MOOC Aggregator), HOME (Higher Education Online: MOOCs the European Way) and ECO (E-learning, Communication and open-data). For example, UNESCO launched an online course on Media and Information Literacy for youth in 2015 (http://elab.lms.athabascau.ca/). They all incorporate learner-centred and project-based initiatives that tend to mainstream the new mindset for XXIst century skills.

Such technical resources can be used in a variety of combinations in school environments, such as the flipped classroom that puts the emphasis on reflexive and critical thinking, the learners being primed to the issues at stake even before coming to school and engaging with the materials with the teachers and other resource persons such as librarians, journalists, experts, etc. (Lebrun, 2007). MOOCs can be successfully integrated in teacher training in a hybrid and flipped manner, with the additional access to communities of practice that can be transborder and transmedia (Osuna et al, 2016).

Games can play the same role and game-based learning (GBL) could be the future of curricular transformation for MIL as video games are also part of the media embedded in its field (Costa et al, 2017). Game-based learning presents the potential of engaging young people and to foster better learning conditions. They can be designed to support collaborative strategies, sharing practices, information search, etc. Gamification, as a less fully game oriented strategy that uses elements of game design in non-gaming contexts, can be seen as a hybrid strategy, that can be successfully integrated in MOOCs and in classrooms, with many options for visual interactive interfaces, including immersive ones (D'Ignazio and Bhargava, 2016). This can include or not using coding, in the school curriculum, provided it is connected to MIL competences and domains, such as creating digital stories, and supporting strategies such as remixing and networking (Jenkins et al, 2006).

Multi-stakeholderism with MIL

Beyond the support of EdTech actors, teachers should not consider themselves as alone in the classroom: other stakeholders can come to the rescue and empower them, especially the media actors and the civil society partners. These can range from publishing houses to public service media, from film services to public libraries, not to mention various NGOs at local and more global level involved in MIL (Libraries Without Borders for instance).

The media actors can be strong supports for in-service training as well as continuous training, especially as they can provide MIL learning events outside the classrooms, as exemplified by various experiences of Media and Literacy Week in several countries (including Global MIL Week, with UNESCO). In many countries, education is part of the obligations of public service media and MIL inserts itself in this framework, as testified by examples such as France Televisions that aligns itself on MIL competences in the French curriculum. They can address issues related to information disorders such as disinformation or plot theory as with the operation "Tous Fact-Checkeurs" (All Fact-Checkers), produced by Meta Media and relayed by *Le Monde* and the MOOC Rue89 for journalists (https://www.meta-media.fr/2017/04/25/tous-fact-checkeurs-pour-muscler-lesprit-critique.html).

Commercial mass media and social media platforms can take interesting initiatives and produce learning events too, which is being encouraged by the new EU Directive on Audiovisual Media Services. Facebook, Google and YouTube are already offering courses and tutorials for digital citizenship, as they understand it, though they are not democratic spaces per se. The risk of outsourcing MIL to non-educational institutions is real and can run against the coherence of a MIL curriculum for all but if used ethically, it could provide useful and authentic cross-sectorial activities for teachers and learners. To mitigate this risk, the Council of Europe is designing a "code of conduct for regulating partnerships between the education institutions and the private industry for digital citizenship education", incorporating MIL (CoE, 2019).

Finally, unexpected alliances can be made between MIL teachers and other professionals in contact with young people, who are at the interface between users and content: webmasters, moderators, online coaches, game designers, data scientists and youth influencers among the most prominent. They are at the forefront of all new issues that cannot always be incorporated in the curriculum and can be allies

to deal with them, especially as they are seen as peers and role models by young people. They can be brought in to learning events, such as hackathons that create opportunities for coding, problem solving and networking, as shown in the ISOC, AFP and Savoir*Devenir "Hackathon for fighting disinformation" held at Internet Governance Forum, UNESCO 2018 (https://www.isoc.fr/igf-off-hackathon/).

Conclusion

MIL holds the potential to help school institutions to make a smooth transition to the XXIst century social skills required for learning to learn and for digital citizenship. To be promoted in an ethical and responsible manner and to benefit all in an inclusive and fair manner, it is important to embed MIL in the curriculum and to scale it up to national level. This implies skilling teachers by engaging them professionally in their own development and by empowering them with adequate resources and supportive networks of actors and communities of practice.

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5. How to Organize Media and Information Literacy (MIL) on the National Level?

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Media and information literacy (MIL) policy and strategy enhance the creation of knowledge driven, inclusive, pluralistic, democratic, and open societies. MIL policy and strategy are crucial for the survival of modern governance and global citizenship, in the digital world. Without a MIL policy and strategy, disparities are likely to increase between those who have and those who do not have access to information and media, and enjoy or not freedom of expression. Additional disparities will emerge between those who are able and unable to find, analyze and critically evaluate and apply information and media content for decision-making.
(UNESCO 2018, www.unesco.org)

How to develop MIL policies and strategies have been discussed over a number of years. Some international and regional organizations were early in grasping the importance of MIL and have undertaken development programs with that focus. The work in these cases has consisted of so-called 'soft policy' in the form of strategies, recommendations and different kinds of support. However, effective national MIL policies are needed for any success – they are even a prerequisite for global or regional success – in a long-term perspective.

A study was conducted in Sweden in 2018 to provide a comprehensive survey of MIL, viewed from a citizens' and democratic perspective (Carlsson 2018). The study included a mapping of the work on MIL in Sweden: actors and activities, presentations of contemporary media culture and conceptions of MIL. Research reports and comparative surveys as well as best practices from many different countries contributed valuable knowledge. On the basis of this material and preceding chapters, a number of conclusions can be formulated concerning governance, implementation, collaboration, evaluation and new knowledge.

Some insights regarding MIL on the national level

Today, most MIL programs and activities on the national level are of a short-term nature, irrespective of whether the initiative comes from the public sector, media companies, or civil society. Most activities target children and youth, but adult education initiatives have become more frequent in recent years. There is a high level of commitment and many initiatives, but they tend to be discrete and ad hoc, not collaborative or coordinated with other subjects. Resources are not used as effectively as they might be.

It is quite clear that decisive to the success of MIL initiatives are how MIL is delimited, and by whom, and how and by whom the work is organized and carried out. Policy that can effectively deal with a problem requires, first of all, a holistic view of the current media environment and how people use the media; secondly a definition and understanding of the problem at hand before searching for relevant responses and then assessing how the proposed solution fits with other policy and objectives. MIL is an important part of the whole that includes legislation and reforms in the media field as well as in education, in short: a long-term strategy for democracy.

Governance

Countries that have a national MIL policy framework have proven more successful in their efforts to spread media and information literacy among their citizens than countries that lack one. Key factors are clearly expressed governance, broad support. and the participation of many different stakeholders in both the public and private sectors. Formalized networks under the coordination of a designated public authority (or other organization) are generally considered valuable assets. (Cf. Bulger and Davison 2018, EAO 2016, Frau-Meigs et al. 2017, LSE Commission on Truth, Trust and Technology 2018, O'Neill et al. 2018, UNESCO 2013).

These frameworks are the fruit of long-term processes involving media policy, digitization policy, education policy – and possibly other areas, as well. This is clear from a comparative study of MIL in Europe where three stances ("the three D's") of governance in relation to MIL are identified, the first of which is the most advanced:

1. Developing stance: full policy framework with the state as driver of the implementation of actions and coordination of non-public actors.

2. Delegating stance: partly developed policy framework that fosters action by other actors.

3. Disengaging stance: limited framework, non-public actors left to their own initiatives.

(Frau-Meigs et al. 2017b, p. 82-83)

Most of the countries studied fall into the second and third categories. Another European study found that "higher income countries tend to have well-developed media literacy policy, while lower income countries tend to have underdeveloped or no media literacy policy at all" (Cernison et al. 2017, p. 4-5). But, only a few of the high-income countries have developed a national MIL policy that fulfills the criteria in the first stance. They may, however, have different names: national policy, national strategy, national guidelines, national framework, and so forth. But they all share the principle that MIL programs should be carried out in a common political framework that includes many, diverse actors. (Frau-Meigs et al. 2009, Frau-Meigs et al. 2017b, Costa et al. 2017, Matovic et al. 2017).

In some countries questions relating to media and information literacy sort under the ministry of culture or education, while digital competence is a matter for the ministry of industry, telecommunications or trade, with no dialogue or collaboration between the two. Much more resources are invested in digital competence than in MIL. In such cases, MIL risks being marginalized. And in countries where responsibility for MIL is concentrated in one ministry and there is no comprehensive national MIL policy framework with specified spheres of authority, the result is a fragmentation of efforts. Beneficial synergies are missed. (Cf. Carlsson 2018, Frau-Meigs et al. 2017b).

In the study of MIL in Sweden it was found that MIL has bearing on eight policy areas: media, culture, education, digitization, justice, social, foreign and security policy.

Figure 1. Policy areas including MIL (Sweden)
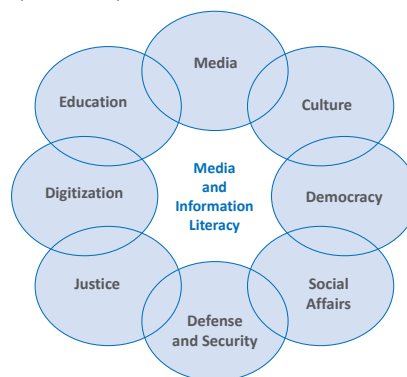
Even if media and information literacy has links to several policy areas, the interface between media and education is for the most part intact in most of countries with an established national MIL policy. In most European countries, regulatory agencies have distinct sections devoted to MIL within their spheres of responsibility. (Carlsson 2018, EAO 2016, Del Mar Grandio et al. 2017, Frau-Meigs et al. 2017b).

Implications and challenges

A conclusion is that any serious, long-term national policy for MIL has to have a body – an authority – that is assigned responsibility for developing, coordinating and evaluating the MIL policy. This body should be equipped to provide the resources and inspiration that enable successful MIL programs/activities – without political over-bearance and moralizing admonishments. Real progress requires constructive collaboration and coordination between stakeholders and between different levels of administration within a common framework based on a citizens' perspective. Proactive political leadership is crucial to success. (Cf. Carlsson 2018, Frau-Meigs et al. 2017b, Livingstone 2010, 2018a, Pöttinger et al. 2015, UNESCO 2013, 2015).

The importance of collaboration cannot be stressed enough. Besides policy and public institutions, MIL involves media enterprises, suppliers of content to internet etc., academia and, not least, civil society. Studies to date indicate the benefits of structures that encourage collaboration and dialogue among and between policy-makers and other stakeholders, a so-called multistakeholder model. Such broad-based models afford numerous advantages, but they are also demanding. (Cf. Bäckstrand 2006, Matovic et al. 2017, Celot et al. 2009, UNESCO 2013, 2015).

Broad knowledge, a holistic perspective, interest and collaborative skill are all key to the success of any project that involves sharing knowledge and experience, ideas and resources among such a diversity of actors, in the present case, to advance the common cause of media and information literacy.

Furthermore, there should be infrastructure for exchanges between national, regional and local levels. Participants' interest, enthusiasm and energy seem to be a good indicator of success in carrying out national MIL policies.

International organizations like UNESCO and regional organizations obviously play important roles, assuring that MIL is included and developed in work on democratic development, all over the world. They facilitate the exchange of experiences and knowledge between countries, offer stimulus, facilitate cooperation, and inform decisions on regional and national levels. The mutual exchange between countries, at regional and global levels in a proper infrastructure can stimulate progress in MIL policies – which can also contribute to democracy development in less democratic countries. (Cf. Grizzle 2018, MILID Yearbooks 2014-2018, Perez Tornero et al. 2010, UNESCO 2013).

The importance of the family, schools and libraries

The two institutions that have the greatest potential to heighten media and information literacy among children and young people are the schools and families (see chapter 9 in this publication). In many cases schools – and school libraries – are decisive with respect to assuring equality – not least gender equality (Carlsson 2018).

But MIL can have its greatest value only when it is combined with basic knowledge of such core subjects as civics/social studies, history, native language, religion, foreign languages and mathematics. The ability to read, write and do arithmetic is crucial. In short, education of good quality is essential to the success of MIL programs/activities. This implies good schools for all – girls and boys, women and men – with competent teachers and sufficient funding. i.e., schools that take responsibility for young citizens' learning. (Cf. Buckingham 2003, Doganay 2014, Print et al. 2012, 2015, Mihailidis 2014, 2018, Radoslavov 2014).

From a policy perspective, digital convergence has given rise to an increasing focus on technical solutions and less focus on platforms as bearers of meaning. As a consequence, niches have opened for

actors who offer services and platforms without either pedagogic or media expertise. The focus has shifted from the quality of content to its technical delivery. Digital technology can be presented as the solution to often complex problems in education. (Cf. Frau-Meigs et al. 2017, Player-Koro chapter 13 in this publication).

In addition to the training of teachers and librarians there is also the need for 'life-long learning', which involves parts of the public sector, public service media and other media companies and, not least, civil society organizations. This is especially important in contemporary society, in which people from many different cultures, traditions and political views coexist side by side. But, how to reach the adult population, women and men? It is a critical issue where fair and just incentives are needed.

The vital role of public libraries and public service media has to be mentioned. They are seen as mainstays of the democratic public sphere, defending freedom of expression and professionalism – a major contribution to the common good. Both as mediators of what MIL is, and an example of how MIL is working, they are quite central. (Cf. Doherty 2014, Kozolanka et al. 2018, Radoslavov 2013).

Evaluation and Assessment

Uncertainty about financing and a lack of evaluation are major threats to long-term, ongoing MIL activities/programs. It can be a vicious circle: lack of evaluations makes it more difficult to secure financing. The situation can open a niche for commercial actors who may not be pedagogically competent or have the common good and central aspects of MIL, such as freedom of expression and participation, in focus.

Evaluation – clarity about what is being done and what has been achieved – is most important, and a prerequisite is assessment. Measures/indicators have to be based on experience and scientifically founded insights. But not all results lend themselves to quantification. Too much preoccupation with measures can even hinder constructive work with MIL – measures, examination and meetings in place of actual learning. Documentation and communication of 'best practices' are therefore invaluable to the development of MIL education in the long term. (Cf. Cernison et al. 2017, Costa et al. 2017, Grizzle 2018, Frau-Meigs et al. 2017b, Gordon et al. 2016, Jeong et al. 2012, UNESCO 2013).

Evaluations of media literacy education show that media education is more or less effective. In a meta-analysis of media literacy interventions the researchers found improvements in critical thinking skills, and even behavior change (Jeong et al. 2012). More limited studies point in the same direction (Bulger et al. 2018, Fletcher et al. 2018, Grizzle 2018, Gui et al. 2018). But, in sum it is remarkable that so few comprehensive evaluations have been carried out in recent years.

Development of knowledge

The development of knowledge can help resolve broader issues and systematic problems in society, including the media sector, digitization and MIL. In order for MIL policies and activities to be effective, the problems they address must first be analysed and clearly specified in a broad context of relevance.

There is an urgent need to gain a better understanding of the meaning and consequences of globalization and digitization from the point of view of citizens and media. While these factors are far broader and not directly related to MIL, their impacts on MIL are both direct and strong. Current research, however, often presents contradictory results regarding the direction and quality of the digital transformation process. There is a risk that such a situation may aggravate an already normatively loaded debate on the effects of the digitization of media.

Broader collaboration across boundaries in coordinated studies that produce comparable results is essential in fields like media and MIL, where research is conducted in many different disciplines. It has never been easy to find funding for interdisciplinary and transnational research, but it is even more difficult today. A host of factors in academic research – the incessant struggle to find funding, the pressure to publish quickly, and ever-greater specialization – militate against holistic approaches.

The paucity of interdisciplinary studies and cross-national collaboration on MIL is clearly a problem. Studies of children's interaction with media, too, are few nowadays, even though the need for a better understanding of how media habits are established and evolve is as great as ever. Furthermore, words rather than images continue to get most attention, even though images occupy such a central position in contemporary media culture. (Cf. Potter 2010, Hobbs 2011, Sefton-Green et al. 2016).

There is need for a MIL research agenda that transcends cultural, political, ethnic and religious boundaries, but accommodates regional variations – and, not least, addresses methods and models for understanding current phenomena based on a critical reassessment of traditional concepts. In short: it is urgent to consider MIL beyond the Western world.

The challenge for the researchers is not only to explain the problems, but also to communicate with the people in power so that research findings will make a difference. To dare engage in debates on democracy, social change, human rights, freedom of expression – and the role of media and information literacy in relation to these fundamental values. (Cf. Bennet et al. 2018, Bulger et al. 2018, Carlsson 2007, 2014, Grizzle 2018, Jolls et al. 2018, Livingstone 2018b, 2019, Qiu et al. 2018, Servaes et al. 2016).

Essential elements in a model for national MIL policy

If the aim of MIL is to maximize opportunities and minimize risk in the digital communication environment, responsibility must be taken to ensure that solutions and policies contribute to creating an inclusive democratic policy, based on well-informed, engaged and participating citizens. Clarity of purpose – political agreement on the importance of MIL, on what MIL is, and in what ways national MIL policy and/or specific MIL programs/activities contribute to democracy and social change – is of the essence.

Frameworks for media and information literacy must, however, be responsive to an ongoing developmental process driven by social progress objectives, technological development, and currents of political debate. At present, national digitization and AI strategies are the dominant concern, but these strategies may change in response, for example, to the emergence of new kinds of hardware and software. In this fluid environment, it is important for policy-makers and other stakeholders to have a clear and robust idea of what they expect of MIL, and how media and educational policies relate to other policy areas.

On the basis of existing MIL research, comparative studies (mostly in Europe), the Swedish survey and policy documents from a number of countries, together with UNESCO and EU documents, a set of essential elements of national MIL policy can be identified:

1. A consolidated framework in the national policy system with an articulated conception of MIL in a longer-term and holistic perspective; i.e., a well-defined idea of how MIL (both practices and outcomes) can contribute to democratic development and social progress;

2. A high degree of coordination between ministries, authorities and other public sector institutions, with clear assignment of roles and responsibilities;

3. A governance mechanism (e.g. authority) with input from a wide range of involved actors/stakeholders representing media companies, purveyors of content, educational organizations, adult education organizations, technological companies, the research community, civil society, etc. (with incentives to collaboration at multiple levels in society – preferably formalized in networks);

4. The development of professionalism in education and capacity building efforts – for classroom and life-long learning.

5. Structures for following accumulated knowledge and promoting/stimulating further research;

6. Structures for assessment and evaluation, including documentation of best practices;

7. Active involvement in MIL issues in regional and international organizations with feedback to the national level and vice versa.

8. Coordination of resources and financing.

Any country that has made a commitment to develop a national political framework for MIL has to proceed according to its circumstances and capacity, its governmental structure, its media landscape/media culture and educational infrastructure. These considerations will in many respects decide the country's level of ambition and how the framework is structured.

The overall objective is to create conditions that are conducive to constructive efforts in all relevant policy areas to foster and heighten media and information literacy among the country's citizens – thereby contributing to the preservation and vigor of democracy, freedom of expression and social progress.

Today, most democratic countries agree as to the importance of heightened media and information literacy, when media and communication cultures are in such flux. It is essential to equip citizens so they are able to exercise their civic responsibilities and civil rights.

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Part II

MIL: Knowledge, Policies, Politics, and Practices
The Case of Sweden

6. Super-connected and Rarely Online

Results from the Survey Swedes and Internet

Cia Bohlin

The Swedish Internet Foundation

Introduction

More and more people are increasingly connected to the internet and fewer are left in digital exclusion. In many charts in this year's Swedes and the Internet the bars are approaching 100 percent. Everyone under the age of 26 watches YouTube. Almost everyone at home with children shops online and almost all students google, just to take a few examples.

Every fourth parent with an infant 0-12 months old states that their child uses the internet.

Among one-year olds, almost two out of five use the internet. From the age of two, more than half of the children use the internet every day. Watching videos is the most popular activity.

At age 7, more and more children (38%) have access to their own mobile phone. From the age of 10, 9 out of 10 have their own mobile phone (88%).

11% of Swedes do not use the internet at all, or use it less frequently than every day. Age is the clearest correlation with not connecting daily. Three-quarters of those who do not connect are over 65 years of age. However, there are more factors behind the total of 1.1 million people who do not use the internet daily or at all. They are more often women, have a lower household income and live mostly in rural areas. They often have a lower education and work in industries that are dominated by blue-collar workers. They are also more often single, unemployed or on disability.

At the same time, there are clear signs in the statistics that once someone has started using the internet or various online services, they do not stop. Those who do not currently use the internet have rarely tried. When we look at how different generations use different services on the internet, we can also note that there are few who stop using specific services once they have started.

The results come from the 2018 study of The Swedes and the Internet, which is an annual survey of Swedes' internet habits that is made by the Swedish Internet Foundation, an independent, non-profit foundation that is responsible for the .se domain and the operation of the .nu domain. The survey serves as a source of knowledge for journalists and communicators, schools and education and academia, as well as for decision makers who work with the digitization of society.

The Swedish Internet Foundation, is responsible for the .se domain and the operation of the .nu domain. It can be described as the core of the Swedish internet. We are an independent, non-profit organization that works for a positive development of the internet. We promote research, education and teaching with a focus on the internet.

The goal of the Swedish Internet Foundation's survey is to contribute facts and insights on how the use of the internet in Sweden is developing, in order to provide the conditions for the digitization of Swedish society and business to take place on well-informed grounds and with internet users in all the different population groups in focus.

The access to fiber is slowing down

Following increases in fiber-connected households of both 7 and 12 percentage points in recent years, the expansion of Sweden's fiber network to households seems to have slowed down. Only two percentage points more were given access to fiber in the household between 2017 and 2018.

However, access to the internet at home is increasing somewhat overall, especially among the oldest, which are now almost caught up with the rest of the population. Having access to the internet, on the other hand, is not the same as using it. Although access to the internet in the home has increased from 95 to 98 percent, usage remains at 94 percent in this year's survey.

Figure 1. Access in the home
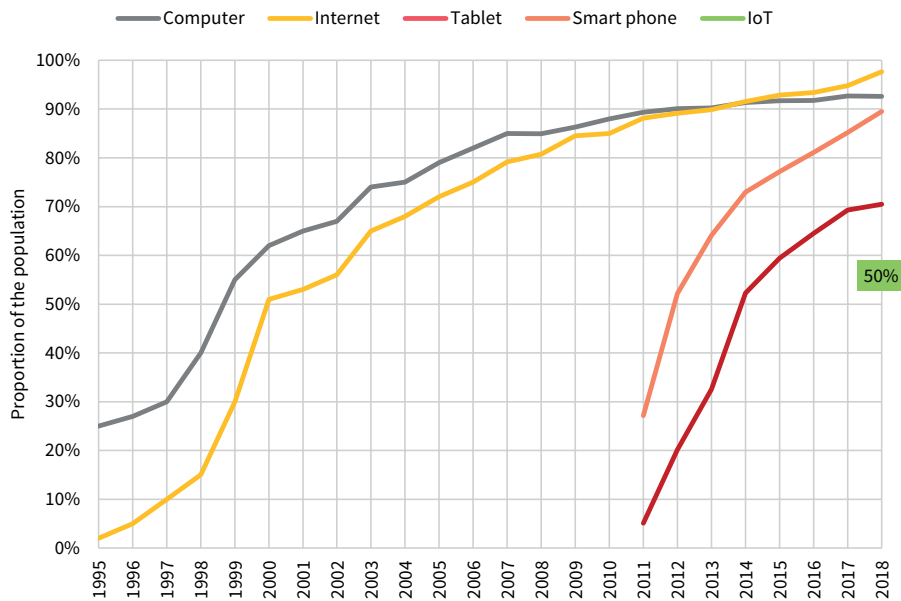
Social media is growing – but Facebook activities are decreasing

Using social media continues to grow from already high levels. 83 percent of Swedish internet users use social media, an increase of 2 percent since last year. 63 percent are daily users, an increase of 13 percent in one year.

Biggest of all is Facebook, followed by Instagram and Snapchat. There is, however, signs that Facebook cannot sit back and proclaim eternal victory. Because with a deeper examination, there are parts of the service that not only stand still, but are even decreasing. The daily Facebook usage on the whole is not moving, and even though it is increasing among the elderly, it is decreasing among younger people up to 35 years old. Specific activities on Facebook are also decreasing. Fewer write posts and post pictures, participate in groups and events, and share other people's posts.

Of the activities on Facebook that the Swedes and the Internet measures, only the Facebook messaging service Messenger does not decrease. Instagram is growing much faster than Facebook, although it will take a few years before Instagram catches up if the development continues. Up to age 25, people use Snapchat and Instagram daily more than Facebook, while most older people prefer Facebook.

Figure 2. Uses different media

Legend: ■2016 ■2017 ■2018

- Facebook: 71, 74, 76
- Instagram: 44, 53, 60
- Snapchat: 25, 33, 38
- Flashback: 33 (2018)
- Linkedin: 26, 30, 30
- Twitter: 18, 25, 22
- Pinterest: 17, 21
- Reddit: 8, 11, 10
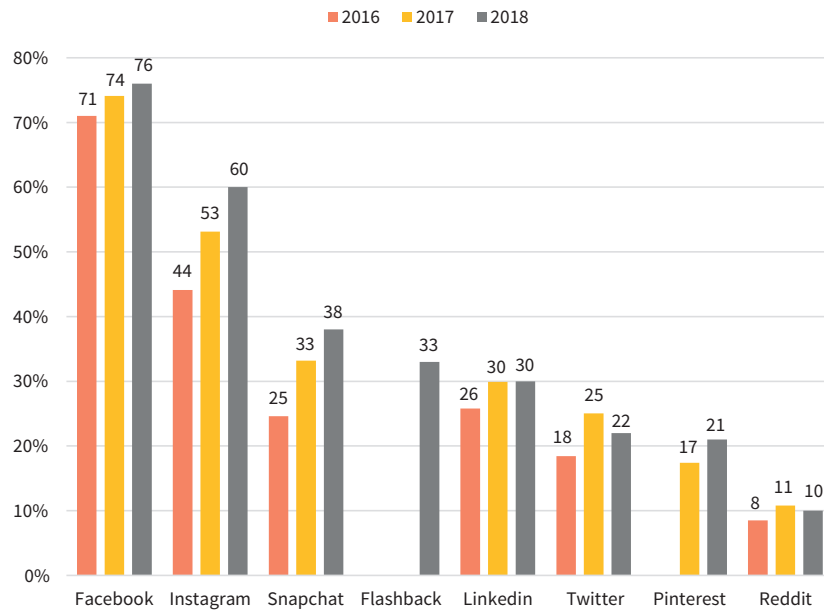
Children and the internet[1]

Small children One in four infants use the internet

For the first time this year, we measure how children under the age of two use the internet. When asked, a fourth of parents with an infant 0-12 months stated that their child uses the internet. Among one-year olds, almost two out of five use the internet. From the age of two, more than half of the children use the internet every day. Watching videos is at the top of the list, so it is easy to believe that the tablet is replacing the TV.

Figure 3. Daily use of internet among children

Proportion of children:
- age 0: 8%
- age 1: 17%
- age 2: 49%
- age 3: 56%
- age 4: 49%
- age 5: 61%
- age 6: 67%
- age 7: 75%
- age 8: 67%
- age 9: 81%
- age 10: 83%
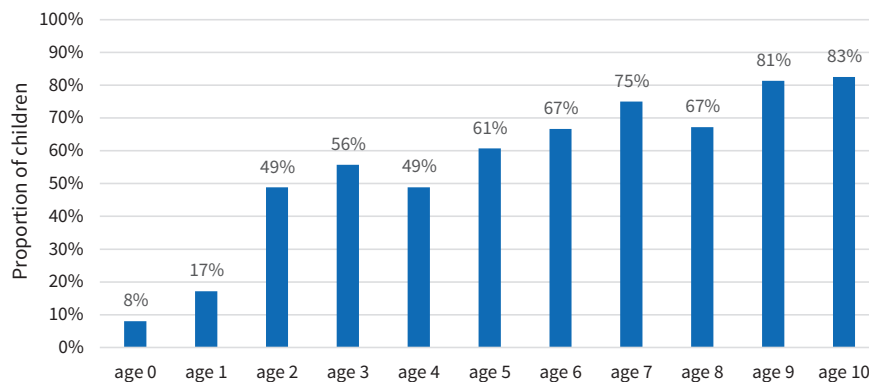
Internet use crawls down in age. For example, 2-year-olds use the internet today as much as 4-year-olds did four years ago. And a fourth of infants use the internet. Children of all ages mostly watch videos and movies online. But they are not just passive viewers. From the age of 2, every other internet-using child creates their own content. Every other 2-year-old plays games via the internet. However, social media does

not seem to start in the toddler age, but instead is started by the age of 10 when more than half visit social media. That is despite the fact that many services have higher age limits than that.
From the age of 7, it is becoming increasingly common for children to have their own mobile phone (38%). Up to 7 years of age, the tablet is the tool most children use for the internet. From the age of 8, the mobile phone starts to take over.

Every other internet-using child between the ages of 2 and 10 creates their own content. From school age, it is common for children to use the internet to search for information (43%) and do school work (39%).4 out of 10 internet-using children start sending pictures and text messages at the age of 7 (39%). When the children who use the internet are 10 years old, half (52%) of them visit social media.

School Children and the Internet[2]

School Children and the Internet2018 shows that many Swedish students are taught digital skills, such as source criticism, protection against online violations and programming. Swedish schools have thus started work on digital competence, according to the new curriculum.

Unfortunately, the report also shows that the education does not reach everyone. Half of the students have, for example, started programming, but at the same time, it means that half have not done so. Few students also receive instruction regularly, weekly or even monthly in digital skills.

The report also points out that teaching can produce results. For example, we see a connection between the fact that those who receive education about protection against online violations are also less exposed to net bullying than others.

Access to equipment is also important. Those who have their own computer through the school state that they have higher digital competence than others. The children who attend Swedish schools are all diligent internet users.

All students are active users of the internet. They mainly use the internet for "everyday use", like watching YouTube, playing games, communicating through social media and listening to music. The daily activity that is mainly linked to schoolwork is to search for information. When we ask the students, they say that the internet is important and with increasing age the internet is also becoming increasingly important for their studies.

But schools cannot forget their responsibility when it comes to making the students knowledgeable internet users, by teaching adequate digital competence to all students. It is clear that many schools already work with certain aspects of digital competence, such as source criticism. 91 percent of students say they have been taught source criticism. However, the question does not answer what type of source criticism they learn.

A gratifying result is that half of all students state they have been able to work with programming in school at some time, most often among middle school students. Unfortunately, fewer high school students this year state that they have programmed, compared to 2017. The report also shows that regular instruction in programming is unusual.

But being digitally competent also means that the school takes its responsibility and gives students regular education in all aspects of digital competence. There is more here to be done. Students state that they have received training at some time in "security" (57 percent), copyright (66 percent) and how to handle violations (82 percent). But regular education is much more uncommon.

Figure 4. Almost everyone....

■ Using the internet in school for school work　■ Using the internet in school for other things
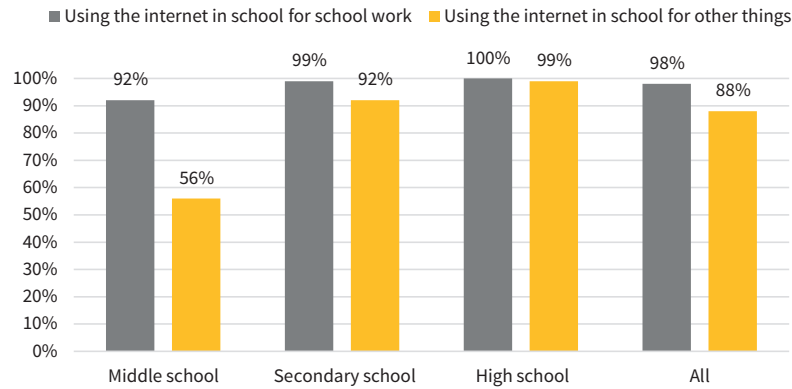
Comment: Swedish schools are divided in three levels, in the translation of this report we have tried to compare with the school systems in the US and UK.

A prerequisite for students to develop digital competence is of course that the school has the necessary technology and infrastructure, and that the students are given access to these resources. To have access to wifi, computers and tablets are not a matter of course for middle school students in the Swedish school. At the upper secondary school, the statistics show that the use of internet for school work goes up while access to computers and tablets increases.

Figure 5. Daily use of internet among children

■ Own mobile phone　■ Own computer　■ Own tablet
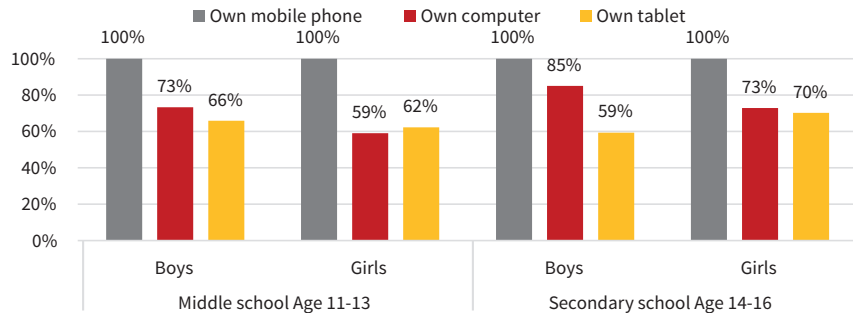
Access to computers plays a role in what students learn. Students who have their own computers in school are prepared to handle online violations and gain more knowledge about how digital tools work. It is therefore important that the school teaches digital competence in a context where students have digital tools that enable students to apply their knowledge and skills directly. In other news, the students state that their private mobiles are used less in education. Either it's a sign that schools have introduced restrictions on how students can use their private mobile in the lessons or it means that more schools take their responsibility to offer students the digital tools needed to enable them to develop their digital skills and use the internet for school work.

Middle school children's activity on the internet

The boys in middle school are watching YouTube and playing games, the girls are using social media and listening to music. This is a much simplified summary of their lives on the internet, but it is appropriate.

	Boys in middle school		Girls in middle school	
1	YouTube	83%	Social media (for example Facebook)	89%
2	Games	74%	Snapchat	82%
3	Look at film/video	72%	Look at film/video	77%
4	Direct messaging	65%	Direct messaging	75%
5	Social media (for example Facebook)	52%	YouTube	73%
6	Listen to music	46%	Listen to music	66%
7	Snapchat	44%	Games	61%
8	Google search	40%	Instagram	57%
9	Use the internet in school for school work	37%	Spotify	48%
10	Spotify	33%	Google search	39%

The children who went to middle school when they answered the survey are the same age as YouTube, which was launched in 2005, and they are all younger than Facebook, which was founded in 2004. They are also the same age as the music service Spotify, which started in 2006.

In addition to differences in how much boys and girls are watching YouTube, using social media and listening to music, there are also other clear differences between how boys and girls use the internet in middle school.

It is more common for girls to use the internet for school work (73%) than for boys (65%). Girls watch Netflix (61%) at a higher rate than boys (38%). Also TV channel Play services are much more popular among middle school girls (52%) than among boys (22%). Every fourth girl (25%) reads blogs and almost as many (23%) listen to podcasts.

The corresponding figures for boys are much lower. 7 percent read blogs and only 4 percent have listened to a podcast. Snapchat is the social media service that is most popular among middle school children, both boys and girls. However, girls use Snapchat daily almost twice as much (82%) as boys (44%).

Middle school children's activity on the internet

Even in middle school, YouTube continues to be at the top for boys (97%) and social media at the top for girls (95%). 86 percent of boys also watch YouTube daily and 95 percent of girls use social media daily.

	Boys in secondary school		Girls in secondary school	
1	Snapchat	86%	Social media (for example Facebook)	95%
2	YouTube	86%	Snapchat	92%
3	Direct messaging	84%	Instagram	87%
4	Social media (for example Facebook)	83%	Listen to music	86%
5	Google search	75%	Direct messaging	83%
6	Instagram	73%	Spotify	77%
7	Use the internet in school for school work	73%	YouTube	71%
8	Listen to music	72%	Look at film/video	66%
9	Games	70%	Use the internet in school for school work	64%
10	Look at film/video	69%	Use the internet in school for something other than school work	61%

Today's middle school children had barely learned to walk when Facebook was launched, but it is far from the most popular social media service for them. Instead, Snapchat is at the top. Boys use Snapchat daily as

much as they watch YouTube (86%) and 92 percent of girls use Snapchat every day. Instagram is almost as common among middle school children as Snapchat.

In middle school, the internet has become even more commonly used for school work. 87 percent of boys and 84 percent of girls use the internet for school work in middle school.

High school children's activity on the internet

When today's high school children were born, only every other Swede had access to the internet at home, compared to today's 98 percent. They had started primary school when Apple launched the iPhone in Sweden and today, 98 percent of children in high school use the internet on their phone every day.

	Boys in high school		Girls in high school	
1	YouTube	91%	Instagram	92%
2	Listen to music	88%	Direct messaging	90%
3	Use the internet in school for school work	87%	Social media (for example Facebook)	90%
4	Direct messaging	87%	Snapchat	90%
5	Social media (for example Facebook)	84%	Listen to music	89%
6	Google search	83%	Use the internet in school for school work	88%
7	Snapchat	83%	Spotify	84%
8	Spotify	74%	Use the internet in school for something other than school work	80%
9	Use the internet in school for something other than school work	74%	Google search	78%
10	Instagram	73%	Look at film/video	73%

They are also the same age as Wikipedia, which more than half of them use (57% of boys and 52% of girls). The children who attend high school today have always been able to google, since Google was launched in 1998. 83 percent of boys and 78 percent of girls google every day.

High school children had already started middle school when Snapchat was launched in 2011. Now, 83 percent of boys and 90 percent of girls use Snapchat every day. But Snapchat competes with Instagram for attention. Among the girls, it is somewhat more common to use Instagram than Snapchat daily (92%) while 72% of boys use Instagram every day.

Using the internet in school for school work becomes more common the older children become. All boys in upper secondary school use the internet at school for school work and almost as many of the girls do the same (95%).

Internet usage between generations

Swedes and the Internet 2018 showed that age is the background variable that affects internet usage the most. At the same time, there are clear signs in the statistics that once someone has started using the internet or various online services, they do not stop. Those who do not currently use the internet have rarely tried. When we look at how different generations use different services on the internet, we can also note that there are few who stop using specific services once they have started. Once on Facebook, always on Facebook?

Another way of looking at digital exclusion is to see how far behind a particular generation is when it comes to a specific service. Today, almost as many people born in the 40s have the internet on their mobile phone as people born in the 70s had six years ago, in 2012. And those born in the 40s currently feel equally involved in digital society as those born in the 60s did two years ago. People born in the 40s become more and more connected in different ways. In fact, the oldest users in many cases account for the largest increases in the statistics.

All in all, we believe that more and more people will connect and use different services in the future. We have hardly reached the ceiling. However, it is important to keep in mind that those who are starting to connect now are beginners. Do you remember when you first sent an email, navigated with your mobile phone, posted on Instagram or shopped online?

Whoever plans tomorrow's society needs not only to consider whether a particular target group uses the internet or not, but also how often it does it and how experienced the group is.

Below follows a portrait of the generations, which can be a good illustration of the differences in internet usage.

Digital skills of people born in the 1940's

People born in the 40s came in contact with the internet later in life. Those who started with the internet at work before they went into retirement took the habit into their private life, but many are beginners on social media even if they are growing strong now. They like to share things on Facebook more than posting their own content.

Percent of population born in the 40s

Instagram	Snapchat	Facebook	YouTube	Mobile BankID	Pay for film	Pay for music	Pay bills	Use the internet
30	3	53	56	61	15	13	81	88
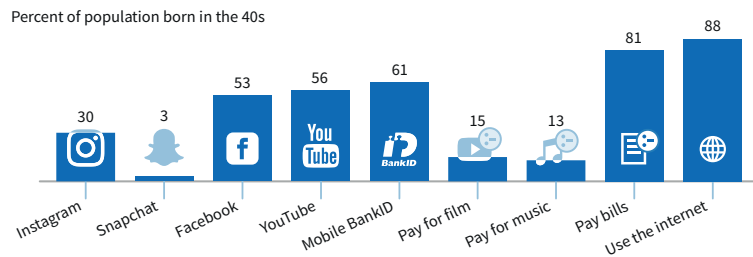
Digital skills of people born in the 1950's

People born in the 50s have clearly found the internet but are behind a few years in the adoption of new digital services than younger generations. But they are on their way – the increase is going fast. For example, they are currently discovering the fun with Instagram and have acquired Mobile BankID.

Percent of population born in the 50s

Instagram	Snapchat	Facebook	YouTube	Mobile BankID	Pay for film	Pay for music	Pay bills	Use the internet
45	11	65	79	81	19	20	81	97
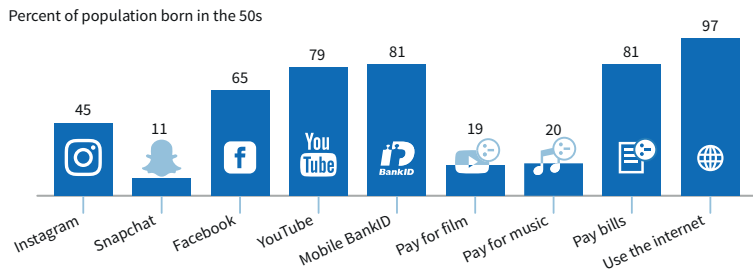
Digital skills of people born in the 1970's

People born in the 70s learned to use the internet as adults.

They prefer Facebook instead of Snapchat and are not as comfortable as the younger generations when it comes to paying for digital subscriptions for music and film.

Percent of population born in the 70s
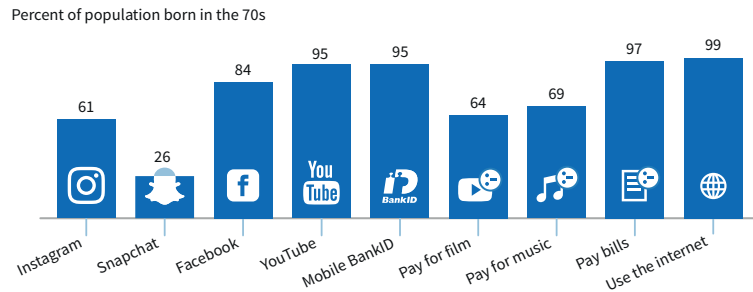
Digital skills of people born in the 1990's

People born in the 90s grew up at the same time as the internet arrived in Swedish homes. They are therefore completely used to the internet and smart phones, and are quick to join new services on the internet. They are the most frequent Facebook users.

Percent of population born in the 90s
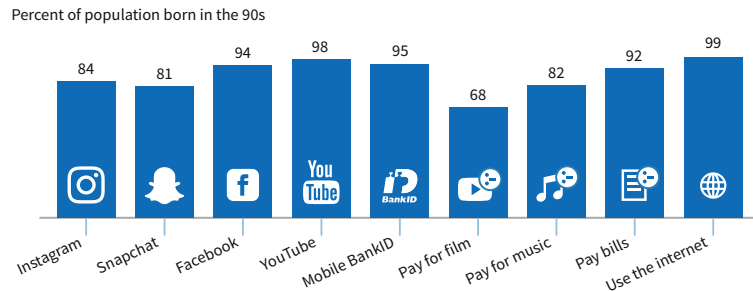
Digital skills of people born in the 2000's

People born in the 2000's have grown up with the internet. They live completely digitally, use YouTube and stream media in their mobile phones almost 100%. They are mostly on Snapchat and many ignore Facebook. This is the next generation of completely digital citizens.

Percent of population born in 00's
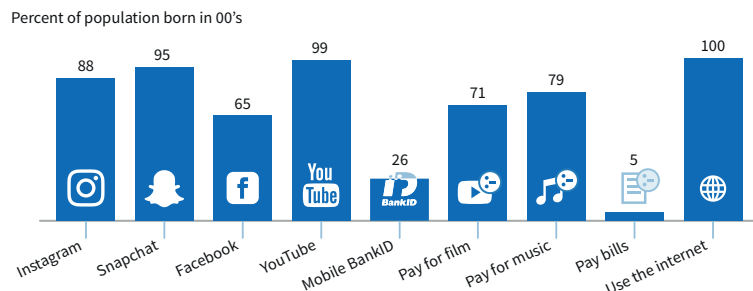
Information about the survey

The Swedish Internet Foundation, is responsible for the .se domain and the operation of the .nu domain. It can be described as the core of the Swedish internet. We are an independent, non-profit organization that works for a positive development of the internet. We promote research, education and teaching with a focus on the internet.

The material in this report is based on the Swedish Internet Foundation's survey Swedes and the Internet 2018. Since 2000, the World Internet Institute has collected data on how the Swedish population uses information and communication technology and how this affects individuals, families and society. This has mainly been done through the panel study Swedes and the Internet, a study which initially included 2,000 telephone interviews and today over 3,000 interviews, based on a random selection of the population from 11 years old and up (2007 and earlier studies from 18 years old and up). Since 2010, the Swedish Internet Foundation is in charge of the study.

Method

The Swedes and the Internet is made with a so-called revolving panel design. This means that the base is made up of a panel of people who are interviewed year after year. However, a part of the panel falls off for various reasons, for example, they may no longer want to participate or they have moved, changed their name or for other reasons are difficult to locate. Therefore, a new selection of people is added each year to fill up any loss in the panel. They also constitute a control group that makes it possible to check for panel effects. The aim is that the total selection of people interviewed each year should be representative of the population.

Selection

Selections are made from a public register that includes all persons who are registered in Sweden, both Swedish and foreign citizens.

The total selection for adults, aged 16 and over, was 19,943, of which 3,786 had no reachable telephone number, which gives 16,157 in the large selection. 3,331 would or could not participate, 199 people had language problems and another 154 were not qualified. The number of adult interviews completed amounted to 2,811. This gives a response rate of 17 percent based on the large selection.

New for this year's survey was that letters with information about the survey and invitation with a link to answer the survey via web forms were sent to everyone in the total selection. Also new were reminders via SMS.

In the youth interviews, 11–15 years, where the parents' consent must first be obtained, the response rate was slightly lower. The total selection for the young people was 2,800, of which 867 did not have reachable numbers. The large selection was 1933, of which 402 could not or did not want to participate and 35 had language problems. The number of youth interviews carried out on the large selection was 246 and the response rate was 13 percent.

Read more at svenskarnaochinternet.se

Notes

[1] This is a compilation of the internet usage of 597 children. The responses to children's internet use come from the 397 adult participants in the Swedes and the Internet 2018 survey, which are parents of children aged 0-10.

[2] Excerpt from the report School Children and the Internet 2018, a report based on the same survey as the Swedes and the Internet.

7. Mapping Media and Information Literacy (MIL) in Sweden

Public policies, activities and stakeholders

Martina Wagner

Swedish Media Council

The foundation of a strong democracy is that people are well-informed, interested, committed, and competent to make informed decisions. Digitalisation has brought about changes that affect people and society by the way we communicate and take part of media and information. As well as bringing new opportunities this also poses major risks such as widening gaps and exclusion.

This chapter deals with the work being done in Sweden regarding media and information literacy (MIL), based on the survey carried out in 2017 by the Swedish Media Council and the Swedish Press and Broadcasting Authority mapping initiatives in Sweden, and a revised and expanded survey carried out by the Swedish Media Council in 2018.[1] The results of these surveys should be viewed in the context of other issues, within a historical framework. Therefore, it is relevant to start with a look at other areas in which MIL is necessary and specific issues that have been addressed over the years.

Background: MIL in Swedish politics

MIL does not have a central foundation in Swedish politics, nor is there an overall political framework for such matters. Over the last 15 years, the areas of policy related to and the ministries involved in MIL have varied. However, the Ministry of Culture has been the main body that has addressed these issues on the basis of it being responsible for media policy, including the protection of minors against harmful media influence, which has been an explicit media policy objective since 2001. However, the Swedish state's involvement in protecting its citizens from potentially harmful effects of media is considerably older than that, and it has not always been MIL that has been the focus of such work.

From film censorship to empowerment

Sweden introduced censorship for films shown in cinemas very early on. The National Board of Film Censors *(Statens biografbyrå)* was established in 1911 and was in existence for almost 100 years. The authority was tasked with previewing films intended to be shown in public. The board decided age limits for the films and had the authority to edit out scenes deemed inappropriate for a certain age group. The board was also able to completely ban a film from being shown. The criteria for editing or banning a film changed over time but depictions of violence were always a main concern. The board was established on the basis of the view that moving images have a particularly powerful impact on the viewer.

In the 1980s, the introduction of the home video opened up a new window for depictions of violence. This led to an ongoing debate in Sweden about "video violence", very similar to the *video nasties* debate in the UK, and its impact on society. In 1990, the then Ministry of Education and Culture set up a special committee, *The Council on Media Violence,* as part of an action programme to reduce the harmful effects of depictions of violence in moving images. The focus of the Council's work was on children and young people. In this context, it should be noted that Sweden has stood up for children's rights for a long time, one example being Sweden's decision to ban all advertising aimed at children which in the early 2000s led

to a number of consumer policy actions which were specifically aimed at strengthening and increasing the awareness of children and young people, a consumer group considered "particularly worthy of protection" in relation to marketing and commercial information.

When state film censorship was abolished in 2011, a new media authority – the Swedish Media Council – was established and its activities also focus on children and young people. The Council's primary task is to promote the empowering of minors as conscious media users and to protect them from harmful media influences. The Council also classifies films for public screening. The ratings reflect whether the films are liable to harm the well-being of children. The age ratings are "all ages", 7, 11 and "not rated", the latter resulting in a 15 rating.

MIL is an integral part of the Swedish Media Council's work to empower children and young people – as means to protecting them. The state protective measures have thereby changed focus from censorship to information and education.

In spring 2018 The Swedish National Commission for UNESCO together with professor Ulla Carlsson, UNESCO Chair on Freedom of Expression at the University of Gothenburg, initiated a national conference on MIL with the participation of four ministers: Minister of Culture and Democracy, Minister of Justice, Minister of Digital development, and Minister for Upper Secondary School and Adult Education and Training. This was the third national meeting positioning MIL as a cross-policy sector. The conference publication – containing a revised survey mapping MIL in Sweden, and recommendations for the organization of MIL in Sweden based on international policies, best practice and research – made a great impression on political level.

The recommendations and the outcome of the conference were brought forth in the government's democracy strategy later that summer rendering two assignments of importance for the national work on MIL (see page 90).

This is the start for a concentrated national effort for media and information literacy for all citizens. Here, the Swedish government explicitly request that MIL be made a formalised and permanent part of an authority in charge of such matters, a change which would imply a new era for MIL in Sweden. However, even before then, the need for MIL has been apparent the last two decades due primarily to the ongoing digitalisation of society.

Digitalisation has brought about topicality

Digitalisation imposes new demands on both society and the individual. New skills and competencies are needed – new solutions. This is the current situation for MIL matters in Sweden. Listed below are some of the digitalisation issues within which media and information literacy has become important and addressed since the turn of the century.

Protection of children

The breakthrough of smartphones in 2010 has increased the use of the internet dramatically, and internet use starts at very early ages. In this context, MIL is relevant from different perspectives, for example, the fact that it has become increasingly difficult for parents to monitor or control their children's media use. It seems that children's own ability to consciously manage their media use is becoming increasingly important.

Digital competence

During the latter part of the 2010s, the focus of digitalisation policy on access to broadband and technology was expanded to include the question of competence with regard to citizens living in a digitalised society. Digital competence was designated as one of the five sub-goals stated in the 2017 digitalisation strategy and this included MIL as an explicit component.

Digitalisation of schools

During the 2010s, calls were made for reforms in child and adolescent education regarding the skills that school must strengthen in relation to contemporary demands and tomorrow's labour market and this resulted in new curricula. In 2018, the steering documents for all school forms, including preschool, were revised with respect to digital competence. Even if not explicitly mentioned in the steering documents – MIL matters are addressed.

The democratic dialogue

Several investigations initiated by the government between 2013 and 2016 linked democracy with people's ability to handle and understand media and information. Policy connected to democracy began to discuss the need for proactive interventions linked to media and information management and in 2013–2014, MIL was pointed out as an essential tool for empowering media users in a context where the democratic dialogue is being threatened by hate speech, extremism and disinformation.

In the new media landscape, media and users converge and flows of information are individualised which implies a risk of polarisation. When the government introduced its new democracy strategy in 2018, MIL is brought forth as an important part of the process of both anchoring and safeguarding democracy. While issues of this kind previously focused only on children and young people, now MIL was presented as being essential competences for all citizens and a prerequisite for their democratic participation in society.

Integrity

Digitalisation poses challenges to existing laws and regulations. Privacy rights of the individual are threatened in a new media economy where user data is exploited for commercial gains by global companies in which citizens have no insight and over which the state has no overview or control. Problems of this kind show that media and information literacy is a means by which citizens can understand and handle the way media have developed. Action is being taken in the area of judicial policy so as to revise some of Sweden's legislation and constitutional laws. GDPR becomes mandatory and in Europe.

Countering information influence activities

The information influence activities that occurred in conjunction with free and general elections in Europe and the USA during 2015 and 2016 demonstrated the need for MIL. Discussions on the importance of citizens being able to withstand informational influence by foreign powers links MIL to the field of defence as well. Within the civil defence sector, in the 2017 national security strategy, civic competences in handling and assessing information is identified as being of fundamental importance for Sweden's ability to withstand pressure and external influence.

MIL in Sweden – the current situation

Relevant policy areas and ministries

Initiatives linked to MIL are being implemented within several policy areas and ministries in 2018 and are to varying degrees relevant to highlight. In total, six ministries and 10 different policy areas are involved. However, no policy area has the overall responsibility for MIL from a citizen's perspective, although the Ministry of Culture is the one most clearly involved via policies relating to media and democracy (freedom of press etc.) Digitalisation- and education policies also contain citizen-related goals concerning digital competence which contains MIL.

There is no shared terminology regarding MIL-issues in different policy areas. Different terms are being used to describe the work on enhancing MIL, such as digital competence, digital participation, source

criticism, defence against influence operations, etc. Therefore, efforts in different policy areas can be difficult to coordinate as parts of a cohesive work.

Below a listing on the most relevant Ministries and their connections to MIL, in Sweden 2018:

Ministry of Culture – Encompasses several policy areas within which MIL issues are found, such as culture-, media-, democracy-, and film policy. Two most relevant ongoing initiatives with a bearing on MIL-issues are *Strategy for a strong democracy – promote, anchor, defend*, the Government's democracy-strategy, and *Digital First,* a national initiative on educating librarians for the promotion of digital competence. The initiative on librarians will promote MIL and digital competence via libraries 2018–2020 and aims to turn libraries into MIL-hubs for citizens.
In the democracy strategy, MIL is being promoted as an important part of the societal work with strengthening and safeguarding democracy, and emphasises that people, regardless of age, need to be equipped with MIL in order for everyone to be able to utilise the potential of digital development in terms of democratic participation.

The Government has also during 2018 launched a national initiative for MIL via the directives for an public inquiry on MIL and the democratic dialogue, and also by commissioning the Swedish Media Council – in order to form a future hub for MIL – to undertake the work with developing forms of national cooperation on MIL with different stakeholders (read more about these initiatives in chapter 18 and 20 in this publication).

The Ministry of Education and Research – In 2018, the school governing documents were revised and refocused regarding digital competence and the abilities covered by MIL. The Government has also decided on a digitalisation strategy for schools where one of the three focus areas is digital competence for everyone in school – with the goal that all children and pupils (+18 years) shall develop digital skills. This includes MIL abilities via a critical and responsible approach and the ability to evaluate information.

The Ministry of Enterprise and Innovation is responsible for digital policy. In the government's digital strategy, from 2017, digital competence and digital security are two of five sub-goals for the overall goal of Sweden becoming a world leader in terms of capitalising on the possibilities of digitalisation. MIL is explicitly included in both of these sub-goals.

The Ministry of Justice is responsible for legal policy, an area that covers issues concerning personal privacy and information security which both are areas of concern for MIL.

Within the policy area of civil defence and society's emergency preparedness, which is included in this Ministry's portfolio, MIL issues are relevant when addressing topics such as disinformation and influence campaigns.

MIL in authorities and other governmental bodies
The five main state actors in Sweden that work with MIL issues in their respective areas of activity are the Swedish Media Council, the National Agency for Education, the National Library of Sweden, the Swedish Film Institute and the Swedish National Digitalisation Council. Of these five, none of them are assigned to work with MIL by their ordinances. Only the Swedish Media Council has MIL as core activity and focus area. The four others work with MIL as part of other areas of work. In addition to these five state actors, there are some other authorities that implement initiatives linked to MIL without them belonging to their regular areas of activity. Here, the Swedish Civil Contingencies Agency should be mentioned in particular, since this agency has a coordinating responsibility in the area of information influence operations and implements a number of initiatives with a MIL connection in this area, for example, relating to source criticism,

disinformation and propaganda. However, there is no governmental actor with overall responsibility for MIL-issues vis-à-vis the citizens – and in relation to other stakeholder´s activities.

Below is a presentation of the main state stakeholders and their connections to MIL:

The Swedish Media Council is commissioned to, according to the government instructions, "promote the empowering of minors as conscious media users and protect them from harmful media influence". The authority achieves this by, among other things, promoting MIL. In recent years, the authority has had several special government assignments that have included MIL. The latest assignment concerning MIL gives the authority a mandate for 2019 to develop the forms for enhanced collaboration between MIL actors at a national, regional and local level.

The National Agency for Education is, in its capacity as administrative authority for the school system in Sweden, implementing competence-enhancing initiatives for teachers and school staff based on the ongoing digitalisation of schools during 2018 and 2019. There is a great need for competence development in the field of digitalisation at all levels within preschools and schools. The National Agency for Education's support efforts directed at teachers, school librarians, principals and heads of schools, emphasise the revised governing documents' new goals concerning digital competence.

The National Library of Sweden coordinates *Digital First*, the national library initiative that runs between 2018 and 2021, which has the goal of increasing the public's MIL and digital competence. The initiative is based on the further education of librarians so that they – in their daily encounters with library visitors – can empower the citizens.

The Swedish Film Institute distributes financial support to municipalities and schools with the aim of providing children and young people with opportunities to have qualitative film experiences and gain in-depth knowledge of moving images. They also provide material for pedagogical work with film in schools, within which MIL is more or less explicit.

The Swedish National Digitalisation Council is tasked with promoting the implementation of the government's digitalisation strategy and its sub-goals that include MIL to citizens. The Council, with one working office at its disposal, shall highlight prioritised challenges that the Government needs to work on, and which are linked to the various sub-goals so that a process of change can be implemented.

Initiatives by public authorities and governmental actors

The MIL initiatives carried out by governmental actors are mainly specific short-term projects, but there are also a few projects that have developed over time. These often stem from previous government assignments. These initiatives consist of both broad competence-enhancing efforts concerning MIL and digital competence, as well as initiatives that emphasise parts of MIL, such as source criticism and/or protection against influence operations. Some government initiatives use MIL as a tool for achieving other goals, such as promoting a will to defend oneself and a resistant spirit, conscious consumers, or countering intolerance and racism.

Important target groups for the initiatives carried out by public authorities and governmental actors include different professional groups such as school staff and library employees. The aim is to use these professional groups to reach out to children and young people, who represent a common end-target group in several of the governmental actor's efforts. There are also a few initiatives that are aimed directly at children and young people.

An increasing number of initiatives are aimed at the adult population, for example, the national initiative for the promotion of MIL via libraries, and the government's digitalisation strategy. This is something that can be seen as a break in trend, as MIL issues were previously (only a few years ago) discussed exclusively in relation to children and young people. The broadening of the target group is linked to the digitalisation process in society and the work for digital participation, but also due to the recent debate on social media, influence operations, electoral processes etc.

There is no formalised network between governmental actors with the stated purpose of collaborating on MIL. However, there are networks in which MIL issues are discussed within the framework of other more comprehensive issues such as information security and digital competence, and the school library issue.

An overarching structure for MIL

In mapping the situation of MIL in Sweden, a number of sectors emerge that together constitute an overarching structure for the promotion of MIL from a citizen's perspective. The sectors, which are found at all levels of society – national, regional, and local – all comprise different sub-structures, contact points for the promotion of civic MIL. Together, they cover all ages and target groups, with opportunities for a more efficient implementation of citizen´s MIL. It involves the universities and university colleges, the schools and school libraries, the public libraries, (formal and nonformal) adult education and the civil society organisations, and the media companies (especially the public service media sector). Below is a description of the current situation and the most relevant connection to MIL within these areas.

University and university college
Teachers and librarians are to be regarded as key functions for the work with MIL in Sweden in relation to citizens in different target groups. Therefore, Swedish teacher education and education within library studies and information science have been analysed in respect of MIL. Based on a questionnaire regarding the prevalence of MIL in the educational programmes, it can be noted that the work with MIL has progressed further within the education of librarians than within teacher education.

School and school library
All education at Swedish schools is regulated at a national level by the Education Act and Curriculum for the compulsory school, preschool class and school-age educare. The curricula also include course syllabuses or subject syllabuses for the various teaching subjects.

With a digitalisation strategy for schools and revised governing documents regarding digital competence, there has been a reform within Swedish schools in 2018. The changes entail high requirements and are important in terms of the schools' opportunities to strengthen MIL among children and pupils. The governing documents clarify the mission of schools to strengthen the pupils' digital competence, and they relate to all school forms at the compulsory school, upper-secondary school and adult education, and preschool level.

The Education Act also stipulates that the pupils shall have access to a school library. Both the National Agency for Education and the schools' digitalisation strategy emphasise the pedagogic and educational role of the school library and school librarian in relation to MIL and with respect to strengthening the pupils' competencies in, among other things, searching for information and source criticism. However, it should be noted that all schools in Sweden still do not have access to a school library, and even fewer have a school librarian.

Since the revised governing documents have recently been implemented, the initiative has not yet been evaluated. It is therefore too early to say anything about the effects of this reform.

Public Library

According to law, in Sweden there must be (at least) one public library in each municipality. As of 2018, there are just over 1,100 public libraries in Sweden. In addition to promoting reading and access to literature in particular, the public libraries shall work to increase knowledge about how information technology can be used in, for example, knowledge acquisition and learning. In the ongoing initiative for the promotion of digital competence and MIL via libraries, it is the public libraries that have the prerequisites and opportunities to reach out to the entire population.

But public libraries are already engaged in active efforts to strengthen digital competence and MIL among visitors. In a survey by the Swedish Association of Local Authorities and Regions from 2017, 80 per cent of the libraries responded that they offer activities aimed at increasing civic digital competence. The survey further shows that children are a prioritised target group for efforts concerning MIL/digital competence at the public libraries. Almost half of the libraries had also made efforts to strengthen digital competence among people with a mother tongue other than Swedish. Most libraries organise activities in conjunction with national campaign weeks such as *ALL DIGITAL Week* and *e-Citizen Week*.

A conclusion from the survey was that in order to answer many of the questions that they get in their everyday work behind the information desk, the librarians require competence-enhancing initiatives within areas such as MIL.

Adult education

Sweden´s non-formal adult education provides voluntary education and training for adults, and consists of adult education colleges, adult study associations and student organisations within adult education colleges. The activities are funded through grants from the state and more than one million people participate each year.

MIL is not explicitly a part of the activities of the adult education colleges, nor does it feature explicitly as courses in the adult study associations. However, MIL can feature as an element of the general courses within adult education colleges, or in the subjects of Swedish and Civics, and in the adult study associations' courses in related subjects such as digital competence.

During 2017, the Swedish Adult Education Association has, through a number of initiatives, manifested the involvement of adult education in the area of discussion surrounding MIL, among other things, through reports that both emphasise the importance of critical thinking in relation to alternative facts, and the importance of people's digital inclusion for society – and democracy.

Civil society organizations

There are a number of civil society actors that, in various ways, are engaged in and have activities concerning MIL based on their respective areas and interests, for example, professional associations, school organisations, and trade unions. It concerns both national actors such as the *Swedish Library Association* and the *Swedish Internet Foundation*, and more local actors.

Media companies

Several media companies in Sweden initiatives related to MIL. In conjunction with the Swedish parliamentary election in 2018, several investigative initiatives and projects were launched by the larger media houses with the aim of contributing to increased trust in the media and strengthened the ability to identify (and resist) propaganda, disinformation and inaccuracies in publications. There are also a number of other social media companies that have projects aimed at strengthening the knowledge and source-critical abilities of users. Most of the projects have just begun and a few are long-term in nature.

The broadcasting licences for the three public service companies – Swedish Radio (SR), Swedish Television (SVT) and the Swedish Educational Broadcasting Company (UR) – include an assignment to provide "folkbildning" or (a general level of) adult education. In this context, MIL features both as a more separate area or knowledge and integrated into the companies' programming. UR is the company that most clearly works with MIL, and MIL is also found in their strategy document as one of three focus areas within both education and adult education.

MIL at regional and local level

Sweden is divided into 21 counties, and each county has a regional central government authority, the county administrative board. The local level has a system of municipal self-government with approximately 290 municipalities. The municipalities are responsible for the majority of public services in the area where people live.

Regional initiatives

The regions' MIL initiatives are often carried out in the form of targeted one-time initiatives such as theme days and lectures for staff at libraries and schools. There are also open lectures at the libraries that are aimed at the public. Film education is a common way to work with MIL for children and young people in the regions. In some regions there is a trend towards more long-term work with MIL issues, especially via the regional library. Several regions link their efforts to theme weeks like *ALL DIGITAL Week*. The initiatives are carried out by various cultural units, film centres, media centres and libraries. The span of regional and local initiatives can be categorised as follows; 1. Strategies and method development, 2. Competence-enhancing efforts, 3. Source criticism-promoting efforts, and 4. Film education with pupils.

Local activities

The way MIL work is carried out in local work differs between municipalities. Variation is observed in where the issues are dealt with from a purely organisational standpoint, in the regions, if they are even dealt with at all. In many cases MIL-issues are found within the area of culture, and in other cases they are treated as educational issues. The work with MIL can also be carried out within the frameworks of development- or sustainability issues.

The regional libraries fulfil an important function as a hub in the regional and local work with MIL and digital competence in several regions. There are several examples of particularly active regional libraries within the MIL area, with strategies for a broad initiative on MIL issues. There are also regional examples where collaborations concerning MIL are pursued between different actors. Some collaboration on MIL also takes place between libraries, film-related associations, and schools.

The regional film bodies have a long tradition of educational activities relating to moving imagery, and thus also play a role in promoting MIL at the regional and local level in Sweden. Several of the regional film bodies work with broader educational media activities in which MIL elements can represent one part.

An ongoing trend locally is the development of municipal centres/digital centres where several administrations cooperate to pursue a direct dialogue with local residents about digitalisation issues, for example, when it comes to creating and using digital services, having a place to test technology and learning about digital services and media.

In conclusion

MIL activities in Sweden consist of many different and fragmented interventions by several different stakeholders at all levels – national, regional and local. It seems that structured collaboration at different levels, and coordination of ongoing and planned operations in different sectors, would be desirable. Those working in this field must continue to contribute in their different ways but they should all be heading in the same direction. In order for this to happen, a common vision or shared goal for MIL is needed and it must be formulated in a policy.

There is no doubt that there is a need for increased MIL in society and for all people regardless of age. The question is what the next moves will be for the policy level and other stakeholders, moves that not only meet existing needs but also address future needs linked to digitalisation, and thereby proactively benefit all citizens. Being media and information literate is more important than ever and it is a matter that will define the fate of democracy. This is how MIL must be understood today.

In 2019 in Sweden several initiatives are being implemented in a concentrated national effort for media and information literacy for all citizens. The ongoing Government Commission for Media and Information Literacy and Democratic Dialogue and the government´s assignment to the Swedish Media Council to develop a model for a national coordination between stakeholders within the media literacy arena constitute the very core of the effort. This initiative constitutes a modern and powerful step towards a sustainable structure for the 21st century´s life-long and active empowered citizenship.

Note

[1] This chapter is based on two surveys on MIL in Sweden: One carried out in 2017 by the Swedish Media Council and the Swedish Press and Broadcasting Authority mapping MIL initiatives, and a revised and expanded survey by the Swedish Media Council in 2018 including also the mapping of stakeholders. This expanded survey is included in Nordicom's MIL in the digital age (in Swedish), by prof. Ulla Carlsson, a publication which has served an important reference point for this chapter (2018). The MIL mappings are based on questionnaires – sent to agencies and governmental bodies, and to different contact points on the regional/local level – with questions about their relation to MIL, and their actions/initiatives. Further facts in this chapter stems from government instructions and governmental assignments, reports from government agencies and official investigations from government committees and commissions of inquiries, and government´s official action plans and strategies. Important has also been information gathered from stakeholder´s websites, and other official information documents, plus from contacts with stakeholders by e-mail and telephone.

Current Research

8. Digital Sociality, Groups and the Emotional Imprint of Algorithmic Patterns

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Abstract

Social network sites activate our sociality and introduce new patterns of pace for social interaction, new emotional affordances and new forms of group dynamics. As we adjust our social practices and needs in accordance with technological affordances, digital sociality takes place within complex informational and emotional spaces driven by speed and instant feedback. Algorithmic compilations drawn from user behaviours, opinions and preferences are based on emotional imprints formed through interactions with others. Personalized ecosystems of information created in digital media landscapes draw on our deeprooted need to belong, to be part of a community and to seek recognition from others.

Keywords: digital sociality, group culture, emotion, technological affordance, algorithms, personal ecosystem

Introduction

As our sociality is increasingly dependent on, informed by and enacted through media technology, it is critical to understand the impact various communication forms has on emotional, social and political life. Throughout history, different means of communication have shaped the nature of human experience and social relationships. The spread of printing, radio, television and computer networks have all made their own significant marks on how we perceive the world, how we interact and what affects us and how.

On social network sites, the fast diffusion of messages and the extensive presence of others have generated new modes of social interactions governed by changing patterns of pace and emotional affordances.

Digital technology and new ways of being together

As a social species, we constantly relate to others and to our surroundings. Reading a newspaper, watching programmes or chatting with others online can cause us to pass from one emotional state to another within instances, a shifting that always makes a physical impression, strong or discreet, as our bodies start to enact anger, fear, joy or compassion. Contemporary neuro-scientific findings have shown that humans, in a number of ways, subconsciously regulate each others' nervous system (Feldman-Barrett, 2017). Words, looks, or vocal cues can hasten or slow down our heart beat, and our mirror neurons help us to actually sense the pain or happiness we register in others, whether they appear on a screen, on a book page or in our vicinity (Grabowski, 2017).

The ability of technology to expand our experiences of time and space, to intensify the emotional display of others, to extend our senses and to activate our social responses does not merely concern questions of how images, texts and sounds trigger different responses and chemical reactions in the brain and body, but also how media technology shapes experiences of social and emotional life. Different media

possess different biases as they extend in space and time. Their emotional and social effects derive not least from the pace or pattern they introduce in our daily life and in society as a whole. With each new medium, the speed, distribution and direction of content have become more immediate, and computer-mediated communication has reached an ever-expanding number of readers, viewers, listeners and followers.

While digital technologies have, in several ways, intensified and enlarged the emotional experiences of being with others that previous media have given us, they encompass new opportunities for interpersonal communication and group participation. The global diffusion of social network sites has rendered the relationship between technology and social relations more deeply entangled, as these groups of Internet-based technologies allow users to constantly stay connected and to create, edit, and/or link to content. Thus, today digital sociality takes place within complex informational and emotional spaces filtered through multiple layers of networked technologies, algorithmic governance and unprecedented group activity (Boler and Davis, 2018; van Dijck, 2013).

Affective atmospheres and modified sociality

Socializing with others on, and via, social network sites is an experience that both resembles and differs from face-to-face communication. It stems from our inherent sociality, our need to belong to relationships and groups, to experience acceptance and self-esteem in contact with others and, as in physical encounters, it involves our senses and our bodies' capacity to feel and react. At the same time, we adjust our social practices and needs to the technological affordance, that is, the form of communication allowed in the context and the capability of the technology (Majchrzak et al., 2013). Hence, rather than simply mediating sociality, technology modifies it, generating specific social behaviours and emotional atmospheres that structure users' perception and experiences of the world.

From the start, social network sites were taken up as technologies of relationships built on sharing feelings (Turkle, 2011). Due to its strong reliance on connectivity and mobility, contemporary digital communication portrays itself as the dominant infrastructure of interpersonal and social relations. Social network sites have been said to facilitate communication between people and to increase collective information sharing. Yet they also generate an affective, highly emotional atmosphere, where we easily can be swept away by and immersed in the rhythms and raptures of the constant flow of instant messages, the emotional noise of an endless stream of voices, images, notifications, opinions and assumptions that demand our attention.

On social network sites, communication is governed by speed, emotional abundance and brevity. The increasing time-saving role of compressed communication is conveyed in short text messages, micro-blogging, comments and/or tagging. According to Miller (2008), dialogue becomes a hindrance pragmatically in ever-expanding social networks, where keeping in touch is crucially necessary to maintaining a connected presence.

Group culture, collective emotions and social norms

The ways in which social network sites activate relational and emotional impulses are intrinsically linked to new forms of group dynamics that have evolved in computer-mediated communication. On these network sites, group community is far from the abstract or imagined collectives said to characterize print and television modes of address. The co-existence with others has several traits that were formerly considered as distinct features of physical crowd participation: the possibility to receive instant emotional feedback and exchange ideas/information among an immense number of individuals (Ellis and Tucker,

2015; Sampson, 2012). On social network sites, similar mutual interactions appear. Emotional immediacy is a crucial affordance, intensified by the range of reactions and feedback loops that intensify the emotion of the group.

Collective emotions are fast and fluid by their very nature. They move, jump between bodies and increase, only to diminish and be replaced by new ones. The immediate and condensed form of communication that structures interactions on social network sites contributes to the circulation of powerful, passionate emotions. Hatred, anger and fear as well as love and affirmation fit well into group-driven emotional rhythms and affect responses. The very intensity of their attachment captures user´s attention and requires less reflection than more vague, complex positions and arguments. The impression left by direct sensations is often times a felt certainty, a ´feel-as-if´ sensation. An immediate response has all the affective, felt quality of authenticity; this *is* unpleasant, wrong, outrageous, etc. Here, objective facts are less influential than appeals to emotion and already established beliefs (Boler and Davis, 2018).

The process of affect transmission, or circulation of emotions, is always social. Sensations, views and reactions are evoked by someone or something in relation to an object, and they are experienced, felt and communicated with others. How we feel about and interpret others is what aligns us with a specific group. Identification and social identity are, hence, a key element in understanding the forms and directions affective communication can take on in groups.

The emotional flows on social network sites are moreover conceived and sustained by the fact that they can be spread and communicated to others without regard to the social norms that usually regulate behaviours in face-to-face interactions. Computer mediated communication makes constraining one's feelings, attitudes and behaviour less relevant. Lack of self-control and emotional lash outs are supported both by the invisibility of the secluded body that can lash out to others without risking social stigmatization or shame and by the occurrence of smaller group communities. General social norms governing behaviour and expression in public spaces have largely been replaced by specific group´s own standards and social affirmations.

The experience of an outside threat that binds certain groups together is just as dependent on social support, appreciation and recognition among its members as on the perceived anxiety and danger from outside groups. Although what is expressed might be hatred, fear, or loathing of others, the social bond contains the gratifying experience of belonging to a group and of sharing one´s indignation and the object it is aimed at with others who feel the same.

Emotional imprints and algorithmic predictions

Essential to keeping up interactions, to not ´disconnecting´, is the production of affective feedback loops within digital groups. The tension between collectivity and individuality, between participation and separateness, is also the very input to algorithmically configured connections and content. Whereas ´keeping in touch´ or making connections may be the main reason for users to share information and content, for network owners the main objective is to extract valuable collective and personalized information out of a flow of data, extracted ´likes´, ´pokes ´and ´dislikes´.

As shown by van Dijck (2013), users often leave behind a trail of information that becomes a prime asset for application programmers. The algorithmic compilation of patterns drawn from users' behaviours, opinions and preferences is based on emotional imprints formed through interactions with others. The culture of ´likes´ developed by Facebook feeds on algorithmic feedback loops that incite social impulses and practices. These engineered affective feedback systems generate quick responses, whether they arouse negative or positive sensations.

The algorithms' supposedly rational and logical numerical codes are designed to detect patterns from our longing, needs and desires. Filter bubbles, referred to by Boler and Davis (2018) as personal eco-systems of information, are determined by algorithms that select and personalize content based on users' data profile. Cutting-edge research reveals the extent to which these algorithmic systems have made it possible to statistically predict users' individual preferences, approval and disapproval based on their digital behaviour in an alarmingly detailed manner and then to create and provide content that reflects and predicts these preferences (Boler and Davis, 2018; Zuboff, 2019).

Computational propaganda has also been used by political strategists to generate specific emotional outcomes such as mistrust and anger with the help of misinformation. This microtargeting effectively tailors advertising and news content on users' sites, producing emotionally personalized messages that can affect their state of mind, consumer behaviour and political views. Hence, human experience and the need for social participation become free material translated into figures, statistics and predictions, which, in turn, determine the information users receive, and thus the knowledge produced and circulating on social network sites.

Conclusion

Social network sites are developed to meet and address general human needs so as to increase user engagement. It is our social vulnerability that makes us return, scroll, and share material. Expressions of our deep-rooted need to belong to a community, a group and to seek recognition from others constitute the raw data on which algorithmic calculations rest. In other words, digital sociality, with its high-speed pace and affective atmosphere, is the foundation on which personalized informational ecosystems are created in digital media landscapes.

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9. Young People's Political Engagement in the New Media Landscape

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Abstract

This review addresses a number of issues related to how online and social media influence young people's political engagement. Based on findings from a large-scale Swedish research program, 'Political Socialization and Human Agency', we discuss how distinct gaps in political engagement are shaped in the expanding online environment. Furthermore, we highlight three areas of research related to the impact of media usage on young people's political engagement: (1) how social media usage relate to basic human values, (2) how news habits develop and influence political engagement, as well as (3) how young people engage in political conversations on social media.

Key words: news consumption, political conversations, political engagement, political socialization, social media, values

Introduction

How young people's relation to politics and societal issues is formed is central to democracy. Research has shown that adolescence is a formative period influencing how individuals develop interests, engagement, and ideas in relation to politics and political organizations. In this context, young people's different media habits are of great importance. The dramatic development of social media and digital networks has created new opportunities for individuals to stay informed about social issues, share news and information as well as participate in political activities and discussions. However, these media developments have also created new challenges in the form of gaps in engagement and participation.

Minor and major differences in use of social media

The above-mentioned gaps do not concern social media use per se; most young people in Sweden use social media. Our own studies within the research program 'Political Socialization and Human Agency' have shown, for example, that more than 95 percent of young people 13 years of age and older regularly use social media to stay in touch and share information with friends (Ekström and Shehata, 2018).

However, a closer study of young people's use of social media for different kinds of involvement in politics or social issues has revealed important differences (Ekström and Shehata, 2018). Between 30 and 50 percent of youth in various age groups use social media to share information on politics and societal issues and to discuss such issues with friends. Approximately 20 percent have participated in collective political activities (groups, protests or boycotts). However, longitudinal analyses conducted over a five year period showed that only a small group of young people regularly engage in politics via social media; a greater proportion were involved on a temporary basis, whereas a majority did not at all use social and online media to engage in collective political activities.

What, then, might stimulate young people's interest and involvement? It has been suggested that social media *per se* – by lowering the thresholds for participation in politics – has the potential to reduce

gaps in engagement. Getting involved has become easier than before; connecting to an action on the web does not require any long-term commitments; moreover, presence on social media increases the chance of being exposed to political information, even among those not actively seeking such information. Research has provided some support for this argument (e.g. Boulianne, 2009, 2015; Ekström and Östman, 2015; Earl and Kimport, 2011; Visser and Stolle, 2014; Shah et al 2001).

But research has also shown that young people's different ways of using social media may cement gaps and inequality regarding participation in politics (Ekström and Östman, 2015). Those who are already committed use social media to deepen their involvement. The differences are based on traditional socialization contexts, such as family and friends. A number of studies have demonstrated the great importance of school when it comes to stimulating young people's interest in politics, creating concrete opportunities to learn about politics, and gaining experience of democratic processes (Flanagan, 2013).

The political importance of young people's media habits

The differences in young people's media use influence their political socialization in several ways. By political socialization, we are referring to the processes by which individuals, in interaction with different social environments, develop as democratic citizens, with identities, interests, values and forms of concrete engagement in politics. Let us mention three areas in which differences in young people's media habits have turned out to matter.

[1] Social media and values:

Youth is a period of life in which individuals explore and acquire basic values, views about what is important in life, for them and for society. This is crucial to political socialization. A functioning democracy requires citizens who are dedicated to and prepared to defend certain central values. Moreover, values form the foundation of various conflicts in society and in politics. In this respect, social media serve as important socialization environments in which values are communicated and encouraged. Accordingly, how young people use social media can influence the values they develop. In a separate study, we investigated how social media activities are related to the development, during youth, of two fundamental values (Ekström, Olsson and Shehata, 2014):

> (1) hedonistic and self-focused values (looking good, having a lot of money, being free to do as one wishes, etc.),
>
> (2) humanistic and self-transcendent values (equality, social justice, helping others, etc.).

The study indicates that these values may be influenced by social media activities. When social media are used to keep up to date on the news and to discuss social issues, this has a positive effect on the development of humanistic and self-transcendent values. The most noteworthy finding was, however, that the considerably more common social media activities of, e.g., staying connected with friends, publishing pictures from everyday life, and reading various blogs tend to weaken humanistic and altruistic values, while strengthening hedonistic and self-focused ones. Many social media environments are permeated by self-presentation, lifestyle and consumption, all of which encourage self-focused values. Young people bring their values with them to social media, but in these environments differences between groups are strengthened.

[2] News consumption and commitment:

The positive influence of news consumption on individuals' political knowledge, interest and democratic involvement has been well documented. Following the news stimulates conversations and discussions

about politics in contexts where young people are able to develop their own opinions and increase their involvement.

It is known that interest in news about politics and society partly originates in the home, but that it can be aroused at school as well (Amnå, Ekström and Stattin, 2016; Ekström, 2016; Flanagan, 2013). At the same time, it is news consumption that creates and strengthens essential differences between groups of young people (Kruikemeier and Shehata, 2017; Shehata, 2016). Above all, those who are already interested and involved keep up to date on the news, which, in turn, further increases their knowledge and involvement. Being able to evaluate and critically relate to the news conveyed on social media has become increasingly challenging. In addition, there is a tendency for individuals' selective choices and habits to become more and more important to their actual news exposure, which, in turn, may create wider gaps.

[3] Social media and the political conversation:

Conversations and discussions are a fundamental form of democratic involvement (Ekström, 2016; Flanagan, 2013; Kim and Kim, 2008). In conversations, young people formulate and test their opinions and values. Studies have shown that private political discussions, e.g., with family and friends, promote central dimensions of democratic citizenship, such as the development of political identities, knowledge, democratic values and political participation (Ekström and Östman, 2013; McDevitt, 2006). Various explanations for what underlies this finding have been suggested (Amnå, Ekström and Stattin, 2016).

One theory that has gained strong support is that private conversations function as a relatively safe setting in which young people can train and prepare for participation in public. Here, the capacity to formulate political standpoints and take in others' views, as well as to strengthen one's own resources and self-confidence, is developed. Some young people, but far from all, have access to welcoming and safe settings in which they can pursue political conversations. Expressing one's political opinions publicly is a demanding form of democratic involvement. Social media offer new opportunities for young people to participate in political conversations. These environments, however, are associated with considerable risks.

Current research has shown that many young people are reluctant to express political views on social media, fearing they will be questioned, exposed and derided, without having the opportunity to explain themselves or to influence how their statements might be spread (Ekström, 2016). For this reason, many people choose to express their views on platforms for like-minded individuals, where there is a risk of adding to a culture of political polarization. There is also a risk that social media will widen the gaps between those who choose to express their views publicly and those who choose to remain silent.

Conclusion

In conclusion, young people's media choices and media habits seem to be creating self-reinforcing spirals (Möller, Shehata and Kruikemeier, 2018). Social media are used selectively; they reproduce identities, interests, knowledge and values that are formed during youth. There is a risk that differences in both media habits and media proficiency will widen the gaps between citizens who are engaged in democracy and those who are not.

The school system is among the most powerful social institution that can influence these mechanisms, not least by working toward increased equality in young people's media proficiency. An increased focus on information and media proficiency in the schools may have long-term positive effects on citizenship, making the young generation better prepared for the challenges posed by our rapidly changing media landscape.

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10. How Do You Trust?

On infrastructural meaning-making and the need for self-reflection

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Abstract

The chapter focuses on the notion of critical evaluation of information, which is an important part of media and information literacy (MIL). The concepts *frictions of relevance* and *infrastructural meaning-making* are introduced to shed light on the information infrastructure's significance for MIL in today's digital media ecology. Furthermore, the chapter discusses some of the limitations inherent in placing the responsibility for evaluating information predominantly on the individual, thus challenging the straightforward connection between MIL and democracy.

Keywords: infrastructure, information evaluation, search engines, algorithms, relevance, trust

Introduction

Today, major political events are routinely accompanied by discussions of the role of social media and search engines in determining how information circulates in society. It is no exaggeration to say that what is at stake is control over knowledge and information and, thus, the very foundation of society's democratic organization. Democracy itself, it is often argued, is challenged by targeted disinformation campaigns spreading rapidly and effortlessly though our digital information infrastructure, while commercial algorithms fueled with user-generated data are seen to reinforce ideological polarization and partisanship.

Measures to address this situation are generally discussed on four levels: 1. Self-regulation of the platform companies; 2. Changed and strengthened legislative solutions; 3. Support for the production, transmission and vetting of credible knowledge through established institutions such as schools, libraries and legacy media; 4. People's own responsibility for assessing and critically evaluating the information they come across. In this short text, we want to concentrate on the latter two points. More precisely, we focus on the notion of critical evaluation of information – an important part of media and information literacy (MIL) – and specifically on how it is framed in school and library contexts.

What does evaluation of information involve in today's society? What is its purpose? Is evaluation of information mostly a matter of being able to challenge a statement? Is there any other approach to judging information that might at times be more appropriate? Do we need a broader understanding of evaluation of information that more adequately considers the infrastructure implicated in how we are becoming informed? That is, how can evaluation of information also include considerations of, for instance, social media feeds or the workings of search engines? And what are the possible repercussions of framing responsibility for evaluation of information as an exclusively individual obligation?

To address these and similar issues, we introduce the concepts *frictions of relevance* and *infrastructural meaning-making* and combine them with a discussion of the limitations inherent in placing the responsibility for evaluating information predominantly at the level of the individual.

Currency, accuracy, authority and purpose

UNESCO puts forward the following question as one of the key issues for MIL to address: "How can we access, search, critically assess, use and contribute content wisely, both online and offline"? (UNESCO, 2019). This is illustrative of the way in which the ability to evaluate information is commonly understood to be a part of MIL.

What is often called for is an evaluation of the information itself and of the information *resources*, i.e. of the documents containing certain statements. This evaluation, it is usually advised, should be carried out by following a set of pre-determined criteria, which are often memorized in acronyms, like CRA(A)P, CACAO or similar. How these sets of criteria are composed varies somewhat, but they always include *currency*, *accuracy*, *authority*, and *purpose* or *point of view* (sometimes *objectivity* is used in place of the latter two). Frequently, the criteria also comprise *relevance* or *coverage* of a specific resource in relation to what is sought.

These criteria address questions such as the following: Who is the author and what are the author's intentions (authority)? How dependent are different sources, which claim the same thing, on each other (accuracy)? When is the information published (currency), or in what way is the information ideologically colored (purpose/point of view)? All of these questions seem reasonable and innocent enough for most intents and purposes. Although originally developed in relation to an older information and media system, they clearly continue to be significant even in today's digital environment. This is also emphasized when the above criteria are presented on resource pages or in the various guides produced for students, pupils, teaching staff or library users.

However, if the issue were so simple, we could stop writing here and move on to continue advocating for implementation of these criteria through various educational programs. Yet the situation is far from simple, because there is another layer involved that is much more difficult to grasp. This layer involves the very materiality of knowing in the Internet age, the infrastructure we rely on to retrieve or receive information in the first place. This has, as we know, changed considerably during the past decades. It shapes not only how we get information, but also what this information looks like and what it conveys (Haider, 2016a; 2016b).

A changing information infrastructure

The above-named criteria – accuracy, authority, currency and purpose/point of view and even relevance and coverage – are not free from material assumptions. Yet as the infrastructure they relate to has long been dominant and unquestioned, these assumptions have become invisible. The infrastructure enfolded into them comprises (Western) society's various traditional and long-established knowledge institutions, such as libraries and publishing houses, universities, museums and archives, schools, the press and so on. These institutions bring about certain documentary practices and systems for producing, vetting, distributing and importantly for organizing knowledge around them, and the printed document has played a key role in how they were formed. Yet for most people and in very many situations, they no longer constitute the dominant information infrastructure of everyday life (Sundin et al., 2017).

Although these institutions, their methods and systems continue to have important functions in how society stabilizes knowledge, their methods of operation are being challenged. In addition, how we encounter them has undergone changes. They exist in relation to a new information infrastructure, one that works according to different rules and presents a different, and at times conflicting, materiality. This means that the ways in which we evaluate information need to account for the actual infrastructural arrangements that produce the information we come across in different walks of life.

Outsourcing trust

Our own and other's research on information search and evaluation shows that vigilant assessment of information is not something we normally have time for in everyday life. Instead, we tend to outsource the act of evaluating to the various digital services that dominate society, or more specifically to their algorithms (Sundin and Carlsson, 2016). We simply trust – usually in an unreflected manner – Google's, YouTube's or other platforms' ability to deliver what we are looking for or what we encounter in our social media feeds; we trust – at least most of the time – that what ends up at the top of a search engine result page is the best information available (e.g., Höchstötter and Lewandowski, 2009). Relevance, which is what these systems are programmed to deliver, has come to equal reliability or even quality (Hillis, Petit and Jarrett, 2012).

Likewise, we take our social media feeds or search engine results for granted, reacting only if noticeable changes are made to the algorithms controlling the way the information is displayed. Undoubtedly, this is often a sensible course of action that helps us obtain reasonably accurate and suitable information for many purposes. But not always, and especially not in situations that have bearing on how knowledge is trusted on a more fundamental, societal level. This explains some of the concern being expressed about how changes in the contemporary information and media landscape may be affecting the relationship between people, knowledge and (liberal) democracy.

Frictions of relevance

In a short amount of time, today's digital, networked information infrastructure has become largely invisible. Infrastructures tend to go largely unnoticed as long as they work well and do not break down (Star and Ruhleder, 1996). Breakdowns, we argue, can be technical, but also social or even individual. The concept *friction of relevance* helps us understand a specific type of breakdown of the information infrastructure we have come to depend on (Haider and Sundin, 2019). For instance, when the information we get is very different from what we expected it to be or when it diverges considerably from societal values, we tend to notice the system that made that piece of information appear for us. For example, when Google's search results give weight to racist blogs or when YouTube's algorithms promote clearly extremist positions through its recommender system, we become aware of them, and in doing so we also realize – if only for a fleeting moment – that they are otherwise invisible to us.

We might also recognize that our most used information systems do not in fact provide a neutral mirror of what is available in a clearly delineated collection or work according to the principles of knowledge organization we have learned to relate to in our old knowledge institutions. A *friction of relevance* arises that can be understood as a temporary breakdown of the information infrastructure we have come to depend on.

Infrastructural meaning-making

It is against this background that we propose a broader conception of evaluation of information in relation to MIL. Evaluation of information today also needs to comprise an understanding of *why* certain information reaches us the way it does as well as of how people's data and the algorithms in search engines, social media and other information systems shape what we come across.

In our book *Invisible search and online search engines: The ubiquity of search in everyday life* (2019), we suggest using the concept *infrastructural meaning-making* to capture a critical understanding of how information systems work and how they present information, including search engine result lists or social media feeds. What does it help to know how to compare two texts and decide which best survives an evaluative examination (e.g., CRA(A)P, CACAO or a similar list of criteria) if we only ever see one of the texts

in our real-life social media? What does it help to learn that *Encyclopaedia Britannica* online or an official health portal contains credible articles unless these surface when we Google? What use is it to get a view-point confirmed if we phrased our query in a way that did not allow the search engine to find anything that would contradict it?

By directing attention to *infrastructural meaning-making*, some of the focus is shifted from the information and the resources themselves to the material conditions facilitating the emergence and circulation of information in specific ways. An understanding of individual media and their content is complemented by an understanding of today's dominant platformized information infrastructures – such as Google, Face-book, Youtube, Twitter or similar existing and emerging services. However, the gaze is then not only turned to the infrastructure, but also to ourselves and to how we use the various services and applications: what we do, how we search, how we share and, not least, *how we trust*. Evaluation of information and informa-tion sources becomes an exercise in self-reflection, where we might learn to assess some of the implica-tions of our own and others' activities on those platforms. Thus, we suggest an expanded understanding of evaluation of information, where in addition to considering the source of a certain piece of information, the surrounding infrastructure and one's own role and limitations in this infrastructure are also taken into account. Importantly, however, self-reflection cannot mean a focus on the isolated self, but rather a critical reflection on the self as part of a culture or community of shared norms and values.

The limits of individual responsibility

Having said that, after researching this area for more than a decade, we can safely say that people's own responsibility for assessing and critically evaluating the information they come across has its limits as a solution to the contemporary crisis of trust in public information and knowledge. It is not enough to con-stantly assess and question information, news and knowledge claims if one is not starting from reasonably stable ground. In addition, (critical) evaluation of information takes the ideal of the rational, sensible and enlightened citizen for granted, but does everyone always want to be like that? Can the critical and rational gaze that is implicit in how the role of evaluation of information is typically cast hold up against a politics of affect? Is it really the *truth* we want, or is it at times rather a confirmation of what we already believe we know?

The difference between fact, fiction and opinion is not always clear cut, and distinguishing between real and fake is becoming increasingly difficult. This situation is aggravated by the way in which the spread of conspiracy theories and disinformation tends to pick up speed, and artificial intelligence (AI) powered *deep fakes* have begun to fundamentally blur the distinction between what is real and what is not. In addition, as a YouTube search quickly shows, evaluation of information is not something democratic forces have a monopoly on.

Therefore, relating to information, online or offline, cannot just be about critical evaluation and rational assessment of information, but needs to be just as much about trust. If we always question all institutions, people or documents, we make democratic conversation impossible. The position of trusting nothing is in practice not far from accepting everything. What, then, do we do? Even if we appreciate that knowledge is always in motion, we must accept that some sources and institutions, and most importantly their methods, can reasonably be assumed to be more credible than others.

Critical evaluation of information is important, but it must be couched in trust. Naturally, it must also be paired with a general education and an understanding of how knowledge is created and how science works, including how science has failed and how it can change. Here the school system, libraries and universities play an important role as knowledge mediators and calibration instruments. This does not

mean that they are always right or that they should not be improved or criticized. Far from it. However, it is a reasonable starting point to assume that these institutions are largely reliable in democratic societies. Trust in information as well as criticism of it must ultimately be based on trust in institutions that are accepted as trustworthy by citizens regardless of their ideological standing as well as on trust in the most basic processes we have to improve these institutions.

Whose responsibility?

At a time when people are frequently called upon to expand and improve their abilities to critically review and assess information, we want to contribute a more comprehensive and multifaceted understanding of evaluation of information, but also advance awareness of its limits. Society needs a better grasp of how different actors argue for what (critical) evaluation of information and similar abilities should entail, specifically what they think the purpose of evaluation of information is and what problems it should solve. In the public debate, people's MIL is usually discussed as a positive force and a prerequisite for a democratic society, a claim made very strongly by UNESCO. However, we wish to stress that although algorithm awareness – as it is often expressed today through strategic liking, sharing, viewing, hash tagging and so on – does help construct what is visible in social media and search engines, it does not automatically support democracy as we know it.

MIL does not necessarily go hand in hand with democratic commitment; its tools can also be (and are) used for non-democratic activism. One could even say MIL can and has been reverse engineered to serve anti-democratic campaigns. We can reverse engineer it back, but we need to acknowledge what has happened. The difficult question that needs to be asked is whether the unconditional reciprocal link between MIL and democracy is worth maintaining or whether it should be given a clear direction. Democratic participation requires MIL, but it does not necessarily flow from it.

Conclusion

In this chapter, we have introduced two concepts: *frictions of relevance* and *infrastructural meaning-making*. We explore these further in our book *Invisible search and online search engines: The ubiquity of search in everyday life* (Haider and Sundin, 2019). Most of the time, the digital infrastructure we use to become informed and stay in touch works smoothly, without us even noticing it. It is often only when it suddenly stops, or when the workings of the algorithms involved lead to an incongruity of individual needs and societal interests, that we experience an infrastructural breakdown, thus noticing the infrastructure's operation. If more permanent visibility is to develop, an understanding of the infrastructural conditions for information in contemporary society together with a heightened awareness of their mechanisms is required. We also need to know how people understand algorithms and artificial intelligence and their effects as well as how people relate and adapt to this knowledge.

We have addressed what we refer to as the limitations of MIL in its role as an engine for democracy. An interest in MIL is certainly important for the development, some would say survival, of democracy. Yet in this context, we wish to emphasize the dangers involved in seeing evaluation of information or even infrastructural meaning-making – as well as the problems these are meant to solve – primarily as the responsibility of individuals. Because "knowledge is a collective good," as Steven Shapin (1994: xxv) famously reminds us, evaluation of information must be a collective enterprise. As important as individual responsibility and critical self-reflection are, MIL is just as much a social issue, and as such it must be addressed at the societal level.

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11. Media and Information Literacy in News Feeds and Education

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Abstract

Today in Sweden, media and information literacy (MIL) is central to education aimed at promoting equality and active citizenry. MIL is underscored in the curriculum, and current research shows that the challenge of access to news is not as great as the challenge of evaluating digital information. In Sweden, young people read and share primarily credible news from established news media. However, teenagers and adults all struggle to separate credible news from biased and fake news. We need to develop evidence-based materials and methods to promote critical and constructive mindsets among citizens, mindsets based on scientific curiosity, not overconfidence.

Keywords: credibility, sourcing, fact-checking, fake news, science curiosity, media and information literacy, disinformation.

Introduction

The digitization of society demands that people take on new challenges and opportunities to safeguard and develop democracy. In a digital world with news feeds of credible, biased and false information, it is important to be able to weigh different positions and determine which actors are behind the information, assess its credibility, and draw well-founded conclusions regarding social issues. This places great demands on media and information literacy (MIL), which can help citizens critically and constructively navigate digital information on social issues (Flanagin and Metzger, 2008; McGrew et al., 2017; Mossberger et al., 2007; Nygren and Guath, 2019a).

Critical thinking skills and media literacy

The ability to evaluate information is neither intuitive nor something that comes naturally. Instead, critical thinking must be learned and practiced in combination with subject knowledge (Nygren et al., 2018; Wineburg and McGrew, 2017). This is a central aspect of the civic mission of education and fostering what is frequently referred to as "media and information literacy" or "digital literacy" (UNESCO, 2011; Swedish Government, 2017).

However, in education these knowledge objectives are difficult to achieve, because we do not yet know how teaching should be designed to actually support such learning. One particular challenge is that critical thinking is closely linked to education and subject knowledge (Nygren et al., 2018). It is easier to search for, select and process information if one possesses knowledge in the field one is investigating. For example, such domain-specific knowledge has been proven to be more helpful to experts in determining the credibility of information in digital environments than it is to those with less knowledge on the subject (Brand-Gruwel et al., 2017; Wineburg and McGrew, 2017; Shen et al., 2018).

Current Swedish research has examined how students' critical thinking in the areas of history, mathematics, physics and Swedish is linked to their subject knowledge. The study reveals differences between various types of critical thinking in curricula and on national tests. For instance, reviewing and evaluating information in Swedish (mother tongue education) seems to place different intellectual

demands on the student than reviewing and evaluating historical information. Good subject knowledge seems to be the most important factor for good critical thinking (Nygren et al., 2018).

News as links in the democratic chain

International research has shown that new media and modern journalism can facilitate the spread of exaggerations and lies in various ways (Del Vicario et al., 2016; Vosoughi et al., 2018). This places new demands on both readers and society (Silverman, 2015; McGrew et al., 2018). Research has also shown that, regardless of level of education, it can be difficult for people to reconsider their beliefs, especially when the information is linked to values that we and "our" group hold dear (Flynn et al., 2017; Kahan, 2017). A related fact is that it has also proved difficult for young people to reconsider politically charged historical narratives (Nygren and Johnsrud, 2018; Porat, 2004). One particular aspect of digital media is that they have made it easier for individuals to expose themselves to views that are consistent with their own worldview in so-called "digital echo chambers." This conformity is enhanced by the adaptation of search engines, social media and news feeds through algorithms meant to better suit our "needs," resulting in the creation of "filter bubbles." The echo chamber problem has been confirmed in empirical research using open data from Facebook users. The results show how disinformation and scientific information are disseminated in segregated networks, wherein "users mostly tend to select and share content according to a specific narrative and to ignore the rest" (Del Vicario et al., 2016). Danah Boyd (2014) writes that young people seem to behave in a similar way (Boyd, 2014), but this does not appear to apply to news consumption by Swedish teenagers. Instead, Swedish young people primarily read and share credible news from sources outside filter bubbles (Nygren et al., 2019).

At the same time, it may be noted that public services and established media can build bridges between people. In particular, Swedish studies have shown that news habits are closely linked with community involvement (Kruikemeier and Shehata, 2017; Ekström et al., 2014; Kim et al., 2017). In-depth Swedish studies of teenagers' news feeds indicate that they mainly read news on news sites from established media such as the newspapers *Aftonbladet*, *Expressen, Svenska dagbladet, Dagens Nyheter* and the Swedish public service television, SVT. In this study, Swedish students themselves conducted a scientific review of their news feeds. They found that about 9% of the news was not credible. The least credible information was art and entertainment news, as well as news about lifestyle, nutrition, health and medicine (Nygren et al., 2019). News from established media – especially public service media – was found to be credible. However, some other news sites, which primarily aimed to attract clicks, proved less reliable. Even before the 2018 election, young people primarily got their news information from established media.

News can build bridges, but among Swedish youth there are obvious problems with segregation in terms of access to and interest in news (Lindell and Hovden, 2018). The research reveals that Swedish young people are not trapped in filter bubbles when they absorb news. However, segregation is evident when only young people whose parents are subscribers have access to information from the esteemed morning newspapers that limit access behind "paywalls" (Nygren et al., 2019). Universal access to good journalism may be seen as a way to counteract segregation and strengthen democracy.

Digital civic literacy in education

Swedish teenagers read and share credible news. They also consider themselves good at searching for and fact-checking online information. However, their self-rated abilities to do not match their actual abilities to distinguish credible digital news from biased and fake information. It seems that people (both

young people and adults) overestimate their ability to critically evaluate digital information (Nygren and Guath, 2019a; Nygren and Guath, 2019b). The results show that young people and adults have difficulty distinguishing between sources in regular newspapers (what is an advertisement or news), comparing racist news with factual reporting, and distinguishing between scientific evidence and pseudoscience. Clearly, it is easier to find good news sources than it is to separate facts from biased and false information.

Higher education and scientific curiosity seem to support critical evaluation of digital sources. The belief that one is good at searching for and reviewing information online usually indicates the opposite (Nygren and Guath, 2019a; Nygren and Guath, 2019b). The humble appreciation of other people's knowledge and insights and an understanding that it is difficult to evaluate sources seem to be a constructive mindset for citizens in a digital world. While young people are more accustomed to news media and programs, without good subject knowledge it is still easy to lose one's way. If students are to benefit from the resources the Internet provides, classical education and media literacy education appear to be necessary (Kahne and Bowyer, 2017).

Incorporating more computers into teaching is not a quick and easy solution to the problems of the education system. If Internet resources are to be used in a constructive way, it is important that teachers guide the learning process, providing students with evidence, overviews, and structures for learning new and challenging knowledge (Kirschner and Van Merriënboer, 2013; OECD, 2015). Allowing students to work freely may prove counterproductive as regards evaluating different sources and becoming an informed citizen. Instead, teaching should actively stimulate people to find and partake of knowledge beyond their own limited knowledge horizons. It is crucial that educators stimulate scientific curiosity and challenge problematic overconfidence.

Research for curious, reflective and constructive citizens

When news is shared, commented on and transformed, all media users on the Web must review the information themselves. Ongoing studies will provide us with an up-to-date understanding of what is required to be a critical media user and how teaching can support young people's information management in digital worlds. The lack of evidence-based research is clear, and it is crucial that we tie teaching practices to experimental data since implementing MIL is complex (Kahne and Bowyer, 2017).

This challenge is both psychological and didactic, and cooperation across national and institutional boundaries is required if we are to take advantage of various competencies and opportunities for implementing both experimental and quasi-experimental research. Evidence-based teaching material that promotes critical management of new media is now being tested in Sweden, where researchers in the educational sciences, psychology and AI are collaborating with designers and scientific communicators to develop science-based support for students, teachers and interested members of the community. In the project The News Evaluator (www.nyhetsvarderaren.se), digital tools are being developed that allow students to scientifically review their own news feeds, navigate authentic, more and less credible news, and test their own ability to critically evaluate digital sources. The tools are being tested in labs and classrooms and will provide support and feedback to users, the aim being to nurture a critical and constructive mindset in a digital world filled with credible, biased and fake news.

For society at large, it is important to have citizens who push and develop society in a positive and scientifically sound direction, where rumors and propaganda are not confused with knowledge. Fostering a constructive, critical mindset in the evaluation of sources is a challenge and a balancing act. Even science deniers and supporters of alternative facts can be said to be extremely critical in their evaluation of sources; this is demonstrated in their categorical dismissal of established media and the scientific

community. Naturally, it is not constructive to reject everything that one deems biased on the basis of one's own position.

At the social level, authorities and the media must work to review news and ensure that citizens can rely on most of what they read. Unfortunately, there will always be biased and false information in circulation, and therefore an individual-based civil defense is necessary. Thus, education is crucial. For those who work in education, a better basis is needed for determining how we should handle digital media responsibly. Through investments in empirical and evidence-based research, we can move beyond exaggerated expectations and fears, toward a more critical, constructive application of digital tools and media in teaching.

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12. Negotiating and Resisting Digital Media in Young Children's Everyday Life

An ethnographic study

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Abstract

While the dominating societal discourse highlights the positive aspects of digitalization of childhood, families with young children may perceive things differently, even demonstrating various forms of resistance to children's media practices and use of digital technology. It is within the domestic sphere that young children are introduced to digital media, but still policymakers and scholars have paid little attention to these issues. In this chapter, preliminary Swedish findings from a European comparative study on 0- to 3-year-olds and their digital life are presented and discussed in relation to domestication and parental mediation of media.

Keywords: 0- to 3-year-olds, digital media, family life, domestication, mediation

Introduction

Digitalization is the most transformative process in society since industrialization. Today's increasing access to global communication networks and use of mobile media platforms have made digitalization a key issue in understanding every aspect of social life, including childhood and family life. Various policy documents highlight the need for a more in-depth understanding of digitalization and its consequences[1]. The Swedish government has formulated a vision of becoming world-leading in embracing the opportunities that digitalization brings with it[2]. Digital literacy is a necessary skill for every citizen to fully participate and engage in social and civic life. Still, we know very little about how digital media are introduced to young children and the development of digital literacies in early childhood.

In this chapter, preliminary findings on young citizens' (the 0- to 3-year-olds) media use in their homes are presented, with a specific interest in various processes of resistance and negotiations concerning digital media practices within the household of two Swedish children.

Underpinnings for the research

In Sweden, more than 50 per cent of all 3-year-old children use the Internet on a daily basis, while 79 per cent of 2-year-old children use the Internet a few days a week (Davidsson and Thoresson, 2017). Furthermore, young children's usage of digital media will accelerate as products and technologies become even more baby and toddler friendly (Holloway, Green and Livingstone, 2013). Although some children do not use the Internet frequently, they may have well-established digital footprints, created by family members and relatives (ibid.). Today, family life is very much a media life. Family life goes on and is played out in the media. Children, in the Western world, grow up in media rich homes (Chaudron et al., 2015). But does this automatically mean that young children are developing digital skills, and that digital media are embraced by all parents?

While we have sufficient knowledge on school children's digital media use, empirical research on younger children (ages 0-8) is just emerging in Sweden and internationally (Marsh and Bishop, 2014; Kumpulainen and Gillen, 2017). Many scholars argue that technological developments are profoundly influencing social and cultural values as well as everyday practices (Kress, 2003), but few empirical studies have addressed how these changes are negotiated or even resisted in young children's everyday life (Marsh, 2005; Plowman, McPake and Stephen, 2010; Holloway, Green and Livingstone, 2013).

The concepts of domestication and mediation

To understand the complex processes of growing up with digital media, there is a call for in-depth and contextualized approaches that can bring important nuances and variations in early mediated childhood to the fore. The concept of *domestication* is valuable here, stressing the dynamic interrelation of the media habitus of the household, including everyday routines, norms and values (Silverstone, Hirsch and Morley, 1992). Hence, digital media use is permeated by the 'moral economy of the household': its values, interests, and identities, which in turn affects the various meanings attached to media, but also their roles and functions in people's lives (Silverstone, Hirsch and Morley, 1992; Haddon, 2011). This moral economy furthermore has implications for *parental mediation*, which is defined as 'any strategy parents use to control, supervise, or interpret content' (Warren, 2001, p. 212 cited in Zaman et al., 2016:3). Research on parental mediation to date has focused on parental mediation to avoid harmful effects, while neglecting mediation strategies to facilitate and encourage children's positive media experience in relation to, for example, developing digital skills.

Thus, looking through the lens of domestication and its key processes (*appropriation* – adoption, use and negotiations; *incorporation* – spatial location; *objectification* – routines and time schedules; and *conversion* – representation, talk, and display of identities), we become attentive to how digital media can be seen as interesting and exciting, but at the same time inconvenient and threatening. Media are tried out, understood, misinterpreted, used – sometimes rejected – and incorporated into families', households' and individuals' everyday lives.

Research design and approach

The present study is part of a European project. A team of researchers in the EU-funded network *DigiLitEY* initiated a project in 2016 within the broader theme of "Digital literacy in homes and communities"[3], investigating 0- to 3-year-olds and their everyday digital media practices. In total, twelve children and families from six countries (Finland, Israel, Portugal, Spain, Sweden, and UK) participated. We applied the methodology 'A day in the life', which has been previously used to study development and learning in early childhood (Gillen, Cameron, Hancock, Young, Gamannossi, 2007). 'A day in the life' is an ethnographic and mosaic approach (Clark and Moss, 2001; Sjöberg, 2010), striving to generate and represent multiple per-spectives on young children's digital life in a family context.

The research design consists of three visits to the home of each child. Various methods are applied: interviews with parents and child, observations of a child during a full day, including videoing for at least six hours, filling in a survey (mapping media access), drawings of the domestic space, and a follow-up interview based on co-viewing a video compilation of the recorded day (see further Gillen et al., 2007). In this chapter, we present and discuss a selection of the data from our visits to two Swedish families, looking specifically into the domestication of digital media technology through the processes of *appropriation*, *incorporation*, and *objectification* (Haddon, 2011). The fieldwork was conducted from early autumn 2017 to early spring 2018 and was approved by the regional ethical review board. The two Swedish children

presented below, a girl and a boy, were from the two first families that agreed to participate in the project. They live in different regions of the country and in different family constellations. In both families, the parents have completed a higher education.

Presentation of the Swedish cases

The two Swedish children are Anna and Oscar. *Anna* is 2 years and 6 months old. She lives with her mother and father (30 years old) and baby brother Erik, 4 months old. Her father works partly from home. Anna attends preschool three days a week and is at home two days a week with her mom, who is currently on parental leave. The family lives in a newly built attached house in a suburban area.

Oscar, 2 years and 4 months, lives with his mother and father (in their mid to late thirties), and his two older brothers (aged 9 and 7). Oscar attends preschool five days a week, unless his mother has a day off, when he stays home with her. His father works full time and mother works part time. The family lives in a townhouse close to the centre of a middle-sized town.

A day – in the digital lives of Anna and Oscar

Below we briefly outline some observations from the full days the children were filmed. Thereafter, attention is turned to some key results in terms of domestication processes and digital literacy. The recording day started early in the morning, around 7:30. In both families, the children were engaged with media activities at the time of our arrival. Anna was watching *YouTube* video clips on a tablet, and Oscar and his older brothers were watching a children's programme on the Swedish Public Service channel *SVT1*.

Anna's day

Anna usually spends the mornings with the tablet. It is part of a "starting the day ritual". She sits on a mattress in her father's home office and is free to use the iPad and YouTube as she likes, while her father works, and her mom and baby brother are still asleep. She also has access to a number of children's apps which she can choose from, such as puzzles.

The day with Anna goes on at a calm, steady pace. There is little noise, no background music and no loud voices in the household. No digital media are visible apart from a big flat TV screen in the living room. After breakfast, she goes with her mom and brother for a walk to the playground nearby. Back home again Anna's mother asks her "What do you want to do?" During the day, her mother takes few initiatives for joint activities. Anna plays mostly on her own on the floor in the living room with wooden toys. Anna and her mother have lunch together, in silence, and take a nap afterwards.

Anna's father joins the family in the afternoon, and he takes Anna for a stroll to the same playground as before. This time Anna rides her bike. At home again, Anna continues to play with a wooden train, until her mother interrupts her. Her grandmother (who lives in another city) is on *Facetime*. They usually chat, but this time Anna does not pay much attention to the iPhone handed to her, as she is busy playing with the train. On one occasion, Anna asks her mom to borrow her smartphone to use a QR-scanning app, pretending to scan photos. This is a practice she learnt from preschool, her mother explains, where QR-scanning is used.

The family has supper and then they all help to remove the toys from the living room before watching the daily children's programme *Bolibompa* on Swedish public service television. The father says he prefers public service because it contains no commercials. After cleaning up, Anna goes upstairs with her mother to put on her pyjamas, and most importantly her silver, sparkling skirt. She always wears this skirt when watching Bolibompa, as the show ends with a dragon dance, in which the dragon wears a skirt, and Anna

participates in front of the screen. The family members sit on the couch together; Anna's father sometimes looks at his mobile phone. Short conversations take place, but no talk about the TV content. After watching Bolibompa, it's bedtime (around 7 PM). Anna goes to bed in her skirt.

Oscar's day

Oscar's day also starts with media activities. However, compared to Anna, Oscar is highly engaged with the Internet-connect TV, and not the tablet. He is co-viewing the children's programme with his older brothers, in the sofa, while having breakfast in the living room. His mother is having her breakfast at the kitchen table, watching the boys from a distance. Oscar gets tired after a while and starts playing on his own on the floor. When his brothers have left for school, he is soon back on the sofa to watch TV. He told his mom that he wants to watch "Pippi" (the filmed Swedish version of Pippi Longstocking from the 1970s). When his mother turns on the TV, Oscar changes his mind and wants to watch today's episode of the children's programme again. His mother follows his wishes.

Oscar is in front of the TV screen the whole morning. He leaves and comes back, on and off, trying to get some attention from his mother, who is sitting at the kitchen table reading a printed newspaper or checking her smartphone. When his father comes home from the night shift, Oscar chats with him for a while but soon goes back to the TV screen. Oscar watches the same episode repeatedly. He laughs out loud and makes comments to his mother. She is still checking her phone and answers at a distance. Oscar shows little interest in her smartphone. Oscar is singing along with the music from the TV. A new episode starts.

After a while, Oscar and his mother go for a walk to the city centre for shopping. Oscar's mother is talking on the smartphone and checking things on the phone during the walk. After swinging at the playground, he falls asleep in the carriage.

After lunchtime, Oscar starts talking about Pippi again. We ask him about the TV downstairs in his brother's room, which has a game console. He says his brothers play FIFA. Oscar says he does not like soccer, he likes Laban (an animated ghost on TV). He pulls out board games and plays on his own, the Balloon game, Yatzy and then Pingu. When we ask him about Pingu, he wants to stop the game and instead watch Pingu on TV. His mother immediately turns the TV on again. While looking for Pingu, he sees Shaun the Sheep. He then wants to watch this show instead. This is how the afternoon goes on, except for a break when Oscar goes out to get some fresh air and play. His mother turns the TV off. Oscar gets upset, he wants to continue to watch, he does not want to sit on his potty, does not want to go outside. He starts to horseplay on the sofa, laughs but says no to his mother's suggestions. After some negotiation, he sits on his potty, reads a book, and then agrees to go to the forest to look for Laban the animated ghost, who he believes lives in the forest.

As soon as they are back indoors, the TV is on again. Oscar wants to watch Pippi. He watches several episodes; in the meantime, his mother checks her smartphone. Oscar is watching Pippi; he has a snack in front of the TV, and jumps up and down in the sofa. For long periods, he is completely absorbed, then he loses his interest, leaves, comes back, and continues watching. When Oscar's older brothers come home from school, he is slightly disrupted, but then starts watching TV again. He is still watching TV when we leave the family around 4 PM.

Children's different media lives: analysis and discussion

Anna and Oscar experience quite different media lives. In both families, it is evident that the moral economy of the household strongly influences the way the parents mediate their children's uses of digital media, resulting in ambivalent attitudes and various processes of resistance. The main issues raised by the

parents are at what age to introduce digital media, what content is child friendly and of high quality. The parents are more expressive concerning the potential risks of digital media use, such as radiation, rather than the increased opportunities to learn and develop new competencies.

Preferences for traditional play and practices of distinction

Traditional play, either outdoors or indoors with toys, is preferred to spending time in front of the screen; free play is encouraged by both families. Children need to be bored sometimes to become creative and play, Oscar's mother tells us. These preferences for traditional play have implications for actual use of media (*appropriation*) in the household. Anna's parents do not use much social media and her mother usually has her smartphone in silent mode, while Anna's father uses his smartphones more frequently, also when he is with Anna (e.g., at the playground or when co-viewing TV), which leads to discussions between the parents. In Oscar's family, smartphone use by his parents is more frequent and does not lead to any discussion. However, the smartphone is not for Oscar and he does not ask for it during the day. The same applies to Anna, who does not ask for the smartphone (with one exception) or any other media activity, unless we or the parents bring it up. In terms of domestication theory, the *process of objectification* is highly present, as Oscar and Anna are both well aware of the pre-established media rituals and practices in the family.

Oscar's mother tells us that they used to have a tablet, but it broke. They have an old laptop, which they rarely use, and if they do, it is mainly for professional activities, not for Oscar to use. In Oscar's home, they have printed newspapers, a vinyl record player, vinyl records, and a retro designed radio. Oscar's mother tells us she is not interested in technology. If it were her choice, she would spend the family's savings on things other than digital technology, but at the same time, it is important to follow trends and be aware of digital technologies. In both families, the fathers have a greater interest in digital technology. There seems to be a kind of resistance to new technology in their reluctance or hesitance to purchase or replace broken technology. The display of retro media in Oscar's family and the extensive use of wooden toys in Anna's family can also be interpreted as a form of resistance to new technology, but also as a form of social distinction (Bourdieu, 2010/1984) in the moral economy of the household. The family prioritized having a subscription to the leading newspaper in Sweden, *Dagens Nyheter* [The Daily News], over fixing the tablet screen. This can also be understood through the domestication process of *conversion*, and thus seen as an example of how media technology communicates who you are or what you strive for, constituting an important part of your identity construction and social status.

Various forms of agency

In Anna's family, the parents have agreed that the tablet and the TV will be made available to Anna on certain occasions, and in certain spaces in the home. The domestication processes of *incorporation* (spatial location) and *objectification* (routines and time) permeate media use. The opportunities for Anna to engage with and learn from digital media are limited. Thus, her agency to act on her own terms is restricted, which can be seen not only by her getting access to media at a certain time of day, but also where a medium is physically positioned. A wifi-connected loud speaker, for example, is hidden in a cupboard that is out of reach for Anna. The tablet is accessible to Anna only in her father's home office (space) and in the morning (time). TV use is restricted to the living room (space) and the evening (time), and access is only provided through her parents' smartphones. This gives Anna no opportunities to explore the technology on her own and may explain why Anna shows little interest in various media. Anna's mother tells us, when we ask her about Anna's TV use: "If she would ask for it I would tell her not now, maybe later".

The tablet in the household was not purchased specifically for Anna, but she is allowed to use it when it is convenient and helpful for the parents to keep her busy, like during the morning rituals (*objectification*). The apps she has access to, for example puzzles, were purchased (assuring good quality) by her father when Anna was ill, and as a means to keep her happy. Again, we see how digital media technology is used (*appropriation*) as a means to resolve a situation or a problem for the parents rather than to actively inspire or encourage the child to explore and learn more about digital media.

From the description above, we can see how various domestication processes, for example, *incorporation* and *objectification*, result in different media usage and influence the level of agency (*appropriation*). Thus, domestication processes disable as well as enable agency. Anna and Oscar can in some instances independently choose what to do with the media, which content to engage with, for example, what to watch on Youtube (Anna) or on TV (Oscar). Anna's daily use of digital technology is limited to a 30- to 60-minute time slot in the morning and a 30- to 60-minute time slot in the evening. Oscar has access to the Internet-connected TV the whole day and is caught up in a constant media flow during the day, with few interruptions. However, he is not allowed to use the other family members' smartphones, as they are afraid these will break just like the rest of their digital gadgets. As for Playstation, Oscar is only allowed to watch at a distance, as his older brothers do not want to be disturbed while playing. Thus, the TV is the medium par excellence in Oscar's life, without much restriction, both in terms of content and time.

Conflicts around media

Few conflicts play out during the day, but the ones we witness involve the media. When we ask Anna's father about her use of apps, he brings the tablet down and lets her play with it to show her skills. When her parents ask her to turn it off, she refuses. She says she wants to put it "on hold", not off, and there is a bit of argumentation and negotiation before she reluctantly gives it to her dad. In the interview with Anna's parents, her mother says that children need help from parents to limit their screen use. "When she sits too long, she gets mad as hell, when we take the tablet from her. We can have big fights". Oscar also gets upset when his mom wants to turn off the TV, and she needs to make a deal with him for him to agree to spend some time outdoors. One way of avoiding unnecessary conflicts in the family is to minimize the use of digital technology, and this is what seems to be the case in at least one of the families. The idea of constricting digital technology in the lives of these young children is firmly grounded in the notion of what a proper childhood and good parenting entail, including, as stated above, the importance of outdoors activities and traditional free play.

Moving beyond media access to understand digital literacy

As digital media are incorporated into the home and everyday life, they can be seen as offering a nuanced mix of both positive and negative implications (Baym, 2010). This chapter stresses the need for a contextual approach as a means to map different processes of negotiation or resistance within the domestic sphere related to young children's adoption of digital media. In order to understand children's digital practices and emerging skills, it is not enough to examine media access in the household. The examples presented in this chapter emphasize the need to consider values and aspirations, social relations, family constellation, and general media use of the family (cf. Haddon, 2011), all of which can facilitate and promote, but also prevent and delay the development of early childhood digital literacies. The fostering of citizenship starts early and requires further attention to ensure that no one is falling behind and that the potential gaps between the media and information rich and poor are not widening. Democratic societies depend on knowledgeable and digitally skilled citizens.

While international and national policies often highlight the benefits of digitalization for society and family life, the lives of Anna and Oscar show that several mechanisms of resistance and negotiation are the outcome of strong beliefs concerning what constitutes a good childhood, to which digital media might not always be thought to belong. Thus, there seems to be a clash between family ideologies and political aspirations. The importance of and need for more evidence-based research on the abovementioned issues is substantial. To further explore and gain in-depth insight into childhood, digital media and the development of digital skills, the DIGIKIDS Sweden research team will, during the coming years (2019-2023), investigate 20 children and their families[4]. This project aims to provide a more nuanced and detailed picture of young children, 0-3 years of age, and their digital lives.

Notes

[1]   See for example *Det datadrivna samhället* [The data driven society] Report 2016:1 from Digitaliseringskommissionen [The Digitalisation Commission] (2012:04) Statens offentliga utredningar [Swedish government official reports]; *Det sociala kontraktet i en digital tid* [The social contract in a digital age]. Report 2016:2 from Digitaliserings-kommissionen [The Digitalisation Commission] (2012:04) Statens offentliga utredningar [Swedish government official reports].

[2]   http://www.regeringen.se/regeringens-politik/it-politik/mal-for-it-politik/

[3]   The working group "Digital literacy in homes and communities" within the COST Action network DigiLitEY (2016 – 2019), http://www.digilitey.eu

[4]   The project is funded by the Swedish Research Council (grant no 2018-01261).

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13. Digitization of Schools and Education

The case of Sweden

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Abstract

In the studies presented here, digitalization of schools and education is viewed as an integral part of educational governance, situated in and related to the larger society. In this context, it can be shown that educational (digital) technology per se does not provide the solution to educational problems, nor does it have the potential to transform education culture and make teaching and learning more effective and innovative. Political decisions, together with the teacher's educational mission, are more important in the structuring of education. This is also considered in relation to the fact that digitalization is an expanding area of education policy situated within the larger political/economic changes in societies in Western countries that have led to a fundamental reshaping of public education systems toward markets and economic competitiveness. As a consequence, educational policy, at least when it comes to digitalization, is driven by business ideas rather than broader ideas about what we want education to be for the individual and for society as a whole.

Keywords: educational technology, policy, digitalization, networked governance

Introduction

The backdrop for the studies on digitalization of the Swedish schools and education that will be presented here is 50 years of efforts and investments aimed at digitizing the Swedish schools and education. During this time span, a fundamental global restructuring of the state has been undertaken in Sweden and many other countries. The restructuring has opened up the former tax-financed welfare sector to private actors, which has meant that today public education is legally and economically open to private sector participation (Beach, 2010). A commodification of both services and resources has followed and a lucrative educational market has been established on both national and international levels, addressing a globalized interplay regarding conditions of education. This has meant that actors from both the public and the private sector, from non-profit organizations and interest groups, are participating in contemporary thinking about public education and education reforms. This has become particularly evident in relation to the digitalization of the schools (Williamson, 2015).

A rectification of countries' education systems has at the same time taken place on a global level through international organizations such as UNESCO[1] and the EU[2] as well as through international comparative achievement measurements such as PISA[3]. The key argument from these actors has been that education is primarily aimed at adapting individuals' competencies and capabilities to the needs of the labor market, which in turn will ensure countries' competitiveness on the global market. The use of educational technology in education is in many ways intertwined in this argumentation. Educational technology is considered the key to the necessary transformation of education to meet the needs of the market and to change and modernize education systems.

In the studies presented here, digitalization of schools and education is viewed as an integral part of educational governance, situated in and related to the larger society, as described above, and the data have been analyzed and understood through theoretical lenses that emphasize this contextual understanding of education. From this theoretical perspective, education is considered a complex societal and social organization that is controlled through political processes, where actors at different levels of society create and shape the purpose, content and expectations of education through policy (see, e.g., Bernstein, 2000; Singh et al., 2013; Ball, 1997). These policies are expected to be converted into practical teaching situations within classrooms. For the present research, this has meant that, for instance, the use of technology in schools needs to be analyzed and understood in the educational context and in relation to the complex web of policy demands, expectations and requirements teachers are obliged to take into consideration.

The theoretical underpinning points to the importance of taking into consideration the relation between the conditions created from policy and the educational practice. The research findings that will be presented reveal the consequences of this connection both for classroom teaching and for educational policy processes. Thus, trying to understand policy processes and the consequences they will have for education, teachers, students, schools and society has been an important part of the research.

Studies of education and digital technology from a teaching perspective

In this section, research focused on the use of digital technology as part of daily work in the classrooms will be presented. This research emanates from a particular interest in critically examining and investigating the 'big hopes' of school digitization, which were that schools could improve their performance with educational technology, that students' learning results could improve, that teaching could become more efficient and innovative and that the educational outcomes and processes could be more easily monitored. The 'big hopes' of school's digitization have been prominent in the stated ambitions in the 50 years of investments in educational technology (see above), where the objectives were to bring about radical changes and improvements to the schools, teaching and learning. Before presenting results from the research a brief overview of the digitalization of the Swedish schools will be given.

The digitalization of the Swedish schools

In Sweden, the investments in digital technology have been initiated from the top, beginning in the 1970s and 1980s, when the school system was run by the state, by central authorities such as the School Board and later the Swedish National Agency for Education. After the decentralization of public-school decision-making to local government in the early 1990s, the investments have been decided on locally, with increased influence from private actors (see also above).

However, the expected improvements of schools and education were not achieved through the investments in digital technology. Results from both evaluations of the Swedish investments and from national and international research show that although digital technology changes working methods for both teachers and students, no revolutionary changes in classroom practice have occurred (Selwyn, 2016; Skolverket, 2016). Nor has it been scientifically proven that digital technology has had direct effects on students' learning outcomes (Grönlund, 2014; Haelermans, 2017; Skolverket, 2016; Teknikdelegationen, 2010). Several studies have suggested that the excessive belief that technology has the inherent ability to change and revolutionize schools has prevented opportunities to study digital technology in schools from a more realistic perspective (Gouseti, 2010; Nivala, 2009; Selwyn, 2016).

Results from studies of education and digital technology from a teaching perspective

In order to address the above suggested knowledge gap, ethnographic studies of teaching with digital technology in the classrooms where teachers and students are located has been undertaken. An important point of this research has been to stress the need to look behind current ways of thinking about technology as essentially a 'good thing' for education that will lead to a general improvement in and transformation of educational practice. The aim has thus been to contribute to the development of a critical perspective on digital technology. The present research involved a 2-year study in four upper secondary schools in Sweden that had invested in a so-called 1:1 laptop initiative (one laptop per student). During these years, data were produced through surveys, interviews, focus group interviews, and video observations in classrooms where digital technology is used for teaching and learning. Use of different data promoted a broader and more general picture, as well as a more profound and deep understanding of how teachers' pedagogical work is influenced by the digitization of schools. In this way, the various data sources have provided a rich picture of daily teaching and learning as well as of the context of teaching at the schools under study. The aim was to make visible, describe and analyze everyday educational/pedagogical work in these contexts to see if and how education is rendered more innovative and productive through the use of technology (Player-Koro, Tallvid and Lindström, 2014).

The main results from the study showed that teachers at the participating schools have a positive attitude toward the use of technology, both in classrooms and in their professional work. But they have remained highly traditional in their basic pedagogical perspective and activities. This does not mean that teaching has not changed. The point is instead that the introduction of digital technology in educational settings seems to lack the potential that is often referred to, namely that of transforming the culture of education and making teaching and learning significantly more effective. Instead, digital technology seems to be used within established power structures and relations that are in practice reinforced rather than challenged. These studies have elucidated the complex everyday life that teachers find themselves in and all the different directives (from, e.g., local and national policy documents) that structure and limit what is possible to do at school. One example is the increased focus on national tests in Sweden that specifically guides how teaching and learning take place in the classrooms. The studies show that changing the school system in a more comprehensive way does not take place through the introduction of digital technology per se; instead, it is about societal (policy) level changes in the structures that shape education and the discourses concerning what education should be and what it should lead to, for the individual and for society as a whole (Player-Koro, 2012; Player-Koro and Beach, 2015; Player-Koro and Tallvid, 2015).

The importance of the governance of education was thus highlighted through this research. The next section will present results from studies focused on policy processes and the consequences for education.

Studies of education and technology from a policy perspective

The starting point for the research on education technology policymaking is the fact that digitalization is an expanding area of education policy. This is also an area of policymaking in which the change in political governance – through political reforms of the welfare sector toward what is often called networked governance – has had a great impact.

Education governance through policy network

Networked governance is a term used to describe policy processes in which different actors from both the private and the public sectors work together in making decisions about, for instance, schools and other public infrastructure (Ball, 2012). In Sweden, this has been made possible through the past two decades of

changes in the Swedish public sector caused by decentralization and the market reforms described above. Educational technology (ed-tech) has become an important part of this through the major business opportunities it represents. The ed-tech market is today a multibillion-dollar global market in which education, technology and entrepreneurship are mutually dependent and has, in this way, become an increasingly structured space that condenses and regulates the principles of schooling. Network constellations of this kind have thereby changed the conditions for democratic policy processes by giving new actors with different interests access to and the opportunity to influence decisions on policy issues that concern both the values and practice of education (Player-Koro, Bergviken Rensfeldt and Selwyn, 2017).

Results from studies of educational technology policymaking and enactment through policy network.

Through studies of networks of various actors operating within the framework of digital technology and schools, the annual education technological trade fair – Scandinavian Educational Technology Transformation, SETT[4] – emerged as an arrangement of great importance for policy work on issues concerning educational technology and the digitalization of schools (Player-Koro and Beach, 2013, 2017). The trade fair's function in the policy network is to gather, disseminate and bring together various actors, ideas and technologies. Alongside SETT are dozens of equivalent annual fairs held around the world that constitute important 'policy events' where teachers interact with broader networks of interest and influence. The fair's exhibitors include state municipalities, teacher unions and other public sector actors, and are in this way a model of public/private cooperation, where state and commercial actors are acting on the same policy issue and the recipients of the message are school actors, such as teachers, principals and local school administration.

The role of education technology trade fairs in the digitalization of education
These ed-tech trade fairs are often marketed as important, sometimes even democratic, venues where teachers can make their voices heard, highlight and discuss relevant educational issues and share successful teaching concepts and practices. Results from studies of the SETT event aimed at understanding the fair from teachers' perspective (Player-Koro and Bergviken Rensfeldt, 2017; Player-Koro et al., 2017) show a diametrically opposed view, where the environment offered by the event only allows a one-sided, top-down transmission of messages, rather than allowing an exchange of knowledge and information. The message that meets the participants, which mainly concerning how and why digital technology should be used in school, is packaged as short slogans linked to well-known educational issues or problems, where a technical resource or other product is presented as a solution to the problems. The message is thus packaged as a simple solution to complex challenges existing within the education system. Here again, digital technology is portrayed as a mechanism that can change and improve education as well as solve problems. What is not reflected in these slogans, however, are the real problems the school is struggling with – problems that are partly the result of reforms that have opened up the education system to market forces and governance systems that follow the same rules as for-profit private companies. Teachers who visited the trade fair had few opportunities to make their voices heard, to have an influence, to ask questions or in other ways express their critical comments. It was also difficult for the teachers to perceive who was behind the messages being conveyed, making it impossible for them to judge whether or not the products for sale rested on scientific grounds, which is what the Swedish School Act (SFS 2010:800, 2018) prescribes. According to the teachers, they perceived that what was conveyed by actors at the event was also what they are expected to do in the classroom (Player-Koro et al., 2017).

Trade fairs as an integral part of digital educational policy interpretation and translation
Another approach taken in the studies of the event SETT was to follow how the latest Swedish policy initiatives aimed at digitizing schools have materialized in Sweden. This initiative has resulted in a changed curriculum, where 'learning to code' has been part of the Swedish curriculum for compulsory and upper secondary school. This Swedish initiative exemplifies both how different types of actors interact in policy processes and how education policy has been globalized. This was demonstrated in a comparative study of three countries that followed the education policy process on 'learning to code' and computing in schools that has accelerated in national education systems around the world, and of how this policy has been materialized in England, Australia and Sweden (Williamson, Bergviken Rensfeldt, Player-Koro and Selwyn, 2018). In this study, the organization and structuring of policy networks in each country have mapped, tracked and analyzed through comparative analysis of how increasingly rapid, transnational political mobility works. The analysis makes visible how computing, and in this case 'learning to code' as a key policy idea, is changing, mutating and metamorphosing as the core policy agenda is modified, worked on, and enacted in different countries and education systems. In this study, computing in schools and 'the learning to code agenda' are taken as an example of how cross-sector policy networking involving diverse actors is contributing both to the formation of educational policies within the nation state and to the mobility of policy ideas across national borders.

Final words

Taken together, the important conclusion that can be drawn from this research is that questions about digitalization and technology use in education are not value free. They are an integral part of educational governance and, hence, highly political. This is particularly important at present, when politics on various levels is in increasing tension with education as a public good. Educational technology per se cannot provide the solution to educational problems, nor does it have the potential to transform education culture and make teaching and learning more effective and innovative. If we really want to improve and innovate education, other things need to be done that take into account broader questions concerning what we want education to be for the individual and for society as a whole. These questions cannot be addressed with sales arguments, where simple solutions to complex educational issues are packaged and sold as products on an educational market. Moreover, if we really want to develop digital technology that enhance students learning and development, we need to look behind the assumption that technology is essentially a 'good thing' for education and start by considering the pedagogy first, only later choosing tools and strategies that can facilitate education. The point is that if we do not start with the pedagogy, we can never develop an understanding of the implications and possibilities of using digital technology in education.

Notes
[1] https://en.unesco.org/themes/education
[2] https://ec.europa.eu/education/node_en
[3] http://www.oecd.org/pisa/
[4] About SETT https://settdagarna.se/eng/

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14. Film Literacy in a Digital Era[1]

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Abstract

This paper offers consideration to an alternative use of film practice and the role of pedagogy in challenging the conception of film as a product and entertainment medium. Instead the authors reflect on the potential of the camera as a tool for facilitating dialogue with communities and individuals that draw on images and representations that challenge the stereotyped and repetitive images generated in mass media. Furthermore, they draw from their experiences of working with the Visual Practice (VP) model where the camera is a research tool. As a tool the camera is used to explore issues in contemporary society and in this context the responsibility in film pedagogy is about enabling social change that embraces broader rights in society that aims to promote democratic rights.

Keywords: film schools, film literacy, film pedagogy, film education and film programmes, transforming learning, democracy and social justice, immigration.

Introduction

The pedagogic ethos that informs the film education at Gothenburg university is that filmmaking and the camera are vital for forging social development and affecting political change. The aim is to experiment and explore methods that will allow the camera to be used as a tool for seeing and fostering increased interest in democratic values - not just to view the camera as an instrument for "entertainment" purposes.

Long before the digital paradigm, film writer Cecare Zavattini imagined a time when cameras would be small and cheap and could be accessible and used by every citizen in any society. (Zavattini 1977:161). Zavattini saw this as a democratic possibility - that the camera could be a democratic tool for the expression towards social justice and in advancing democratic values. It was evident for him that the camera could be a pervasive tool in our everyday life. Today everyone who has a smartphone also has a camera with the added advantage of publishing software. The smartphones carries enormous possibilities for image making and the reproduction of images. But it remains to be seen what the possibilities and the potential of this might be for advancing social justice.

This paper is an opportunity to reflect on how we as teachers, together with the students at Valand Academy, have started to reconsider the parameters of film education and to develop a curriculum that addresses research and practical methods to problematize social justice issues and, to further see the instrument of film as a way to advance democracy in society. This project is called Visual Practice (VP) Model and it serves to offer a decolonialising approach to the more canonised forms of film education. The approach invites for a form of bringing film practice and pedagogy in relation to the socio-cultural issues of migration and global displacements of communities. This approach further promotes "unlearning" conventions of filmmaking that have been canonised through film training institutions that have put vocation training/skills used for storytelling at the centre of film education.

The significance of the VP model changing the approach

As a former citizen behind the iron curtain in Poland, where the government controlled and regulated the production and distribution of images, Krzysztof Kieslowski says in an interview for Danish television: 'It's hard to live in a world lacking description. It cannot be understood if one didn't live in a not-described world. It is as if you lived without identity.' (Wierzbicki 1995). This sentiment is one that informs the pedagogic approach at Valand Academy and is further developed through the VP model. Being a Swedish citizen in 2019, it might be hard to understand and recognize the sentiment expressed by Kieslowski as mass-produced images are constantly cuing a "depiction" of the world, thus the "un-depicted world" appears mythical.

With the overproduction of images in various medias, it may even be argued that, it is difficult to live in a wrongly described world, given the overproduction of images. Despite the mass-production of images in the general media surrounding us in society, the images produced are similar. Using the dramaturgy of storytelling the majority of images try to sell something no matter if it's products or news reporting and therefore produce very similar ideals and perspectives with a clear ideological persuasion.

The philosopher Bernard Stiegler (2004) is interested in how technique effects the human mind and argues that what one sees in images, still or moving, becomes experiences, which then becomes part of our memories and perception of the world. Especially moving images affect us so directly that the memories become as strong as our own first hand experiences. Film theorist Trond Lundemo writes on Stiegler's thoughts:

> The moving image technique constitutes the very basis of our perception of reality, and our recollection is so much shaped by mediated events it no longer exists as an absolute dividing line in our memory between our own experiences and what we have seen on television or the movies. The recall of events where we have never attended but has been brought to us through media - make up most of our memories (Lundemo 2004:24).

Stiegler stresses the importance to understand cinema, not just as an artform, or form of entertainment, but with Stieglers' words, as the "industrialization of memory". Stiegler suggests films reproduce values, norms and ideals that determines how we as humans behave towards each other depending on appearance (race, class, gender).

Film writer Cecare Zavattini (1977:159) expresses his concern around images from the entertainment industry, saying that film audience are pacified and lose their sense of responsibility for society when they see images of glorified heroes on the screen, especially when there is a huge gap between the images seen and its relation to one's own every day life. Zavattini encouraged filmmakers to look around and find the big stories close to peoples' everyday lives. In other words, to identify the everyday problems and lift them as dramas worthy of being exposed as cinema. As an exampel he refers to *Bicycle Thief* (De Sica, 1947) which mirrors the struggle for survival in difficult times in post-war Italy.

If we take the thoughts of Zavattini in to film education, using cinema as the main reference point in making cinema, a danger emerges when mimicking themes and repetition in the way stories are told. A parallell thinking is provided by Nigerian writer Chimamanda Ngozi Adichie who gave a TED-talk named 'The danger of a single story' (Adichie 2009). When she was a child she only read books with white people eating apples in the snow. When she started writing herself at an early age, these narratives from "elsewhere" continued in her stories even though her life in Nigeria was very different from the stories she read and the stories she wrote.

As educators in film practice and filmmaking, an alternative pedagogic starting point could be posing the question: "what images and perspectives are lacking?" The joint work with students becomes to try to

identify those images and perspectives which are not readily available in society; those images that are not part of the over-production of images which serve a capitalistic perspective. Through the teaching programme, ways to express alternative perspectives are invented.

One of the ways to redirect the gaze in the teaching is by reconsidering film not as a product for sale, but "film" rather as a method of researching the world that surrounds the filmmaker. The camera is seen as a tool, as a research instrument that allows one a better understanding of the world. Film is viewed as a method to identify those perspectives and points of view that are lacking.

Method

At the film department at Valand Academy, a research project called Visual Practice model (VP Model) is evolving from the method teachers have been experimenting with together with students. The core idea of the project is built on the simple principle that the camera is introduced as a tool to people who do not usually have control over how their lives are described visually in society. In other words, people who are visually represented but do not have "control" over those representations and images. For example: children, 1 - 5 years old, who are often photographed, but seldom make images from their perspective, newly arrived refugees who do not speak Swedish and elderly people who want to be become familiar with digital technology. They each get to use a camera and decide when, where, what and how they want to use it. The following question is asked: 'What do you want to show me?' and their response is in the form of images (still or moving). The collective dialogue around the images is essential.

In the group discussions around the images it becomes evident that the considerations that lead up to the photographs are not only aesthetic but also ethical and philosophical. Through the discussion process it becomes apparent that they appreciate different things and they see different things. Furthermor when they start talking with one another they notice that they think differently about what they see, even if they see the same picture. Multiple understandings and perspecitves of the images are produced through this process, enabling critical thinking as consumers of images.

Film and images have been appropriated in many disciplines: anthropology (visual ethnography), medicine, social justice and human rights programmes, also in numerous fields in the social sciences where its primary use is as an instrument to document: as a technique for recording as opposed to a method of interrogation. Films have functioned to explore and document communities but film has had limited consideration as a tool or instrument of investigation where the medium (its form) is used as visual tool to bridge cultural, communication and linguistic challenges.

Many researchers use cameras and images to get information or data from their informants, but the use of the camera in the VP model takes it further. The method in introducing the camera to informants is similar to reflexive photography and respondent-generated image production which 'provides a means for informants to have increased voice and authority in interpreting their own lives, social contexts, and a "perspective of action" that helps make their life-views and social systems meaningful to outsiders'. (Lapenta 2011:11).

The VP model builds on another established research method: Photovoice, originally named Photo Novella. 'Photovoice has three main goals: to enable people to (1) record and represent their everyday realities; (2) promote critical dialogue and knowledge about personal and community strengths and concerns; and (3) reach policymakers.' (Wang 2010: 148).

The Theoretical Thread

The Photovoice approach builds on the pedagogical thoughts of Paolo Freire (1976) and his work constitutes the theoretical connection with the VP model. The main focus is on his work against illiteracy in Brazil in the 1950's when only the literate part of the population were allowed to vote in the political elections. More than half the adult population could not read and therefore were not eligible to vote. Illiteracy was therefore a problem directly related to democratic rights. Paolo Freire (1976) developed a set of pedagogics aiming at adults to quickly develop reading and writing skills which also included political training in order to develop political awareness. The pedagogy further contained knowledge about political processes.

Today literacy, as in reading and writing is part of the unquestionable democratic rights worldwide where the right to education is viewed and defined as one of the key aspects of human rights. Today images is becoming the primary tool for communication and it is essential to be able to critically meet and absorb different types of visual information and to form an opinion. In the VP-model we suggest visual literacy as a democratic right, equal to reading and writing.

But how do you teach-learn visual literacy which also implies unlearning visual literacies that have become naturalised through mass media?

The aim of this approach is to consider how to teach film practice(s) in a way that radicalises the curriculum and have a direct relation to social justice issues built into the curriculum. The work is necessary not only a way of developing awareness and increased knowledge about diverse global issues through the process of using the camera as a tool of socio-political investigation, but also to develop awareness of the impact of the image itself.

One of the observations in the work with the VP model is that the participants build self-awareness of their own seeing and in turn develop critical thinking (and practice) in image making. The reflexive approach allows for a reassessment of the conventions of image making, as well as addressing the normative and colonial worldview that images reproduce. The educational form enables the participants to develop a fresh gaze and a new approach to the surrounding world and their own film practice and their creativity in developing narratives and points-of-view. After using the camera and learning how to visualize one's own perspective, the VP model-methodology facilitates a revised relation to the images one has consumed (images seen on television, in the cinema and through internet platforms).

Conclusion

We all live in a visual culture. Images are central to our way of communicating. In the Universal Declaration of Human Rights the following is listed under Article 26 - The right to education. 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory' (United Nations Official Website 2017).

The ability to film and communicate with images and to 'read' and critically relate to images in current society is central to education and not simply a matter of visual literacies. It is a competence so essential in the contemporary life that it should be a part of the basic education foundation given at school. To raise visual literacy amongst all citizens will have longer-term impact towards cultivating "readers" of images (as opposed to consumers of images).

In the current global climate, the tenets of democracy and human rights are being threatened and compromised by economic drivers and the reconstitution of sovereign states. Given the increasing demand for teaching institutions to create more inclusive curriculum which captures the diversity of their civil societies, the objective must be to foster a place for inclusive learning and teaching experiences that

embrace diversity as a pedagogic opportunity. It means addressing a question of feminist pedagogic practices, de-colonial approaches to teaching-learning and including minority and marginal communities in the teaching curriculum – this is what it means to both transform the curriculum and create a context of learning and teaching that is multi-perspectival with and in an inclusive environment. Perhaps a pedagogue like Paolo Freire (1976) remains relevant even today, considering his thinking with regards to democratic values in society. Freires' (1976) pedagogy provoked knowledge production about political processes. When working through artistic practice, training our senses to perceive the world and to form ideas about the world, its politics and its possibilities -allows the student to examine how their own ideological reasoning about what it means to be human relates to and can be expressed in a wider context.

The question remaining is what role does a film education have today? Where do we look in the future? Can the film school and film students offer something to the world beyond entertainment and prescriptive values? Can the camera and the knowledge about artistic working-methods be a tool for reclaiming the belief in democratic values and develop tools for film literacy?

Note

[1] The text is a shortened version of a longer article published in *Journal of African Cinemas,* Volume 9, Numbers 2-3, 1 December 2017, pp. 151-168(18). Publisher: Intellect. DOI: https://doi.org/10.1386/jac.9.2-3.151_1

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15. Insights of Hindsight

On past and present uses of film for future media and information literacy

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Abstract

Many contemporary efforts to improve media and information literacy (MIL) still exclude two important factors – film and history. To explain why such an oversight might be counterproductive, discourses surrounding Swedish educational films 1910-1930 are combined with reflections on their pedagogical potentials today. State authorities and individual pioneers, respectively controlling and promoting the domestic film culture, are presented. Examples illustrating that film formerly was seen as an important pedagogical medium and an empirically valid prime source material worth archiving are also highlighted. Two reasons for and a potential solution of future MIL challenges are finally presented.

Keywords: educational film, Sweden, 1910-1930, archive, collaboration

Introduction

Efforts to improve media and information literacy (MIL) still often exclude two important factors – film and history. As a result, suggestions concerning how to enhance MIL tend to neglect experiences, activities, and perspectives generated within the global film culture, a culture that has addressed pedagogical challenges and didactic questions for more than a century. This oversight should neither be seen as a conscious decision to avoid lessons of history nor as a deliberate act to encourage normative and essentialist media categorizations into which film simply does not fit. Instead, most responses to MIL challenges in the digital era seem to routinely follow the long tradition of exclusively focusing issues that lie directly ahead and, by consequence, seldom consider what actually lies behind at a distance. In the following, examples from the Swedish educational film culture 1910-1930 are presented in order to underline their contemporary usefulness and international relevance.

Potentiality and critique

In 1912, the first Swedish petition about film was presented to the municipal authorities in Gothenburg, concluding that "for future research, it will obviously be of the highest importance to be able to follow past lives as thoroughly as the cinematographic image enables" (Waldekranz 1982: 22).[1] The same year, a short Swedish booklet proposed that films ought to be considered documents worth preserving for coming generations (Olsson 1989:45). More than a century ago, the historiographical benefits of film were thus intuitively linked to their potential didactic usability for and in the future. More to the point, the film medium was conceived of as something closely aligned with and therefore productive for research and pedagogy, implicitly suggesting that, in Sweden, film was just as important for knowledge production as every other form of empirical prime source material.

However, although many Swedes of the era discussed film in positive terms – positioning it within an intermedially expanding modernization process with close connections to photography, phonogram, and gramophone – just as many expressed pessimistic concerns and hostile perspectives. As a result, the first state institution in the world exclusively devoted to censoring film was formed in Sweden in 1911. The National Board of Film Censors (*Statens Biografbyrå*, SBB) consisted of respected members of Sweden's educational system, commercial film industry, and cultural elite. Until the advent of sound film at the end of the 1920s, SBB regularly joined hands with political leaders, cultural nobilities, and public opinion makers when stressing the dangerous psychological effects film had on the young urban population within the working class, who in Sweden, just as elsewhere, constituted the backbone of the cinemagoing audience.

When sound film finally was launched, the pedagogical potential of the medium was enhanced substantially, but so was its propagandistic force and ideological versatility. One key change was the ability of the soundtrack to direct the eyes and interest of the audience, hereby facilitating certain sought-after interpretations of the narration rather than others – an ability highly sought after by educational film-makers. The complex combinations of stylistic devices responsible for such filmic narration have been academically researched by film scholars for more than half a century, and today an increasing number of scholars have begun studying various forms of so-called useful cinema, such as the educational film (e.g., Acland and Wasson 2011; Orgeron, Orgeron and Streible 2012; Jönsson 2016).

Commercialism, pioneers, and cultivation

At the centre of earliest film-related issues in Sweden, we find a formidable commercial enterprise founded in 1919 that still dominates the domestic film culture: Swedish Film Industry (*Svensk Filmindustri*, SF).[2] In the early 1920s, SF emerged as a leading producer of feature film with a number of global successes. In 1921, the company also established a separate section entirely devoted to educational film – or as it was called in Swedish, school film (*skolfilm*). Only two years into its existence, the company thus regarded educational film to be of such importance that it set aside earmarked resources for its expansion.

The fact that a revised national education plan for elementary schools was approved by the Swedish parliament the very same year as SF decided to launch this section, 1921, should be noted. For although film never was mentioned explicitly in the plan, its repeated emphasis on the need to illustrate and visualize lectures in Swedish schools surely paved the way for increased use of film on domestic pedagogical arenas. Two years later, in 1923, the National Education Board in Sweden published a petition stating that "film in certain aspects and areas exceeds all other visual pedagogical tools available" (Berg 1923).[3]

At this point in time, SF and the head of its school film section, Gustaf Berg, had already realized that the company needed to make state and school representatives more aware of the benefits of modern mass media. The guiding principle was that the more legitimacy and credibility film in general received, the more the film trade and SF would gain. Consequently, the early non-fiction film initiatives in Sweden, such as the educational film, must always be understood against the backdrop of a struggling and young fiction film industry. This last point is still relevant today. All MIL activities need to be based on detailed knowledge about the contexts and histories of the media employed. But just as important, we naturally also need to understand the contexts and histories of the environments within which we employ these media.

The abovementioned head of the school film section at SF, Berg, is central in the early years of Swedish educational film. In many respects, Berg can be seen as a Swedish representative of a new kind of modern urban mediator, who from the 1910s onwards would have a significant impact on the expanding film

culture. Prior to his appointment at SF, Berg had worked at one of SF's two parent companies, *Skandia* (Olsson 1995). He had also worked as a film censor at SBB, and during the First World War he became head of the entire Swedish film censoring apparatus. Berg began publishing texts on film already in 1912, and from 1922 onwards he published extensively on educational film, primarily in Swedish, with titles such as *The Film and Public Education* (Berg 1922a*), From Images of the Homeland to Images of the World* (Berg 1922b*), On Cultivation Film* (Berg 1923*), Images and Cultivation* (Berg 1924a), *Swedish Cultivation Film Yearbook 1924* (Berg 1924b), and *Film in the Service of Culture* (Berg 1926).

Although Berg's section at SF was called the school film section, the titles above indicate that he personally favoured another and, in his view, more appropriate term: cultivation (*bildning*). Using his definition from a hundred years ago as a backdrop, it is interesting to reflect on the ways in which we currently label and categorize our MIL endeavours. Do we, for instance, believe that increased and improved MIL makes the general public more cultivated? If so, we must define what we mean by cultivation – a highly complex concept closely linked to cultural, religious, and political agendas that significantly differ around the world and that therefore also influence the media and information finally chosen and used in our MIL activities.

Authorities and collaborations

Returning to the early Swedish film context, it is clear that SF's launch of a prestigious school film section in 1921, led by the former head of SBB, should not be seen as a spontaneous impulse or a commercial gamble. Rather, the new section was an important step in a carefully designed national media strategy with the long-term ambition to improve the quality — and even more so, the status — of film. In a speech held during the first Swedish Cinematographic Week in May 1922, Berg stressed that all cultural film projects of high value must rest on solid financial ground, otherwise they would never succeed in their long-term goal of educating the masses to become more cultivated citizens (Berg 1923).

Berg specifically stressed that his emphasis on solid finances did not in any way imply that the commercial Swedish film trade was in need of more funds for its continued production of educational film. Instead, his target was Sweden's educational institutions overall, which, in his view, ought to be given substantially more state funds in order to take didactic advantage of all valuable films being produced. He therefore suggested that the government should form a neutral state authority led by professionals with expert knowledge of film.

This example illustrates the long and still ongoing history of intricate media relations between commercial companies, political institutions, and individuals. Therefore, we must always ask where our MIL initiatives and collaborations originate from. Which groups and institutions are not included in our ventures? What can we do about that? Who do we, in fact, work for today? And how much of our MIL efforts are guided by political decisions? This last question becomes especially pertinent when we realize that only some of us can perform and discuss MIL enhancing activities based on our own convictions and agendas, while such possibilities for many still vary drastically from nation to nation.

Dialogues and infrastructures

In the 1920s, SF chose to increase their knowledge about the impact of the new school film section by inviting individuals and audience groups to discuss how to best improve educational film domestically. Teachers, school inspectors, principals, priests, doctors, military personnel, and representatives of non-profit and charitable organizations were regularly asked to send in letters that later would be published in SF's catalogues and booklets. From these historical predecessors to present-day comments

on social media, we learn that SF targeted larger urban communities just as much as remote rural regions. Thus, there was a close dialogue between media suppliers and media users throughout Sweden already one hundred years ago.

Today's continuous digital surveying, allowing for critical comments and constructive suggestions on pedagogical and didactic MIL issues on-line globally, is considerably facilitated.

However, I still think we can learn a lot from older user dialogues such as those surrounding SF. In doing so, we should especially recognize that this company stressed the need for more state-employed film professionals, guaranteeing certified production, distribution, and control of domestic non-fiction films. In other words, the commercially most successful institution in the Swedish media landscape regularly emphasized the need for individual comments from users across the nation, state control by civil servants, and targeted input from external experts. These and similar collaborative SF initiatives suggest the contours of a new, modern, and intricate net of Swedish media governance that was actually drawn already in the 1920s, with a commercial actor at the centre of it all.

The primacy of archives and contexts

SF also manifested its position archivally with the creation of a separate archive exclusively devoted to educational film in the early 1920s, which at one point in time was regarded as the largest of its kind in the world. Today, the role of the archive has become increasingly important, and digitized copies of old films constitute the backbone of much research. However, if such research is to work more efficiently, sustainably, and democratically, we need entirely new and standardized processes for archiving and accessing. If our main MIL ambition is to make people around the world understand and decode media and information better and more critically, all activities must be based on empirically valid data. Otherwise, our efforts will end up as well-intended, yet counterproductive attempts that offer more or less suggestive readings of preselected media and information. Context is, and will always be, everything, which is why the role of the archive will be an essential and increasingly important prerequisite that cannot be neglected. On the contrary, it needs to be more supported and promoted than hitherto. If not, important media, experiences, and results from former MIL activities will deteriorate and finally be forgotten.

Concluding remarks

Although many researchers in film studies have for decades analysed and exemplified so-called discourses of sobriety within useful cinema sectors such as the educational film, a great majority of today's MIL practitioners still regard film with scepticism when it comes to pedagogy and learning. In the above, I have put forward some reasons why I think this is unfortunate. The full answer to why this is the case goes beyond the scope of this brief text, but I can at least identify two main reasons in the Swedish context for which I have one potential and generally relevant solution.

The first reason is linked to the regrettable division between different academic disciplines and faculties in Sweden, resulting in diverging media studies at a time when all various media converge. The second reason calls for a reiteration of my main point above, namely that most MIL efforts still lack historical perspectives and inclusion of film, which, in my view, negatively effects the chances of solving future sociocultural media challenges such as MIL.

My potential solution to some of our future MIL challenges is locally and regionally anchored, collaboratively employed, and technically innovative. It originates from ongoing work within a collaborative research project initiated in 2016 that is investigating the local visual cultures in and of Gothenburg over a 400-year-long period.[4]

All research is performed via collaborative test cases in which researchers, technician, engineers, and designers work closely together with representatives from museums, archives, libraries, companies, organisations, and civic society. By encouraging everyone to "dig where they stand" and study local visual cultures over time, new and archivally driven interest in and visualizations of the history of the city are triggered among citizens. These approaches also pave the way for innovative, digital, and generalizable learning-by-doing methods that facilitate more critical understandings of media, information, and city.

Our work is based on the solid conviction that literacy always begins at home and from the bottom up, not via all-encompassing top-down directives with little personal appeal to or interest on the part of those involved. Not surprisingly, film plays a crucial role in these endeavours, and by treating film as an empirically valid prime source material in its own right, we concur with the abovementioned observation in Gothenburg from 1912, and will therefore continue to "follow past lives as thoroughly as the cinematographic image enables".

Notes

[1]   All translations by the author.

[2]   One of SF's two predecessors, Svenska Biografteatern AB, began film production in 1907.

[3]   The Swedish titles are: *Filmen och folkundervisningen* (1922); *Från hembygds- till världsbild* (1922); *Omkring bildningsfilmen* (1923); *Bild och bildning* (1924); *Svensk bildningsfilms årsbok 1924*; and *Filmen i kulturens tjänst* (1926). From 1924 until 1942, much of SF's pedagogical texts were published in the periodical *Journal for School Film and Cultivation Film (Tidskrift för skolfilm och bildningsfilm).*

[4]   For more information about the collaborative centre for visual research GOTHENBURG CULTURES ON THE TOWN 1621–2021 (GÖTEBORGSKULTURER PÅ STAN 1621–2021, GPS400), see https://kultur.gu.se/english/cooperation/gps400/?languageId=100001&disableRedirect=true&returnUrl=http%3A%2F%2Fkultur.gu.se%2FSamverkan%2Fgps400%2F.

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16. MIL: A Collaborative Project Between Teachers and Librarians

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Abstract

In this presentation, we share our experiences of a course in Media and Information Literacy (MIL) at the University of Borås; it is a professional development course for teachers and school librarians. The course is completely online and is the only course offered in MIL in higher education in Sweden. Collaborations at different levels are important for the course's implementation, and collaboration between teachers and school librarians enriches the participants' development of teaching within MIL. Several examples of the practical projects carried out as examination tasks are presented.

Keywords: media and information literacy, collaboration, teacher, school librarian, cpd, online course

Introduction

In today's increasingly digitalized world, school personnel are challenged by the need to develop the knowledge and skills to educate pupils who have constant access to a varied and overwhelming flood of information. The introduction to the Swedish curriculum for primary and secondary schools states as a goal that "pupils will be able to orient themselves and act within a complex reality with huge flows of information, increasing digitization, and a rapid pace of change" (Skolverket, 2018, p. 7). Both teachers and school librarians need to develop skills to effectively teach pupils how to select and evaluate media and texts that can be trusted as well as how communication works in today's participatory digital culture. A course entitled *Media and information literacy in school* has been developed to address this goal. Universities in Sweden are responsible for providing professional development courses, and university education in Sweden is free (for citizens within the EU) as long as applicants are eligible. Employers can also facilitate their employees' participation in these courses by providing study time during working hours.

The University of Borås is located in a region in southwest Sweden, which is particularly active in relation to issues of media and information literacies. Regular regional network meetings and conferences contribute to discussions on the development of such competences. The University of Borås houses both educational research and research in library and information science and has teachers with expertise in media and information literacy (MIL). When UNESCO's framework *Media and Information Literacy Curriculum for Teachers* (Wilson et al. 2011) was published, the idea was born to develop a course with this focus that would be easily accessible to in-service teachers and librarians throughout the country. An important point of departure in developing the course was that the two professional groups can complement and support each other, a relationship demonstrated in research on professions (Nolin, 2008).

Background of the course

The course *Media and information literacy in school* has been offered since 2014 at the University of Borås as a 7.5 ECTS point course, corresponding to five weeks of full-time study. Studies are spread over an entire term (20 weeks), and all teaching is online. Independence of place and the part-time nature of the course

enable participants to work and study simultaneously. The course is designed for in-service teachers and school librarians and focuses on how cooperation between these groups can strengthen pupils' development of MIL. UNESCO's framework (Wilson et.al 2011) is the foundation for the course, complemented with current research in education, library and information science, and media and communications science. After taking the course, participants will better understand the different aspects of MIL and how the field can be understood from a variety of perspectives, including different educational contexts, for pupils of different ages, and from various disciplines. Course participants will also be able to provide practical examples of how MIL can be integrated into different subjects and teaching contexts, resulting in the generation of a variety of projects for sharing and discussing.

Collaboration between the university, government agencies and media and information literacy actors

Various kinds of collaboration have been introduced and developed in the course *Media and information literacy in school*. The course is offered by the joint faculty of Education and Library and Information Science at the University of Borås, representing both organizational and disciplinary collaboration, thus course developers have been exposed to research from both disciplines, leading to a deeper understanding of and ability to define relevant problems related to the concept "media and information literacy". Additionally, the course highlights that collaboration between teachers and librarians in teaching about MIL can result in new understandings of the concept.

Several external actors have been invited to lecture and discuss MIL as part of the course. *The Swedish Media Council* is a government agency with the directive to strengthen cooperation with other agencies in developing teaching materials in MIL for educational professionals. *The Council* has contributed a lecture on its work and a presentation of its digital resources. This agency also regularly investigates the media habits of children and young people; their reports are discussed in the course and are part of assigned reading.

Researchers from *Nordicom,* a media and communication research centre at Gothenburg University, have also lectured in the course. *Nordicom*'s goal is to increase the visibility of research, and it provides, in its lectures and published material, international perspectives for course participants.

Utbildningsradion is a Swedish public service company for education and schools. This agency has for several years produced school material related to MIL. They also have created TV programmes on source criticism and advertising for younger students. The course at the University of Borås includes these materials in a lecture on freely available resources for teachers and pupils within the field of MIL.

Filmpedagogerna (The Film Pedagogues) is a non-profit group working to support regions, municipalities, and schools in MIL, especially within the context of film and other moving media. The group collaborates with international organizations to develop and create digital resources and use them to educate the public about UNESCO's MIL framework. The group contributes a lecture and seminars in the course.

Outlines of the course design and content

The course is entirely web-based and offered through a teaching platform where students can interact with teachers and each other and access course information and material. Some lectures and other materials are recorded in advance so that students can download these files. In a digital environment, course participants can listen to and watch these recordings multiple times. Other lectures and seminars

are conducted in real time online, but are also recorded for later access. All communication is conducted via a videoconference system, a discussion forum, or online messaging. One of the negative aspects of distance education is the lack of human contact and social interaction between participants and teachers. One way of building connections into the course is to organize regular "open house" video conferences where teachers and course participants can connect and have open discussions about course content.

Course content focuses on understanding the media habits of children and young adults, the consequences of digitization in society, the principles of source criticism in today's communication society, and the prerequisites for increased and successful collaboration between teachers and librarians. Importantly, the course content builds on the experiences and questions of participants regarding the concept of MIL. This aspect of the course is flexible, providing students with opportunities to work on issues that are important in their own workplaces. The course grade is based on a project that participants carry out and adapt to the conditions and framework prevailing in their own workplaces. Participants are encouraged to use digital tools to evaluate their projects; options include podcasts, blogs, websites, and film. The participants' final report describes the results of the project, including a discussion of project consequences.

Collaboration between course participants

Librarians in Sweden are experienced and competent in teaching methods for information and source criticism, an area highlighted in the Swedish curriculum. It is natural therefore that teachers and school librarians who participate in the course and come from the same workplace are encouraged to work on their development project as a team. Cooperation between these occupational groups is a recurring issue within research, as librarians strive for integration into the educational process (Gärdén, 2017). In the course, examples of successful cooperation are highlighted, as it is important to make visible each occupation's areas of responsibility as well as the need to create organizational incentives for developing and supporting collaborative relationships. The breadth of teaching experience demonstrated by participants – from primary school teachers to adult education teachers – has been particularly exciting, allowing them to see the importance of MIL on a variety of levels in these various organizations.

Development project as an examination, some examples

Course participants have designed projects based on their own work environments, a process they have found fruitful. In the beginning of the course, students conduct a survey of their workplace to identify how MIL is taught or manifested in other activities. In this way, the course has facilitated the visibility of the concept of MIL as well as its practical educational use within individual workplaces. Project planning and development have been built into the course, and our expectation is that this structure increases the participants' ability to continue developing these projects after the course itself has ended.

Course participants have created and carried out a wide variety of development projects. Source criticism is a recurring theme either independently or incorporated into other subjects. Another theme has been the effects of advertising, and course participants' pupils have tested designing their own advertising campaigns. The pupils of the course participants have also tested writing and publishing with digital tools, for instance, book tips, e-books and Wikipedia articles. News outlets have also emerged as a theme, where issues concerning news access, how people find news material, freedom of expression, and press ethics are in focus. In these projects, pupils have produced their own news items in the form of, for example, film and audio recordings. Children's and young people's use of the Internet in relation to health is another example of a project. Incidents where bullying has occurred in pupils' everyday digital life have created the need to work preventively when teaching about ethics and how to socialize on the Internet. Some projects

have also focused on professional development, and course participants have developed materials, often in digital formats, for use at their workplaces.

Experiences and further development

Collaboration between the School of Education and the School of Library and Information Science at the University of Borås has been rewarding and useful. Collaboration has helped to clarify discipline-specific competencies, and there are good reasons for the continued development of this relationship. Despite nation-wide efforts, knowledge about MIL is still not great, and we see the potential for further development of these topics in the educational programmes for both teachers and librarians at the university. In the future, when students have gone on to careers, this integration should result in more collective planning and collaboration in schools, including and going beyond projects involving MIL. There is a pressing need for greater understanding of MIL; studies have demonstrated that as much as 10% of Swedish citizens are not included in the so-called digital society (Internetstiftelsen, 2018, *Svenskarna och internet*). Our hope is that MIL will eventually be embedded naturally in all courses at all educational levels in Sweden, a development that is necessary if the country is to prepare its pupils and citizens for active participation in an increasingly digital world.

Disseminating experiences in an international context

As the digital nature of the course enables participants to be located anywhere in the world, there have been discussions about offering the course to international students. The course content is urgently needed and should be interesting for countries other than Sweden. We also believe that exposure to international experiences on issues concerning MIL would benefit course participants. With this in mind, we have begun discussions about the possibility of giving a corresponding course in Kenya. In May 2017, those responsible for the course travelled to Kenya to meet with representatives from the Kenya Institute of Curriculum Development (KICD), the Center for Media and Information Literacy in Kenya (CMIL) and several universities engaged with the issue of MIL. The Swedish course was presented, and potential options for the creation of a similar course for both Swedish and Kenyan participants were discussed. The meeting generated a number of questions that require further discussion. Topics needing more consideration include how course content, educational formats, and examinations could be constructed, given the different educational, cultural and economic requirements. Our goal is to develop methods and course tools appropriate for all course participants and course teachers, regardless of where they come from. We have learned a lot from these initial discussions and meetings, but have not yet made a decision about how to proceed with the development of an international version of the course.

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17. Rebalancing MIL

The revised Swedish curriculum and the emerging media citizen in a new media ecology

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Abstract

In our times of fake news and distrust, there is a great need for media and information literacy input that can help train students in critical thinking in relation to media messages. However, following the deep mediatization of our society this must be combined with a holistic understanding of the media as element in the ecology of communication. By discussing the relationship between critical thinking and critical consciousness, with examples from the Swedish curriculum lgr11 (revised 2018), this article argues for an increased dialogue between the two, in combination with a greater awareness of media ecological traditions, aligned with critical theory, Bildung and civic engagement.

Key words: media and information literacy, fake news, critical thinking, media citizen, media ecology

Introduction

On March 14, 2019, Sweden celebrated "Source Criticism Day". This annual event is directed by the fact checking service *The Viral Examiner*. Together with *Check the Source* which is directed by the Swedish National Agency for Education, the *Viral Examiner* is one of several initiatives of this kind within the expanding field of *Media and Information Literacy* (MIL) (Carlsson, 2018).

Campaigns like this often address students and teachers in *compulsory school*, in order to protect and empower "the emerging citizen" (Mihailidis, 2014), where one strand in this part of the "citizen making enterprise" (Wan, 2014) is to raise critical thinking and critical awareness, also in relation to life online, with its different forms of "participatory culture" and "networked publics". Thus, MIL can be related to "the tethered self" (Turkle, 2011), who is always online and thus constantly connected with and deeply engaged in an infinite world of unlimited access to information, where platform media offer a multitude of opportunities for communication, personal expression, learning, and civic engagement. Unfortunately, there is an uncivilized "digital underbelly" (Mihailidis 2018, p.152) to this promising media ecology as well. Within this underbelly truth is traded for ideology and tribal logics, and filter bubbles and spectacle seem to displace deliberation and organized conversation. This cultivates populism, online mobbing, fake news, disinformation and misinformation, and leads to a growing distrust in and destabilization of the established institutions of the media, of science and of education (Carlsson, 2018).

Consequently, it is of greatest importance to countervail this "post-truth condition" with "more MIL" that can raise the level of each individual's *critical thinking* and preparedness to handle disinformation, misinformation, rumors, etc. In accordance with this, in 2018 the Swedish government appointed a National MIL Coordinator, commissioned to map, connect, and suggest measures to help prevent and discourage disinformation, propaganda and hate speech (Dir. 2018:88). In parallel to this, an assembly of influential stakeholders in the MIL sector (librarians, educationalists, media houses, etc.) formed a

coalition to raise the national level of critical awareness, while at the same time reinstating trust in traditional media institutions (Carlsson, 2018). In terms of research, 2018 saw some promising examples, such as *The News Evaluator*—an applied, digital method meant to help young people to evaluate online news and information (Nygren and Brounés, 2018). There was also a much needed philosophical and analytical discussion around the very idea of "alternative facts" (Wikforss, 2019).

However, more is needed, living as we do in times of "deep mediatization" where media is everywhere and everything seems to be of or by the media. This means that the technologies, institutions and logics of the media saturate and guide every institution and many everyday practices (Couldry and Hepp, 2017). Platformization and algorithmic power drive Google and Facebook and other platform giants (van Dijck et al., 2018). This calls for a media literacy understanding that also acknowledges datafication and commodification, as well as new forms of media power through surveillance. In other words, we need to understand media as being more than channels and messages.

It is therefore important to cultivate not only critical skills, but also *critical consciousness* (cf. Kellner and Share, 2007), referring to an in-depth understanding of our deeply mediatized society, where the ability to take civic action against oppressive forces is important. There is also a growing need to understand imbalances between the different media, as well imbalances in our own relationship to the various media. This calls for a media ecological approach in the spirit of thinkers like Marshall McLuhan (1964) and Neil Postman (1992) that acknowledges (oral, typographic, electronic) 'media as element' and as the very nature of the ecology in which communication and thinking becomes possible.

In accordance with this, I will argue for an intensified dialogue between on the one hand a cognitivist and individualistic notion of media literacy, as a form of skilled critical thinking (e.g. source criticism), and on the other hand a more holistic understanding of media as system, element and ecology. I also suggest that this should be applied both outside of and inside the educational framework (Forsman, 2018a.b). This part of "the incomplete project of media literacy" (McDougal, 2016) is closely linked to critical theory and post-marxism (Kellner and Share, 2007), in combination with traditions of Bildung (Livingstone, 2004) and thoughts on civic engagement (Mihailidis, 2018).

The article starts with a discussion about the relationship between critical thinking and critical consciousness. The next section shows how "criticality" has become somewhat instrumentally embedded under the umbrella term "digital competence" as a consequence of revisions recently made in the *Curriculum for the compulsory school* (lgr 11). In the third and final section I connect critical thinking and critical consciousness to media ecology and civic engagement.

Two sides of a critical mindset

Although critical thinking and critical consciousness are central to the understanding of the media literacy concept (cf. Potter, 2010), the term critical is not included in the perhaps most seminal definition of media literacy: "the ability to access, analyze, evaluate, create and act using different forms of communication" (Aufterhedie, 1993), whereas critical is a given element in more recent definitions: "media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens" (Mihailidis 2018, p.154). Important to establish, therefore, is that there are two sides to criticality, critical thinking and critical consciousness.

Critical thinking

In the influential UNESCO document *Media and Information Literacy. Curriculum for Teachers* (Wilson et al., 2011) critical thinking is defined as "the ability to examine and analyze information and ideas in order to

understand and assess their values and assumptions, rather than simply taking propositions at face value" (op. cit., p. 182). This approach mirrors an understanding of critical thinking as a "metacognitive process that, through purposeful, self-regulatory reflective judgment, consists of a number of sub-skills and dispositions that when used appropriately, increases the chances of producing a logical solution to a problem or a valid conclusion to an argument" (Dwyer 2017, p. 4).

Thus, critical thinking is a framework and a method for evaluating external data as arguments and empirical propositions through testing their validity and plausibility by means of falsification and source criticism. This generic knowledge can be described in taxonomic terms and can be trained as a particular skill in analyzing and evaluating media messages. To have these abilities is constitutive to a responsible and wise life online.

Critical consciousness

Critical thinking can also be related to "the art of analyzing and evaluating thinking with a view to improving it" (Paul and Elder, 2014) that connects critical thinking to "the spirit of philosophy" (Hanscomb 2017, p.13), and thus to the cultivation of critical consciousness, wherein critical thinking may become the "enemy of an unjustifiable status quo" (op. cit., p.18). In other words, skeptical self-monitoring and self-correction connect *critical thinking* to *critical consciousness*.

One defining momentum to this mind-set is given by philosopher Immanuel Kant's (1724–1804) answer to his own question: What is Enlightenment? "*Enlightenment is man's emergence from his self-imposed nonage. Nonage is the inability to use one's own understanding without another's guidance. This nonage is self-imposed if its cause lies not in lack of understanding but in indecision and lack of courage to use one's own mind without another's guidance.*" A similar spirit marks Karl Marx' (1818–1883) "ruthless criticism of all that exists", although Marx is less subjectivist than Kant when it comes to history and social change: "The reform of consciousness consists only in making the world aware of its own consciousness." These are points made in Fornäs' (2013) article about different forms of critique. Fornäs also refers to more current critical thinkers, such as feminist eco-philosopher Donna Haraway (b. 1944), who argues that the basis for emancipation is "the inner contradictions in the capitalist social world". This means that it is not sufficient to search for what is true or false on a manifest level, we also need to look for contractions within the prevailing system; and even in relation to MIL.

Within the media literacy tradition, critical consciousness has been equalized with an understanding of media messages as social constructions, mainly produced on commercial grounds and as part of a dominant ideology (Kellner and Share, 2007), whereas media reception is regarded as the processes whereby people, from different socioeconomic positions, come to decode messages and construct meanings differently (op. cit.). For Kellner and Share the notion of "critical media literacy" concerns not only critique of dominant systems of representation, media power, and different categories of audiences; it is also related to alternative usage of media and to politically active citizenship. Consequently, Kellner and Share argue that media education should represent "a transformative pedagogy" (p.4) that will "reconstruct education" (p. 6), where Sonia Livingstone (2004) connects media literacy to the ideals of Bildung and emancipatory knowledge (e.g. Blum-Ross and Livingstone, 2016).

The Swedish model

One longstanding part of "the incomplete project of media literacy" (McDougal, 2016) is the recurrent efforts to integrate MIL into the curriculum (cf. Livingstone, 2004). Already in 1962, modern media – especially television – was mentioned in the curriculum (lgr 62) as essential for any "understanding of contem-

porary society" (p. 247) and the usage of TV as an educational technology (school TV) was emphasized. In the following curriculum (lgr 69) more emphasis was placed on a more critical understanding of the media encountered outside educational walls, for example in relation to "impulses that a tempting visual content and a seemingly objective tone may evoke" (lgr 69, p.133). This somewhat protective and paternalistic approach to the commercial media was even more prominent in the following curriculum (lgr 80).

By the time of the next curriculum (lpo 94), however, the tone had shifted from condemnation to inclusion: "The media world, their knowledge and media interest must be taken seriously in school" (SOU 1992.94, p. 70). Here we also find an expanded understanding of "media as text". Another indicator of the new times of deepened mediatization is that two of the (sixteen) overall goals for *compulsory education* directly refer to the media. Here it is stated that all students should "have knowledge about media and their role" and "be able to use information technology as a tool for knowledge and learning" (lpo 94, p.10).

Digital competence

The formulation concerning ability to use information technology as a tool for knowledge and learning is included also in the present curriculum (lgr 11), but here digitalization has become foundational to the educational system and appurtenant assumptions about the future (Selwyn, 2016) and it was very much in line with this that revisions to strengthen the impact of digitalization were made in lgr 11 around 2016/2017 and became mandatory from 2018.

The revisions cover general principles and overall goals and inform all subject syllabi. They were grounded in a vision presented by The National Agency for Education in 2015. According to their futurology, all students (and teachers) in Sweden should by the year 2022 have achieved *adequate digital competence*. In using the term adequate the Agency signaled awareness that the rapid rate of technological development made it impossible to define any certain levels of digital skill. Instead, digital competence should be interpreted relatively, with respect to the different school subjects, age groups, contexts, etc. The most noticed revision made was the inclusion of courses in computer programming. Attention was also paid to the bolstering of source criticism. Data logical thinking, innovation and entrepreneurship were other keywords. The National Agency for education summarized the reform in four main aspects. (1) To be able to use and understand digital tools and media. (2) To understand the effects of digitalization on society. (3) To be able to approach and use digital media in a critical and responsible way. (4) To be able to solve problems with the help of "digital tools" and turn them into action.

In a supplement to the revised curriculum, the notion of *approaching and using digital media in a critical and responsible way* is described in a rather individualistic and cognitivist manner as "the ability to audit and evaluate information from different sources based on their relevance and credibility" (Swedish National Agency for Education [Skolverket], 2017). According to the same booklet, "a critical approach" equals the ability to compare different sources, evaluate sender and message, and put them in relation to the relevance and neutrality of the source. But, of course, the booklet also includes some broader formulations concerning criticality; for exampel concerning the importance of understanding the risks and opportunities of information and communication technology (ICT) in relation to democracy, ethics, and law. As it seems, digital competence has in Sweden become an all-inclusive term. This evokes the risk of both practice and governance being reduced to instrumental, presentistic and individualistic understandings of media and technology.

Here it is worth noting that while the term *media literacy* connects to a long pedagogical and academic tradition of scholars, teachers, researchers and activists since the early 1960s, *digital competence* emanates from the policy circuits of the OECD and the EU (Voogt, et al., 2012), where it often appears in close connection with such terms as employability and entrepreneurship, and not seldom within the

conceptual frameworks of *21st century skills* (Illomäki et al., 2016). Digital competence has been described as a *loose concept* (op. cit.), since lacking a strict definition. This makes it suitable to the different purposes of different stakeholders and very useful for descriptive, regulative and connective processes of governance and (neoliberal) policy-making and prognostications of a preferred future (Forsman, 2018b).

A media ecological alternative for civic literacy

It is noticeable that when the Swedish National Agency for Education revised lgr 11, the agency decided *not* to use the term media and information literacy. Instead, digital competence became the all-inclusive term. Nor were there any updates in the understanding of 'media'. Therefore, a classic formula from 1948 (Harold Lasswell) for mass mediated communication (*who–says what–in which channel–to whom–with what effect*) still seem to prevail, although it is somewhat outdated, both as a didactic principle and as a way to understanding our contemporary media ecology.

We are now well into the algorithmic order of platform society and on the threshold of a robotics and artificial intelligence that will embody and direct much of classroom activities. In relation to this, terms such as digital competence and digital tools keep heavy focus on devices and software, which tends to confirm technocratic and commercial interests rather than civic values (cf. van Dijck et al., 2018).

Today's media structures call for a more holistic approach and a critical consciousness that is about change, where media ecological questions of balances and imbalances between the different media and within different spheres (e.g. education) of the "Technopoly" (Postman, 1992) are posed, along with questions of our own relationship to media. This is essential for any understanding of technological and social sustainability.

The media ecology metaphor points to an understanding of media as nature and as the element of our thoughts, actions and values. This means that media training should be about more than the critical decoding of messages. In an upcoming and updated version of MIL we also need to understand media as infrastructure and materiality (Forsler, 2018). Using a media ecological approach, new questions can be opened up. Unfortunately, this kind of media understanding does not seem to go well with what educational philosopher Gert Biesta (2010) calls "learnification", which refers to the tendency to only acknowledge knowledge that somehow is measurable and possible to compare and predict. In relation to this educational paradigm, the memorandum of checklist and bullet points stating some practical advice for life online can appear to be sufficient.

According to media literacy scholar Paul Mihailidis (2018) we need to "reimagine media literacy" and unchain it from instrumental pedagogics (e.g. fact checking) and the logistics of policy making. By using the term *civic media literacy*, Mihailidis points to values, practices and processes that will prepare young people for using media to solve social problems. He describes this in terms of "reinventing spaces for meaningful engagement, creating positive dialogues in communities, opening up avenues for impactful action taking and working, at realistic scale, to facilitate technologies, designs, and practices that produce and reproduce the sense of being in the world with others toward common good." (p. 17)

According to Mihailidis, this must be organized and experienced in collaboration with others, through creative and critical use of media, preferable with connections to local communities (c.f. the protest wave started by Greta Thunbergs protest that started in the autmn of 2018, where different media logistics are used to put pressure on decision makers). Thus, a media ecological approach can be read as a critique of our current technological fantasies and as an instrumental and individualized approach to digital competence, information literacy, and media literacy.

Final Words

Media and information literacy is part of the wider "citizen making enterprise" (Wan, 2014) this is meant to ensure the emergence of "the good citizen" (Schudson, 1999), who in a deeply mediatized society also will be a "media citizen" for the future (Forsman, 2018a, 2018b).

To help this "prosumer" to navigate and become responsible in relation to others and to the main values of sustainable development, we need both critical thinking and critical consciousness. We must counteract and defuse fake news and disinformation, but also collaboratively ask questions about balances and imbalances in the present media ecological system. We need to think in terms of alternatives, and ask critical questions also about compulsory media habits, accustomed media habitats, and unreflecting media filters in relation to platformization, attention capitalism and the clickbait economy.

In this, MIL should be more about transformative pedagogy (Kellner and Share, 2007), and questions of truth and false in matters of psychological affect and social trust should be combined with media ecological perspectives and questions of sustainability and balance. This could become the basis for alternatives to the present "chronological imperialism" (Facer 2012, p. 98) and dreamscapes of 21st Century Skills that instead of opening up the future for young people can make them objects in an educational system largely penetrated by the technologies, institutions, and the logistics of ed-tech companies and platform corporations, under the logistics of neoliberal governance (Forsman, 2018b). This in turn may threaten the students in their personal and social freedom, as well as challenging the values of public education. In the long run this means a risk not only to the media literacy tradition but also to the essence of critical thinking and our requirement for a healthier media ecology.

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Politics and Policy

18. Media and Information, the New Literacy

Coordinating the concentrated national effort

Anette Novak

Swedish Media Council

Interaction design, impacting people's thoughts and actions. Opaque, filtering algorithms, affecting public opinion. Artificial intelligence, changing our current lives and futures. A globalized and digitalized society challenges citizens to develop new abilities in order to navigate increasing complexity. Sweden's answer is a concentrated effort for life-long learning and media-literate citizens, on- and off-line. The Swedish Media Council will lead the national coordination.

General media regulatory challenges

Pioneering media policy development is an old Swedish tradition. The Freedom of the Press Act is considered the world's oldest[1]. The law entered into force in 1766, putting Nicolas von Oelreich, the last literature censor, out of work.

Censorship was, however, re-established several times after that date, e.g. when the world's first film censorship board was created in 1911[2]. The board was the last remnant of the time when those in power claimed the right to select what information the public could access; it was finally removed in 2011, as a result of a proposal from a national inquiry. The inquiry argued that film censorship in the current media context represents an inappropriate restriction of freedom of expression.[3]

The Swedish media regulation framework, which had served the country so well for so long, had equal difficulties in keeping up with the accelerating technological advances. The legislation had been established in the pre-internet era, where the term 'media' referred to mass media outlets, and when these outlets were run by publishers with more or less altruistic motives. With the arrival of the internet, the media was fragmented and the lines between journalists and audience, content producer and content distributor, became blurred. Smart phone penetration and the appearance of global real-time distribution platforms, such as Facebook, YouTube and Twitter, handed sharp mass-media tools to the public.

The result was a historical democratisation of opinion. Freedom of the press was no longer only guaranteed to those who owned one. The era when opinions could be locked into books and newspapers was coming to an end, the Gutenberg Parenthesis was closing.[4]

Yet, this return to the peer-to-peer storytelling era was now on steroids. Before Gutenberg, the story-tellers had to travel to reach their audiences. In the post-mass media context, the potential of global reach is an instant away.

The movement from media *for* the masses to the masses *as* media was a paradigm shift. Albeit not balanced, with an equivalent amount of knowledge dissemination, nor of responsibility. Consequently, it resulted not only in a multitude of expressions, but also in false and malicious content being spread on an unparalleled scale.

The Swedish media legislation, with several dimensions anchored in the constitution, was built on the assumption that power was vested in the nation state. It established the public's right to access information, obligating government and other public offices to transparency, removing the possibility for the state

to censor any publication or transmission and handing certain privileges to the mass media, as journalists were considered democratic actors with a duty to hold power to account.

In the new, digitalised and globalised media landscape, power has partly shifted from nation states to the owners of the new and most important arenas for public discourse – the digital platform companies.

No similar legislation, forbidding search engines and social media companies from removing content, has been established. No similar legislative privileges have been handed, either to supervisory state agencies or to journalists, to scrutinise these new power nodes. The digital giants have vast capabilities of public surveillance. The public, on the other hand, has limited capabilities of scrutiny, and this new situation has created a massive imbalance. As basic assumptions of media policy were eroding, legislation devaluated.

New policy measures

In 2015, the Swedish government appointed a national media inquiry, mandated to investigate how new policy tools could promote access to balanced information for an active citizenship.[5] The inquiry established a broad analysis of the diverse threats, ranging from unequal access to modern communication infrastructure, data-based business models and the exploitation of unprotected users to the weakening of the financial sustainability of quality news outlets and the increasing amount of biased content.[6]

Affirming legacy media's central role and the state's responsibility to sustain a well-functioning democracy with as many active and participating citizens as possible, the inquiry suggested a wide range of measures, short- as well as long-term.[7]

Short-term initiatives included a reform of the press subsidy system, designed to support companies producing quality journalism for a pluralistic news offering to the public. The proposal aimed at turning the old print-based subsidies into a platform-neutral support, adding a special subsidy for outlets covering "journalistic deserts".

Long-term initiatives included creating a more balanced taxation between content-producing legacy media and content-distributing disruptors, strengthened collaboration between state agencies to counter the effects of disinformation and propaganda, strengthened judicial protection for journalists and reinforced judicial protection of media users.

One of the most important conclusions was, however, that legislative measures alone would not be enough to reach the goal of producing well-informed and engaged citizens – the inquiry stated that there was an urgent need for "a national effort to strengthen media literacy in the general population".[8]

The Swedish Media Council as node of national collaboration

In June 2017, seven months after the inquiry's final report, the government tasked the Swedish Media Council and the Swedish Press and Broadcasting Authority with the joint assignment of mapping current media and information literacy (MIL) activities. The results revealed the cross-sector nature of activities and the fragmented nature of the interventions by different stakeholders on all levels: national, regional and local.[9]

The survey was extended and expanded in 2018, and the results were published in Nordicom's *Media and Information Literacy in the Digital Era* by Prof. Ulla Carlsson. Based on international examples, research and best practice, the overview included recommendations for a national media policy framework for Sweden, including mandating a stakeholder to lead a long-term collaboration between different MIL stakeholders. [10]

The Swedish government adopted its democracy strategy[11] and its digitalisation strategy[12], and with these guiding documents framing the initiatives into a context; a multifaceted effort was launched.

One part of this effort, laying the foundations for a long-term structure able to support efficient media and information literacy education, focuses on the facilitation of the above-mentioned national collaboration and coordination.

In October 2018, synchronised with the new Director-General Anette Novak assuming office, the Swedish Media Council was entrusted with the Swedish government's mission to develop methods to strengthen the collaboration between media and information literacy stakeholders. The assignment included:

- coordination between state agencies working with media and information literacy-related matters,

- promotion of active dialogue between public and private actors, on a national, regional and local level,

- developing methods to gather and share knowledge (for instance building a "platform for media and information literacy material") in order to represent a resource for other stakeholders, and

- work to establish Sweden as a more active operator in this field, both in Europe and globally.[13]

The Swedish Media Council approached the assignment in a facilitating role, inviting the state agencies mentioned in the assignment to bilateral dialogues. At the end of the initial phase, the invitations reached wider to include as many as possible of the major stakeholders in the media and information literacy arena, from public service to civil society actors within adult education.

Focus for the dialogues was establishing a needs analysis and, by the progress report deadline in May 2019, it was clear that most of the stakeholders shared several requirements which a national coordinating node could potentially meet. The results have been gathered in four groups (below).

1. Concept and definitions

2. Overview and analysis

3. Knowledge sharing

4. Validation and effects

Concept and definitions
- Collaboration, coordination, cooperation – the network with MIL stakeholders needs to conceptualise its relations and mutual expectations.

- Media and information literacy has many definitions, none generally recognised. The network will consider the possibility of establishing joint national goals as well as a shared taxonomy and terminology.

Overview and analysis
- A sustained and efficient effort demands coordination. To achieve the necessary overview, the different stakeholders need to crowd-source initiatives and activities. Without a joint analysis, important target groups risk exclusion and actors could invest in a redundant duplicating of efforts.

Knowledge sharing
- Access to research findings, expertise and open-licensed pedagogical material would strengthen all stakeholders' output. The national MIL node would document, analyse and disseminate content via a knowledge-sharing platform.

Validation and effects
- The legitimacy of the knowledge node is a key requirement, both inwards towards partners and outwards towards policy makers. Quality assessments and validation is, therefore, crucial.

- Considering the possibility of developing a methodology to measure effects in the population of this joint national effort would be another potential task for the coordinating node.

During the autumn of 2019, the collaborative network will formalise its statutes and outline a structure which could be built to sustain the effort over time, comprising the administration and the distribution of potential joint funding. The Swedish Media Council is re-organising during 2019 so as to be able to host this administration as from 2020.

Since its creation, in 2011, the Swedish Media council, has been based on the principle that Swedish citizens are best protected against harmful media impact through empowerment, not through bans.

A future media and information literacy node within the council would be a natural part of a strategic movement already commenced. When the world is digitalising, automating and augmenting its capabilities with artificial intelligence, individuals of all ages need to learn how to read and write again, albeit in new ways.

Related initiatives

Other dimensions of the national effort include a national inquiry for media and information literacy and the democratic dialogue[14], several initiatives strengthening the library sector both locally and regionally, e.g. the National Library of Sweden's *Digital First* assignment[15], and initiatives linked to the government's digitalisation strategy, such as the Swedish National Digitalisation Council[16], and the strategy for national digitalisation of schools. Deriving from the government's strategy on democracy are initiatives such as a committee of inquiry on democracy (*Democracy 100 years*).[17]

Several of the clauses in the parliamentary agreement from January 2019 between four of Sweden's political parties guiding the government's initiatives at least during 2019, indirectly refer to media and information literacy, digital competence and related fields:

§14, strengthening the individual's competence development,

§20, strengthening the employer responsibility for competence development and employees' ability to adapt to new demands,

§40–41, strengthening newly arrived refugees' Swedish language, civic and social education,

§68, establishing a new, national agency for Sweden's psychological defence,

§72, strengthening independent media, and

§73, strengthening the protection of democracy and its institutions; strengthening the independence of public service.[18]

Conclusion

We have a legacy of more than 250 years of freedom of expression, hundreds of years of spreading literacy to every village, building the base for a robust democracy. As Sweden is preparing to take the next literacy step, it is against a bleak European backdrop where space for free speech is shrinking.

Words have become weapons in an escalating information war[19] and democratic voices are being silenced[20], not only through self-censorship as a result of massive online abuse but through automated pre-moderation.

Today, Nicolas von Oelreich is a computer algorithm, designed to prioritise and remove content from the public eye, with neither transparency nor accountability. In 2019, the business model behind the algorithm seems to favour extremist opinions, and Nicolas' new masters are grappling to find an identity, as they discover how their communication platforms have been turned into one of humanity's most powerful persuasion tools ever.

We are living within a new paradigm, where a commercial wedge has been driven between state and publics. It is an age where knowledge concentration no longer lies with public bodies working for the common good, but with private corporations, working for profit.

In this age, it is crucial that the public urgently develop new abilities. Digitalisation forces us to learn how to read and write again, as without this new literacy our fundamental rights risk silent devaluation.

Democracy is not a noun. It is a verb – and its survival depends on how well we carry out that work.

Notes

[1] https://sweden.se/society/20-milestones-of-swedish-press-freedom/

[2] The National Board of Film Censors (1911–2010).

[3] SOU 2009:51.
https://www.regeringen.se/49bb97/contentassets/6d410698d3d3489c925851a01745b16a/avskaffande-av-filmcensuren-for-vuxna---men-forstarkt-skydd-for-barn-och-unga-mot-skadlig-mediepaverkan-sou-200951

[4] A concept formulated by Professor Lars Ole Sauerberg, University of Southern Denmark.

[5] https://www.regeringen.se/49bb9d/contentassets/37c5138b3218403f8c31bbf1658c4e48/en-mediepolitik-for-framtiden-dir.-201526

[6] SOU2015:95
https://www.regeringen.se/contentassets/aca20d317683426797fc15c0056004f3/medieborgarna--medierna.-en-digital-varld-av-rattigheter-skyldigheter--mojligheter-och-ansvar-sou-201594

[7] SOU 2016:80
https://www.regeringen.se/contentassets/c4f57b68335e491a948185108aa3833f/en-gransoverskridande-mediepolitik.-for-

[8] SOU 2016:80
https://www.regeringen.se/rattsliga-dokument/statens-offentliga-utredningar/2016/11/sou-201680/ pp 403-412

[9] Ku2017/01610/MF

[10] Carlsson, U. (2018). *Medie och informationskunnighet i den digitala tidsåldern. En demokratifråga* [Media and Information Literacy. A Question of Democracy]. Göteborg: Nordicom, University of Gothenburg.

[11] Ku 18:02
https://www.regeringen.se/49f2a8/contentassets/64308b0cc8a14ddb8532ff541369c602/strategi-for-en-stark-demokrati---framja-forankra-forsvara.pdf

[12] https://www.regeringen.se/regeringens-politik/digitaliseringsstrategin/

[13] Ku2018/01726/MF

[14] Ku2018:88, see page 171.

[15] Ku2016/02084/KO, Ku2017/02646/KO

[16] https://www.regeringen.se/artiklar/2017/03/digitaliseringsradet--ett-verktyg-for-aktivt-ledarskap-inom-digitaliseringspolitiken/

[17] Ku2018:02

[18] https://www.socialdemokraterna.se/globalassets/aktuellt/utkast-till-sakpolitisk-overenskommelse.pdf

[19] E.g. Joint Communication to the European Parliament and the Council Joint Framework on countering hybrid threats a European Union response JOIN/2016/018 final; Joint Communication to the European Parliament and the Council Resilience, Deterrence and Defence: Building strong cybersecurity for the EU JOIN/2017/0450 final

[20] E.g. SKL (2018) Digitalt hat Hat och hot mot kommunalpolitiker, BRÅ (2017) Politikernas trygghetsundersökning 2017, Rapport 2017:10.

For further information

In Swedish: https://statensmedierad.se/

In English: https://statensmedierad.se/ovrigt/inenglish.579.html

19. The Swedish Press and Broadcasting Authority

Regulation of Swedish media and how the Authority promotes MIL

Charlotte Ingvar-Nilsson, Helena Söderman and Tove de Vries

The Swedish Press and Broadcasting Authority

The Authority

The Swedish Press and Broadcasting Authority (the SPBA) plays a central role in the Swedish media landscape. The SPBA promotes freedom of expression and supports opportunities for diversity and accessibility across radio, television and the press. There are two independent decision-making bodies at the SPBA – the Swedish Broadcasting Commission (the SBC) and the Media Subsidies Council.

The SPBA´s assignment includes licensing and registration of audio-visual media service activities, supervision of such activities and financial support for general news media following a decision by the Media Subsidies Council. The SPBA registers responsible publishers, issues certificates of no legal impediment to publication for databases and decides on requirements for accessibility to programmes for persons with disabilities.

Supervision is divided between the SPBA and the SBC. The supervision carried out by the SPBA concerns technical conditions that are not content-related. When it comes to the content of programmes, whether they adhere to the applicable broadcasting regulations, or not, the decisions are made by SBC while the employees at the SPBA prepares the decisions.

The SPBA´s assignment also includes the monitoring and analysis of developments in the field of media and the dissemination of information about these developments to the public.

The SPBA contributes to the development of MIL, firstly, as a regulatory authority and secondly, through specific activities. The Authority participates in European expert groups with a focus on MIL issues and assists the European Commission, i.e. with its work on monitoring the implementation of a Code of Practice on Disinformation for digital platforms and advertisers.

The activities are based on a number of rules in the regulation of the Swedish media.

A matter of democracy

Freedom of expression is a fundamental element of a democratic society. It includes a right for everyone to freely distribute information and opinions in the media and to freely take part of such information and opinions on equal terms.

The media is of crucial importance for democracy through the highlighting of a course of events or incidents, the scrutiny of the Government and by stimulating debate. Access to the media therefore constitutes a matter of democracy. Knowledge regarding how the media works and the conditions that apply to the different services is important to the ability of individuals to evaluate media content and to be able to form an opinion on various issues themselves.

The regulation of Swedish media

The Fundamental Law

The founding legislation for the Swedish media can be found in the Freedom of the Press Act (FPA) and the Fundamental Law on Freedom of Expression (FLFE). Under the FPA, every Swedish citizen is free to publish books, newspapers and journals, while the FLFE includes radio, television, film, video and databases. The fundamental principles of the FLFE are based on the same principles as in the FPA inter alia, freedom of establishment, prohibition of censorship, sole responsibility, right of the individual to anonymity in publishing information and a separate crime directory.

The implementation of EU law into Swedish law

There are EU rules that Sweden and the market players are under an obligation to comply with. The overall objective of the EU policy relating to audio-visual content is to promote a competitive European media market inter alia by harmonising the regulatory frameworks of the Member States.

The Radio and Television Act[1] regulates audio-visual media service activities in Sweden. It implements the Audio-visual Media Services Directive (the AVMSD)[2] and regulates matters relating to licenses to broadcast, programme content and supervision.

Content rules in brief

Provisions on commercial communications protect consumers and apply to everyone subject to the Radio and Television Act. A general principle is that commercial messages must be separate from editorial content.

The protection of minors from harmful media influence is of particular importance. This is achieved through provisions regarding for example technical barriers against depictions of violence and pornographic images.

Licenses for terrestrial broadcasts can be combined with additional terms and conditions for the content. These include conditions regarding the respect for the privacy of individuals as well as accuracy (information of significance in e.g. news reports must be accurate). Conditions regarding the impact of the medium prevent, e.g. the dissemination of statements that are manifestly offensive. For public service, there is also a requirement regarding impartiality.

> Of significance to MIL are general content rules regarding
> - depictions of violence, pornography
> - advertising, sponsorship, product placement
> - undue prominence of commercial interests
>
> and additional conditions regarding
> - impartiality (public service)
> - accuracy
> - respect for privacy
> - the impact of the medium

Changes lead to new EU regulations

In the past decade, the media market has changed substantially. The total amount of media content has increased enormously, not least through YouTube, Netflix and social media. Public service has also been developing itself increasingly in an online environment. In addition, the technology development has led to consumers deciding when, where and how media content is consumed. At the same time, it has become increasingly difficult to sort and evaluate in the vast amount of content. Inaccuracies and disinformation are spread, and it can be difficult to determine who the provider is.

The European Commission recently proposed changes to the AVMSD in order to adapt it to technological developments and changes in consumption patterns. The so-called Revised Directive was adopted

in autumn 2018[3] and there is an ongoing government inquiry investigating how the Revised Directive will be implemented into Swedish law[4].

The Revised Directive contains, inter alia, provisions on MIL with obligations for the Member States and tasks for the newly established European Commission expert group, ERGA.

Obligations for the Member States

The Member States are to promote and take measures to develop MIL. These measures must be reported to the European Commission every three years from December 2022[5].

The above shall be read in conjunction with the definition of MIL in the Revised Directive with the following wording.

'Media literacy' refers to skills, knowledge and understanding that allow citizens to use media effectively and safely. In order to enable citizens to access information and to use, critically assess and create media content responsibly and safely, citizens need to possess advanced media literacy skills. Media literacy should not be limited to learning about tools and technologies, but should aim to equip citizens with the critical thinking skills required to exercise judgment, analyse complex realities and recognise the difference between opinion and fact. It is therefore necessary that both media service providers and video-sharing platforms providers, in cooperation with all relevant stakeholders, promote the development of media literacy in all sections of society, for citizens of all ages, and for all media and that progress in that regard is followed closely.[6]

> MIL entails
> - the knowledge, skills and understanding that people need in order to be able to use the media appropriately and safely
> - providing people with critical thinking so they can analyse a complex reality and distinguish between opinion and fact

ERGA's tasks

ERGA is composed of representatives of national regulatory authorities or bodies in the field of audio-visual media services with primary responsibility for overseeing audio-visual media services; in Sweden the SPBA. One of the tasks for ERGA is to exchange experiences and best practices on the application of the regulatory framework for audio-visual media services, including on MIL[7]. In 2018, ERGA produced a report on internal plurality that addresses MIL matters[8]. Follow-up work conducted by one of the ERGA working groups is underway.

Digital platforms, advertisers and the advertising industry have an important role to play in the fight against disinformation, not least in the lead up to elections. An agreement was therefore reached between the Commission and certain market players regarding a Code of Conduct in autumn 2018[9]. ERGA has been tasked with monitoring that the commitments in the Code of Conduct are implemented.

The Authority´s role in regard to MIL

The SPBA´s role in the field of MIL relates to its role as a regulatory authority in the field of media[10].

• Analyses and disseminates information about the developments in the field of media

The SPBA monitors and analyses developments within the media field and disseminates information about these developments to the public. Statistics and other information are published about ownership and industry structure, technology, content and financial conditions within the media field. The SPBA also disseminates information about regulations and decisions of major importance or material significance.

• Creates prerequisites for a diverse range of media

A democratic society is reinforced through the dissemination in the media of a diversity of opinions and information, which everyone can take part of on equal terms. The SPBA contributes to this through our licensing of broadcasting activities and by imposing requirements on broadcasting companies to increase the accessibility to programmes for persons with disabilities. The Media Subsidies Council's decisions to grant press and media subsidies also creates prerequisites for people to access general news media.

> The Authority promotes MIL by
> * analysing and sharing information about developments in the media field
> * creating prerequisites for a diverse range of media
> * providing information about providers and responsible publishers
> * collaborating on a national and European level
> * supervising and disseminating information about the application of regulations

• Provides information about media service providers and responsible publishers

An important component of being able to evaluate content and distinguish between opinion and fact is to know who´s behind the content. The SPBA provides information about the providers of different types of content and who the responsible publisher is for content published on different platforms.

• Collaborates at a national level

Collaboration with other authorities and market players who are active in the MIL field is necessary, especially with regard to the Revised Directive's requirements on each Member State to promote and take measures for the development of MIL. Along with the SPBA, the Swedish Media Council is tasked with developing structures for a reinforced collaboration between the different bodies that are currently working to strengthen MIL among the Swedish population.

• Collaborates at a European level

The SPBA actively participates in European expert groups that discuss regulations and other current issues that concern MIL. The Authority participates in ERGA's work to monitor whether the commitments made in the abovementioned Code of practice are implemented at a national level. The SPBA also participates in a permanent working group on MIL within Epra, a European network of regulatory authorities that exchanges experiences in the field of media.

• Supervises and informs about how the regulations are to be understood

Through supervision and the dissemination of information about the results of the supervision, the SPBA contributes to a responsible media landscape and an increased trust in the media amongst citizens.

It is also important that citizens have an understanding of what it means that not all media services are subject to requirements aimed at protecting and educating citizens. This understanding further strengthens the possibility for the individual to be able to critically evaluate content.

The SBC also conducts an annual assessment of whether the Public Service remit, which includes MIL, has been fulfilled.

Continued focus on MIL

Given the regulations introduced as a result of the developments in the field of media, collaborations at EU level will be intensified. The need to collaborate with authorities and other relevant market players at a national level in order to develop MIL is also clear.

Notes

1   Radio and Television Act (2010:696).
2   Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010 on the coordination of certain provisions laid down in the laws, regulations and administrative provisions of the Member States concerning the provision of audio-visual media services.
3   Directive (EU) 2018/1808 of the European Parliament and of the Council of 14 November 2018 amending Directive 2010/13 / EU, in view of changing market realities.
4   https://www.regeringen.se/rattsliga-dokument/kommittedirektiv/2018/06/dir.-201855/
5   Article 33a of the Revised Directive.
6   Recital 59 of the Revised Directive.
7   Article 30b of the Revised Directive.
8   http://erga-online.eu/wp-content/uploads/2019/01/ERGA-2018-07-SG1-Report-on-internal-plurality-LQ.pdf
9   https://cdn1-eeas.fpfis.tech.ec.europa.eu/cdn/farfuture/lpM1X9RnuE28GrR78F7yFA0HtKjii4TzKMvXoSg5Bn0/mtime:1544008849/sites/eeas/files/action_plan_against_disinformation.pdf
10 Other regulatory authorities within the field of media are, inter alia, the Chancellor of Justice and the Swedish Consumer Agency.

For further information

In Swedish: https://www.mprt.se/
In English: https://www.mprt.se/en/

20. Media and Information Literacy and Democratic Dialogue

A Swedish Government Commission

Carl Heath and Henrik Selin

Government Commission for Media and Information Literacy
and Democratic Dialogue

Digitization has brought massive benefits to society and continuously facilitates people's access to information, knowledge and dialogue. At the same time developments in the digital domain has brought about new challenges that strongly affect democracy and civilized public discourse. As one of several policy measures to defend and strengthen democracy in Sweden, the Government has recently appointed a Commission with the mandate to lead a national effort on media and information literacy and democratic dialogue. This chapter provides background and context for this decision as well as objectives and plans for the Commission's work.

Democratic dialogue – public discourse between citizens on arenas we can trust

Strong democracies need well-informed and active citizens, and an open and inclusive democratic public discourse requires widespread access to trusted information about the development of society. The cornerstones for such access is freedom of speech and information, and free and independent media available to all. But democratic dialogue in society also takes place in many other everyday arenas where citizens can make their voices heard and form opinion, both in public settings and in more private or closed domains. Such a democratic dialogue between citizens is best pursued on arenas where people feel safe enough to participate.

Developments in the digital domain in the past decades have contributed to a situation where more people than ever in history have the possibility to express and take part of information, ideas and opinions. Internet and social media have lowered the thresholds for political participation and have fundamentally changed the ways in which democratic dialogue can be pursued.

At the same time, digitization has brought about new challenges which have proven to affect democracy and civilized public discourse in negative ways, such as disinformation, "junk news" and a harsher, more polarized debate climate with an increase in hate speech and threats online.[1] The same innovative technologies that are enabling new models of interaction, new opportunities for knowledge and business, can be abused to invade people's privacy, provide new tools of discrimination, and harm individuals and communities.

These challenges risk fueling a negative climate where more and more people withdraw from participating in the public discourse both in general and on digital platforms, which in turn can undermine democratic participation and involvement and lead to a decline in people's trust in institutions and between individuals in society. Research shows that elected officials on local level and journalists tend to limit their activities because of intimidations and threats. One example: one out of four locally elected officials in Sweden have been subject to some form of harassment; among them one out of three report that they have censored themselves for these reasons at some point.[2]

In parallel, the information environment is undergoing rapid transformation, bringing about fundamental changes in the way people consume information and entertainment, and altering the business models of traditional media in the face of competition from born-digital players.

In Sweden, like in most countries, there is currently an on-going discussion about how society should deal with these challenges. Much concern is also raised about the role and responsibilities of the large internet platforms and their impact on democracy. Questions like concentration of power, transparency, regulation vs self-regulation and protection of citizens' data and integrity are on debate. On the European level, the European Commission is particularly active in pursuing a discussion with member states, internet platforms and other stakeholders on ways of tackling digital challenges such as fake news and disinformation.[3] There is also an increasing awareness of the need for empowerment and for strengthening knowledge and capacity of individual citizens, by measures such as civic education, digital literacy and media and information literacy.

Media and information literacy – a question of democracy

From the political level, the Swedish red/green Government coalition in June 2018 published a 'Strategy for a Strong Democracy – promote, consolidate and defend'[4], summarizing the state of democracy in Sweden and the challenges it faces, including developments like segregation, lack of participation, fragmented media use and various types of threats to public discourse including extremism, hate speech, disinformation and attempts to influence the political process and the integrity of elections.

The strategy outlines concrete steps to deal with these challenges with a view to strengthening democracy. Under the heading of Democratic Learning, several initiatives are described, many of which have subsequently led to policy initiatives in the form of assignments and grants to actors in relevant sectors. Among such initiatives are: capacity development for teachers in the field of democracy, democratic education materials for newly arrived immigrants and a strengthening of the role of public libraries.

Alongside these efforts, the Government has also made the strengthening of media and information literacy a priority, with a focus on digital literacy and source criticism in schools and a national campaign for media and information literacy. Much of the background and impetus for this is the result of work carried out by Nordicom, the Nordic knowledge center in the field of media and communication. In June 2018, a thorough knowledge overview of the media and information literacy system in Sweden was published, including challenges and opportunities for the future development of a comprehensive policy on these matters.[5]

The tasks and work of the Commission

In August 2018 the Government appointed the *Commission for a national effort on media and information literacy and democratic dialogue*.[6] The mission is to – until October 2020 – collaborate with existing initiatives in the field of media and information literacy with a view to increase the level of activity in the field, including by spreading good examples and methods to all citizens and by inspiring new players in society to join the work of strengthening citizens' resilience in the face of disinformation, propaganda and hate speech. The mission is given to Special Counsel Carl Heath, who is supported by a secretariat at the Government Offices.

The work of the Commission is combined with several initiatives where additional financial resources have been made available. Many of these activities are carried out by civil society actors, but also by public bodies such as the National Library in cooperation with libraries nationwide. In parallel, the Government has given an assignment to the Media Council – a Government agency promoting media and information

literacy in Sweden – to establish a network for strengthened collaboration and dialogue between the main actors in the field of media and information literacy on national, regional and local level, with the Council as an active resource.[7] In total, these measures sum up to what can be labelled "a concentrated national effort on media and information literacy" in Sweden during 2019 and 2020.

The Commission has been given a wide mandate, but will focus its activities on the following main tasks, which are described in more detail below:

1. Mapping a) the current state of knowledge and b) on-going activities aimed at empowering and strengthening citizens' resilience against online challenges

2. Outreach activities complementing on-going initiatives and spreading good methods and examples

3. Needs analysis and recommendations to Government

Mapping available knowledge and on-going activities

The Commission is undertaking initiatives to map and analyze all activities which promote resilience among citizens against online challenges in Sweden. This exercise covers media and information literacy initiatives and organizations, but it also includes other initiatives and actors relevant for the objective, such as state actors in the police, security and defense sectors, civil society-based associations, and the parties on the labor market. In the past few years several new initiatives addressing democratic challenges such as racism, segregation, polarization and hate speech have surfaced as a result of reactions from individuals and civil society. Many of these employ methods and practices which contribute to skills development relevant for media literacy.

The Commission is also making an inventory of existing pedagogic materials and examples produced for the promotion of media and information literacy skills and other means of strengthening resilience. The purpose is to make it easier for those already working in the sector to find available resources and benefit from possibilities for synergies, but also to facilitate for the introduction of new players to the field, and on a wider scale for the general public to be able to find material. The inventory shows that there is indeed a large available pool of relevant materials covering many relevant aspects of media and information literacy. One problem is that this material is often difficult to find. There are no collective repositories for materials in the sector, it is not easily searchable, producers often work in silos and the potential for coordination and synergies is under-used.

In terms of organized activities in the field of media and information literacy, there has long been an emphasis on the younger generations, with the education system as an important intermediary. There are indeed several examples of important work also towards other groups of citizens, not least in the work carried out by public libraries and various initiatives focusing on children's parents. But there are many examples of groups in society who have not been the subject of activities directed at strengthening knowledge and resilience. Most current activities are also limited in terms of their ability to sustain a long-term approach and of how well they cover Sweden's widespread geography.

There are several ongoing or planned research initiatives attempting to take a more long-term look at developments in this field, including the state of knowledge about the nature and consequences of disinformation, propaganda and hate speech. One such Swedish project of interest is a new six-year long cross-disciplinary research program (5 MEUR) called 'Knowledge Resistance: Causes, Consequences and Cures', combining scholars from different fields, including philosophy, psychology, media and communications studies and political science.[8]

Outreach activities together with the sector

The Commission will assume the role of an enabler, cooperating closely with the actors in the sector, helping to amplify and spread good examples and methods in society. One approach is to benefit from valuable experiences drawn from the work in promoting media and information literacy skills among children and young people (e.g. in schools), in inspiring and challenging similar work for other groups of citizens.

The Commission is planning a national tour of Sweden, aiming at reaching out to local communities and target groups. These activities will combine lectures with workshops where local actors can help the Commission get a better understanding of experiences and needs at the local level. The Commission will work together with existing organizations and initiatives, complementing and highlighting all the good work which is underway and support further spreading of good examples and methods with a view to inspire continued action.

In addition to this tour, the Commission will participate on arenas and events where both the media and information literacy sector and other relevant sectors congregate, including "new" sectors such as security, public health, sports and the gaming sector. The Commission will also arrange specific events, seminars and workshops with other parts of society where further discussions on the topic of democratic dialogue are relevant, for example in the media sector, in civil society and among organizations for the elderly.

Analyze the need for further action and propose recommendations to the Government

The Commission has the option to put forward proposals to the Government if needed, based on findings and insights from its activities and from actors in and around the sector. Such proposals can cover any aspect, but some are likely to focus on governance structures, for example how policy in the field of media and information literacy and other means of strengthening resilience against online challenges can be developed in a more strategic manner and how to promote cooperation across sectors and create the best preconditions for long-term impact in reaching out to all groups in society. It will also be important to look at how efforts in the sector can be subject to relevant follow-up, evaluations and research.

Regulatory questions

The Commission will study the legal situation from the perspective of whether citizens are aware of their rights and obligations in the digital domain. This field of knowledge is an important part in the overall work of promoting media and information literacy among citizens. Examples of Commission activities could include discussions among regulators on issues such as how the current broadcasting regulation and the complaints system under consumer rights legislation is adapted to today's media landscape, and how well-known these systems are to the public.

Currently, there are several initiatives in the legal field who point out that there are indeed legal instruments which apply also to the digital domain.[9] Any citizen has the right not to have his or her rights violated or be harassed or threatened, and this (of course) applies also online. The same initiatives however point out that the problem at hand is a lack of "access to justice", i.e. the system of investigation and prosecution of crimes committed online is far behind that which applies in the off-line world.

Among the reasons put forward for this situation are resource scarcity, problems regarding clarity of evidence, but also a question of lack of knowledge.[10] There also seems to be a wide-spread notion that

"there is no point in reporting these crimes because nothing will happen anyway". Less than 20 percent of locally elected officials report serious threats to the police, and a similar trend can be seen among journalists.[11] This development is an example of the vicious circle that applies when a certain situation in society is taken for granted and not challenged and how that can affect trust in institutions and ultimately civic engagement. On a positive note however, the Police Authority and the Swedish Association of Local Authorities and Regions (SKL) have recently formed a plea to local authorities and regions, in the publication Always report acts of threat, hatred and violence, which signals a renewed willingness to act on such crimes.[12]

Expected outcomes of the Commission's work

Society's response to the challenges facing democratic dialogue in digital arenas will have to be based on a combination of several measures. Such measures must include continued provisions for the widest possible freedom of speech and information, and should promote a healthy media ecology characterized by pluralism, quality and access for all. Today, there is also near unanimity in society that stronger media and information literacy among citizens is a necessary condition for maintaining freedom of speech and democracy as well as for citizens' personal development in relation to digitization and its effects.

The Commission's aim is to contribute to the following:

- An *increase in the level of activity* within the field of media and information literacy and other measures aimed at empowering and strengthening citizens' resilience in today's media land-scape

- Highlighting media and information literacy as *necessary skills for all citizens*

- *New actors* take initiatives in contributing to reaching citizens of all age groups

- *Improved reach* for media and information literacy initiatives

- *Improved basis for decision-making* on policy for media and information literacy

A well-functioning policy for media and information literacy will require a comprehensive national framework with a broad perspective and with participation by several sectors in society. Such a framework must be knowledge-based and clarify the objectives, strategy and governance structures for the policy area, including the role of the state in providing the best preconditions for implementation of activities.

The Commission's work to map and analyze the structures of current, often somewhat fragmented, work in the field of media and information literacy could also lead to better visibility of the structures (actors, materials, opportunities etc.), making it easier for new players to take initiatives reaching out to new groups in society.

An often-repeated comment from the Commission's meetings with organizations in the field is that there is a need for better coordination among initiatives. Many actors seem to feel that they are operating in isolation, and that there is potential for more concrete collaboration, synergies and sharing of ideas and materials. Here, the Media Council aims at developing an ability to play a role, within its mandate to establish a network for the sector.

The work of the Commission will of course only be one part in what needs to be a long-term effort, including a multitude of relevant actors in society. The Commission's contribution will be to engage in a nation-wide collaborative effort with these players and to analyze the need for further action to provide the right preconditions for better impact. In the long run, a successful policy for strengthening citizens' resilience can contribute to reaching overall objectives such as increased trust in digital arenas and a situation where more people participate and are actively involved in democracy.

Notes

1 See f.ex. *Strategy for a Strong Democracy, promote, consolidate and defend*, Government Offices 2018, *Action Plan: defending free speech*, Government Offices (Ku18.01); *Good Sweden, Bad Sweden, The use and abuse of Swedish values in a post-truth world*, Paul Rapacioli, Volante 2018 and *News and Political Information Consumption in Sweden: Mapping the 2018 Swedish General Election on Twitter,* Oxford Internet Institute 2018.
2 *Politikernas trygghetsundersökning*, Brottsförebyggande rådet 2017.
3   https://ec.europa.eu/digital-single-market/en/fake-news-disinformation
4 *Strategy for a Strong Democracy, promote, consolidate and defend*, Government Offices 2018.
5 Medie- och informationskunnighet i den digitala tidsåldern. En demokratifråga. Kartläggning, analyser, reflektioner, red. Ulla Carlsson, Nordicom 2018.
6 Government Offices, Dir. 2018:88, https://www.regeringen.se/rattsliga-dokument/kommittedirektiv/2018/08/dir.-201888/
7 See chapter 18 in this publication.
8 *Knowledge resistance – causes, consequences and cures*, Stockholm University 2018.
9 See f.ex. *Näthat – Rättigheter och Möjligheter*, Alexandra Sackemark & Mårten Schultz, Karnov 2015 and www.nathatsgranskaren.se
10 Sackemark & Schultz and *Nätkränkningar som rättsligt och demokratiskt problem,* Hans-Gunnar Axberger, Institutet för Juridik och Internet 2018.
11 *Politikernas trygghetsundersökning 2017,* Brottsförebyggande rådet. Journalisternas.
12 *Anmäl alltid hot, hat och våld*, Sveriges Kommuner och Landsting, 2019.

For further information

In Swedish: http://www.demokratiskasamtalet.se
In English: https://www.demokratiskasamtalet.se/english/

21. Media and Information Literacy and Digital Competences in Libraries

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National Library of Sweden

"Everyone has the right to freedom of opinion and expression." So said Article 19 of the United Nations Universal Declaration of Human Rights in 1948. Article 13 of the UN Convention on the Rights of the Child of 1989 states, "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice".

Media and information literacy is the core competence of librarians. In today's increasingly digitised society, it is necessary to understand how digitalisation affects the library's role in society. How can the library make media and information accessible in new ways? How can libraries contribute to increased digital literacy among the general public? How should librarians deal with the dilemmas inherent in encounters with users? How can users be made to feel secure when using digital library services? And how can libraries ensure that they comply with the child's right to "seek, receive and impart information and ideas of all kinds"?

MIL Media and information literacy

Media and information literacy is generally described as the ability to find, analyse, critically review and create information across various media and contexts. Digital literacy refers to familiarity with digital tools and services and the ability to use information and digital technologies. These two elements are strongly integrated in library organisations. According to the Swedish Library Act (SFS 2013:801), library activities shall be available to all and libraries shall work to increase knowledge about how information technology can be used for the acquisition of knowledge, learning and participation in cultural life.

An understanding of the societal role of media is fundamental to media and information literacy. Fact and fiction both contribute to our world view. Libraries must be able to provide broad access to facts and scientific knowledge and to guide library users in tools for source criticism. Stories and literature contribute to our knowledge of the world around us and bring to life what it means to be human. It is vital that libraries stock multifaceted, qualitative media and that the library itself and the librarians that work there stimulate interest in reading, knowledge acquisition and culture.

Dilemmas

Digitalisation has created a raft of dilemmas for the librarian. Libraries find it difficult to adapt access to digital media such as e-books and e-magazines to the needs and desires of their users. Instead, libraries must subscribe to a service that provides an overview of titles of varying quality at high prices, where downloading or streaming demands digital competence in various types of software and technical devices. Furthermore, many users remain unaware that the suppliers of both the technical solutions and of the content generally collect user data, with a great deal of uncertainty as to how this data is used or how to change device settings to protect oneself against digital intrusion.

An important part of media and information literacy is something known *as netiquette;* an ethical approach to the treatment of people and respect for everyone's equal value, not only in direct physical encounters but also on the internet and digital media. This is not always easy. The libraries are usually regarded as part of the good society. In today's tougher climate, also library staff are exposed to threats, in the library room but especially in digital media. It is important to support one another and to have policy guidelines how to act. After all, it is a challenge to maintain one's humanity and a large portion of common sense in the digital world.

"DigidelCenter" – Digital Participation Centres

The Swedish Government is aware that many people use libraries as a source of help when they have problems with everyday tasks such as bill payments, making travel arrangements and many other social services. It is impossible to obtain a BankID, pay bills, change money in banks or purchase a train ticket at the railway station if one doesn't have an internet connection at home or via a mobile device, which leads many people to seek help at their local library. Over the course of the last decade, libraries have dealt with more questions regarding internet and computer issues than on literature and information.

The issue of digital participation and literacy or digital exclusion is not really the library's problem, it is a social issue that touches on many policy areas: social, cultural, educational, commercial, urban planning and infrastructure, etc. In many municipalities, libraries have fought a lone battle for people's right to digital inclusion. While the suppliers of e-services believe that 24-hour access to their services and the user support they provide is an improvement, too many people find these services and support functions difficult to use.

Municipalities are increasingly coming to realise that libraries require greater resources in order to work towards digital inclusion. One method for achieving this may be the creation of Digital Participation Centres that in various ways provide guidance on digital literacy. These Digital Participation Centres can be advantageously located in libraries, which are often open not only during the day but also evenings and weekends. Digital Participation Centres, when located in the library, often collaborate and invite others to promote digital skills, like study associations, volunteer organisations and companies in the local community. You can find early Digital Participation Centres at libraries in Motala, Helsingborg, Sundsvall and e-rooms in Västerbotten. Read more about them on the internet https://digidel.se/digidelcenter/ . In 2019 15 new Digital Participation Centres will open in Sweden, you find more information about that on https://internetstiftelsen.se/.

Raising the level of digital competence among library staff

During the period 2018–2020, the National Library of Sweden has been tasked by the Government with raising the level of digital competence among library staff. The primary purpose of this investment is to provide libraries with the necessary skills to contribute to raising levels of digital competence among the public. This clarifies the societal role of libraries and allows them to work in a more systematic manner in guiding the public in Media and information literacy, of which digital skills are an integral component.

This initiative – dubbed *Digital First with the User In Focus* – is being implemented in collaboration with regional and public libraries nationwide. At the time of writing, over 80% of all staff in Swedish public libraries have completed a self-assessment of their digital skills. In an analysis of this work, library staff emphasise the following areas of priority for improving competences: search and source criticism; protecting personal identities and processing personal data; collaborating and participating in democratic processes with the aid of digital technology; and copyright and other types of licensing of works.

The user in focus

It is vital that libraries focus on their users, in terms of the media procured for the local library, how the library space is designed and the programmed activities organised by the library, which should be available to all. In addition to author presentations, literary discussions and storytelling, many libraries also arrange cafés of various descriptions, inviting residents to various forums where people can meet over a cup of coffee or tea to discuss topical issues, to experiment and get to know one another. These include: language cafés, bibliotherapy, shared reading, source criticism cafés, parent and baby events, MakerSpace, playing with robots, programming, etc.; in brief, all types of activities that can be linked to media and information literacy and digital competence.

Many libraries work methodically using tools that truly place the focus on users. In Swedish libraries, these include UX design, design thinking, innovation design and many more that utilise the user's experiences and perceptions of the library's services to improve them or to innovate and think outside the box. The book *Löpa linan ut – bibliotekschefens strategiska modell för implementering av FN:s konvention om barnets rättigheter* (Staying the Course: The Library Director's Strategic Model for Implementing the United Nations Convention on the Rights of the Child) was recently published in Sweden.

The Swedish Library Act states that public libraries shall pay particular attention to children and young people in order to promote their linguistic development and stimulate reading. Article 12 of the UN Convention on the Rights of the Child states that, "the child who is capable of forming his or her own views [has] the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. The library's work to promote media and information literacy must therefore also include activities for, and designed in collaboration with, children and young people.

Many people wonder with a certain amount of scorn whether libraries have a future; are they really needed when everything is available and searchable online? The answer to that is, yes, libraries are needed because, in order to be source critical, we need access to sources. Library staff can provide guidance and knowledge in areas such as how various search engines are programmed, and how this affects the results displayed. When one person conducts an internet search, the results will not be the same as when someone else conducts the same search, as everything depends on their search history and which search engine they use (e.g. Google, Firefox, DuckDuckGo, etc.). The information activities conducted by library staff demand an awareness that algorithms and artificial intelligence steer search results, irrespective of which digital services one uses. Our level of digital competence impacts on which information is available to us and which data we allow various digital services to collect and save concerning us.

Collaboration to provide national digital library services

Speaking of access to sources, another problem is that much of the scientific research published on e-media is locked behind expensive licenses and can only be read by those enrolled at a university with the resources and willingness to pay. Over time, this has made it increasingly difficult to gain access to new research findings and scientific knowldge. Many countries and universities collaborate to promote open access to scientific publications, with the aim of ensuring that anybody can download and read state-financed research from the internet and copy, process and disseminate it. Research published by Swedish higher education institutions can be found at http://swepub.kb.se.

The Swedish Library Act states that libraries and the public authorities that provide library services shall cooperate to provide access to Sweden's collected library resources. This is fine but library infrastructure needs to be reinforced, not least when it comes to digital services. There are several excellent national digital library services, including services for accessible media, Legimus for talking books (http://www.legimus.se/) and Akila (https://www.mtm.se/akila/) for talking newspapers, both of which are provided

by the Swedish Agency for Accessible Media (MTM). There are also apps available to download for mobile devices that make it much easier for those with reading difficulties to read or listen in a flexible manner.

Support is available to libraries from the International Library in Stockholm in the form of skills development or media in languages that are spoken by relatively few in Sweden. Municipal libraries are required to provide media in national curriculum languages and languages spoken by many newly-arrived migrants, based on the needs of residents.

At the time of writing (2019), a digital service called Världens Bibliotek (The World Library) is being tested in collaboration with other Nordic countries (https://www.varldensbibliotek.se/), with e-books and audio books in Arabic, Farsi, Tigrinya, Somali, Bosnian and Serbian. This service is freely available without the need for a login (although it does require that the search is conducted from a Swedish IP address).

Bibblix is another digital lending service that libraries hope will become available nationwide. Bibblix is an app that can be downloaded to mobiles devices. The service, which contains reading tips and e-books for children aged 6-12, has been available for some time in the municipalities of Stockholm, Malmö and Katrineholm, with readers requiring a library card to download or stream e-books (http://bibblix.se/). It would be good if Bibblix were to become available to children nationwide.

There is a Swedish national digital inquiry service called "Bibblan svarar", a free answering service from Sweden's librarians, that will answer questions from anyone. This also contains a digital reference service, Bibblan Guides, with 700 quality-assured digital sources covering a variety of subjects. (http://bibblansvarar.se). The service is operated by Malmö City Library on behalf of the National Library of Sweden, which is the public authority responsible for Swedish libraries. Malmö City Library has also been tasked with creating a learning platform for digital education in media and information literacy for use by library staff as part of the *Digital First with the User In Focus* competence lift. As the Malmö City Library is one of the National Library of Sweden's partners in providing services for public libraries, the learning platform will remain in use once the specific initiative to lift competences has been concluded.

The library's role in society

In March 2019 the "The Treasury of Democracy – Proposal for a National Library Strategy" is handed over to the government. The vision and aim of the strategy is a library for everyone, and a democratic society where everyone can freely participate in the world's collective literature and knowledge to be able to work in society on their own terms.

The purposes clause in Section 2 of the Swedish Library Act states that, "Libraries in the public library system shall work for the development of the democratic society by contributing to the conveyance of knowledge and the free forming of opinions. Libraries in the public library services shall promote the status of literature and interest in learning, enlightenment, education, research and other cultural activities. Library services shall be available to all." I think that we are all agreed that this is no small challenge, requiring as it does media and information literacy at a highly professional level, as well as continuous learning. It is important that all of us who work with media and information literacy cooperate in contributing to freedom of opinion and expression, and that we assist in increasing general awareness of the importance of being media and information literate.

UNESCO and IFLA are platforms for free exchange of ideas and knowledge between countries and professionals. IFLA/UNESCO Public Library Manifesto has greatly inspired the Swedish Library Act and the development of Swedish Public libraries.

For further information
In Swedish: https://www.kb.se
In English: https://www.kb.se/kb-in-english.html

22. Media Literacy and the Libraries

Proposal for a National Library Strategy

Erik Fichtelius

National Library of Sweden

In the beginning of March 2019 the National Library of Sweden (KB) submitted its proposal for a National Library Strategy to the Minister of Culture. The aim of this proposal is to strengthen and develop the entire Swedish library system. It is important as a defence of democracy and of the ability of the individual to freely operate in society, with access to knowledge and literature. The starting point is the Swedish Library Act with its opening section on *libraries for everyone*.

The vision for the libraries is for them to be there for everyone, taking into account the needs and circumstances of the individual. The ultimate objective of library activities as a whole is to cultivate minds and thus also democracy. The National Library, see the libraries as an independent force in the edifice of democratic society, a fifth branch of government. The services and content of the libraries represent the treasures of the people. At the same time, the truths and facts they hold pose a threat to the enemies of democracy. In the libraries the citizens can get support and education in media and information literacy. Librarians can help and guide the visitors, and be an important link to media access and critical awareness.

Based on the vision of the Act and on the goals of the strategy, we define six working areas, or means, for reaching the aims we are striving towards. We highlight the libraries as society's open spaces, as well as their importance for reading, learning and research. We propose new national digital library services and a strengthened common infrastructure:

Vision:
Libraries for everyone

Goal:
Democracy
A democratic society in which everyone can freely access the world´s collected literature and knowledge, in order to be able to operate in society on their own terms.

Means:
Reading
Inspire reading experiences, increase everyone´s reading and language comprehension and strengthen the place of literature.

Society´s open spaces
Use the libraries as society´s open spaces for mental cultivation, experiences and conversations.

Learning
Develop the population´s opportunities for lifelong learning and free opinion formation by means of a coherent chain of educational libraries.

Research
Strengthen the libraries as a constituent part of the research infrastructure and enable open access to scientific results from all publicly funded research.

National digital library services
Make as much information and literature as possible freely and digitally available to everyone.

Common infrastructure
Support and stimulate the public-facing libraries with effective, collaborative national and regional library functions and well trained librarians.

We are seeking change. The library system needs to be developed, renewed and reinforced. A strategy does not become a reality without a link to concrete measures and reforms. Therefore, in parallel with the strategy itself, we present a proposed reform package with highly concrete measures resulting from the deliberations in the strategy. The package has to do with building national digital library services, and digitalizing our cultural heritage and heritage of knowledge.

It is important to strengthen library activities for Sweden's national minorities including the indigenous Sami, and to ensure the supply of accessible media for people with disabilities, and to increase access to media in languages other than Swedish. We wish to clarify the national and regional level's significance as a support for the public-facing libraries, and emphasize the need for a strong school library system that is consistent throughout the country. Free access to scientific publications and research results must be ensured. The libraries can develop new ways of using and processing the digitalized heritage of knowledge.

Recurrent, regular analysis and follow-up are required in order for the strategy to be viable and to lead to change and development. Our considerations and proposals are based on extensive work that has taken place since the autumn of 2015. We have published 14 reports and 10 films that should be seen as an important basis for continued work and implementation. During our work, we have engaged in continuous dialogue with the library system's stakeholders. The draft strategy that was published in the spring of 2018 received nearly 100 written comments. The well-attended dialogue meetings held all over the country by the secretariat also heavily influenced the final strategy proposal.

Today

The libraries belong to the people. They are the libraries of the children, the pupils, the university students, the teachers, the researchers, the minorities, the immigrants, the convicts, the patients, the indigenous people, the genealogists, the specialists, the journalists, the musicians, the curious and those with a thirst for knowledge – indeed, of us all. This is true of all libraries in the public library system.

The libraries, with their librarians and other staff, give the individual power and the opportunity to function in society. The sources are easily accessible to everyone here, at no charge to the individual. Here you will find both wanted and unexpected knowledge, knowledge that is comfortable and knowledge that is not. This is where our cultural heritage and heritage of knowledge are kept. There can be no source criticism without sources.

Here are society's open spaces. This is where the low-key meetings happen. There is peace and quiet here, but there are also talks and discussions going on. The position of the libraries in Swedish society is strong, and the libraries are one of the most trusted and appreciated societal institutions.

At the same time, there are changes occurring that affect the libraries. Democracy is being put more and more to the test. Digitalization risks making the libraries less relevant if they do not rise to meet people's demand for digital resources, knowledge and reading experiences online. Changes in the economy, demographics, migration and language also present major challenges. Operations can be hampered by a lack of coordination and synergies, digital lock-in, expensive copyright and publishing oligopolies.

Unequal circumstances and resources between the municipalities must be dealt with, as must increased demands for skills development among both members of the public and librarians. It is troubling that not all schools meet the Swedish Education Act's requirements regarding school library activities, and that the libraries do not reach all potential users.

Digitalization entails new requirements for the entire library system. The boundaries of what is true and verifiable are constantly shifting. Sweden has lagged behind other countries in terms of offering digital library services and digital access to cultural heritage and the heritage of knowledge. The cataloguing process will change as a result of new, powerful search engines and algorithms, along with existing and future methods for intelligent self-learning search systems. All of this holds opportunities and provides incentives for change. Digitalization is an opportunity for the libraries to increase their relevance.

Tomorrow

The time horizon for this strategy is the situation in the year 2030. The hope is that those who live in the society of the 2030s will be sufficiently well-read, informed and competent that they will be able to contribute to a democratic world orientated towards the guiding principles of sustainability and human rights. This is a hopeful perspective. The societal institutions that stand for openness, independence, freedom of opinion, knowledge and quality of life hold the key to a good future. The library is one such institution.

In order to meet different needs, the libraries' activities are complex and changeable, with varied content. By means of digitalization and collaboration, everyone can access the information, knowledge and literature they are looking for, irrespective of who they are, where they live and what needs they have. The libraries' digital development caters to people's changed behaviors, media landscapes and communication patterns.

In the year 2030, the majority of the libraries' media resources will be digital, searchable and accessible at no cost to the user. New conditions have been created for research, lifelong learning and education thanks to an implemented regime of open access to published research and open research data. The research libraries are well integrated into the institutions' research settings and into the open scientific community.

In the libraries, the users encounter trained librarians and other experts who are able to guide users of all kinds as enablers and problem solvers. In school libraries and research libraries, pupils, students, teachers and researchers collaborate with school librarians and information experts as part of the learning and research infrastructure. All libraries proceed from the perspective of the user, irrespective of who or where they are. Librarians guide and support the users in their ability to negotiate digital context and to assess and critically review data and information content.

Participation in society requires information and media literacy, something that more and more people have acquired. Users are encouraged in their desire to explore, experience, learn, read, develop,

and be challenged and surprised. The vision of universal participation is supported with democracy as the goal. The libraries are society's open spaces, with space for reading, learning and research; the society has built new digital library services and a common supporting infrastructure.

Full text of the report in English and films with English subtitles can be found at www.kb.se

23. Film Literacy: Lifelong Learning

Christina Preisler Schedin

Swedish Film Institute

Film is a powerful art form that appeals directly to the heart and mind. Film helps us to understand the world and ourselves, and film makes a difference.

The Swedish Film Institute has a national responsibility for the goals of Sweden's film policy. One of the goals is that children and young people should have good knowledge of film and moving images, and have the possibility to be creative. Other goals relate to supporting new film, making Sweden's film heritage available, ensuring that gender and diversity permeate the field of film, and that film helps to strengthen freedom of speech and public dialogue.

The Film Institute has long been working to establish a natural place for film in schools. Initiatives include producing educational material in the form of study guides, supporting film-education projects financially, and offering training for teachers and film educators across Sweden in association with regional film resource centres. The Swedish regional administrational structure offers an opportunity to strengthen film culture in the whole country and our cooperation is essential for development. In addition to producing study guides on specific films, the Film Institute is working on various projects to increase film literacy among children and young people. We also highlight regional projects with the same objectives.

Film makes a difference

Until quite recently, the main platforms for watching films was at the cinema and later on home in the sofa. Nowadays, we are virtually inundated with moving images in all areas of society, and this increases the need for knowledge and guidance. Thanks to digitization, moving images have become an increasingly common way to communicate in different media; today, we are both consumers and producers. Today, it is more important than ever that all pupils in Sweden are film literate so they can understand the world around them understand themselves, and also have equal democratic conditions in a digital society, i.e., to be able to critically review news flows and alternative facts. Schools and libraries can also contribute to children and young people having access to a wider diversity of films.

Film literacy is part of the concept of Media and Information Literacy (MIL), and it needs to be clarified and highlighted. Even though children and young people live in a digital world and are constantly encountering moving images and new technology, that does not automatically make them film literate. Literacy is about far more than just availability and technology. More than anything it is about the ability to understand the language of the moving image.

Via surveys we have discovered that the presence of film education in schools is unequally represented across Sweden. This education is dependent on dedicated educators and school administrators. It is also very much project-based, and ongoing efforts over time are generally absent.

Between 2014 and 2017 we ran something called the Fellow School Project, the aim being to monitor the possibilities and challenges of film education in practice. We followed five upper primary school classes across Sweden for three years, and helped to ensure that they watched, created and reflected on film and moving images. In evaluating the project, the educators involved emphasized that they were

positive towards film education as an aesthetic learning process, particularly from a participation perspective. According to them, the single greatest obstacle to functioning film education was a lack of knowledge, not only in themselves but also among their colleagues, school administrators and civil servants in municipal authorities in general.

In efforts to establish equal conditions for all pupils to express themselves and understand their world, schools, culture schools and libraries play a crucial role. Schools are crucial for reaching all children and young people in Sweden. With the aim of all pupils becoming not only literate in reading and writing during their school years, but also film literate, the Film Institute is working to ensure that all student teachers receive in-depth education in film literacy. All newly graduated teachers should feel confident to use film and teach about the language of moving images and its ability to influence.

Film literacy – a democratic right

Media Literay and film literacy needs to be incorporated into the education system, both the terms and their meaning need to be firmly linked to the regulatory documents for education. Research into film education is also necessary if film literacy is to gain a foothold in schools and the academic world. Research results can, for instance, highlight the ability that film has to prepare a pathway to discussion about complex issues relating to social and existential topics, the fact that film provides and facilitates a role for everybody, that the language of imagery is a universal language that bridges normal language barriers, and that in the new digital age, film language is equal to written language.

Film literacy can be divided into cultural, critical and creative competence based on the ability to see, discuss and create. By the term film literacy, we at the Film Institute refer to an "understanding of film and the expressions, aesthetics and history of the moving image". The Film Institute wishes to strive to highlight the many benefits of working with film in schools. This partly relates to the educational potential of films, and how readily and easily it can be used as a means of learning something new. At the same time, however, we also realize the value of not only teaching through film, but also about film, its history and its language.

Already today the Swedish curriculum highlights the democracy aspect of digital literacy. For instance it states that each pupil should learn to "use modern technology as a tool in the search for knowledge, communication, creativity and learning". This includes knowledge of critical evaluation and the personal ability to create moving images. The history of film is fundamental in understanding film and the language of moving pictures today, since film is the very foundation of the imagery used in everything from advertising to news items. Film history not only encompasses feature films but also documentaries, animation, short film, YouTube, advertising, experimental film, information film and propaganda film. The history of film reveals both change and development; it has not always looked like it does today, and will very likely look different in the future as well.

Here are some examples of how we are working to help ensure that all children and young people become film literate:

Film at Music and Arts Schools

In the 290 municipalities in Sweden there are 283 arts schools. The local municipality runs the school and no national regulation or laws apply. Film is the field of art that has seen the highest rise in demand at Sweden's *Kulturskolor* or Music and Arts Schools. This in turn also means the requirement of more film educators. At present there are active film educators with varying educational backgrounds, who are increasingly being recruited to culture schools. In 2018, the regional film resource centres collabo-

rated with the Film Institute to formulate a framework for film education, as the starting point for short, regionally organized further-training courses across Sweden, to supplement and act as a springboard to higher-level programmes. The Film Institute is also working with the academic institutions that offer programmes in culture school education for film and moving images.

Educational material

Being attractive to young people, film is an important foundation and resource for discussion on subjects such as gender equality, democracy and other values-based issues in schools. The film education material *Lika vär(l)d, för vem?* (literally 'Equal world/value for whom?'), which is being launched in autumn 2019, we are giving teachers a tool which they can use with their students to analyse the devices used in film, such as editing, camera angles, sound, music and set design. This establishes an awareness of different forms of narrative and representation, and sources. Using the film excerpts included in the material, gender equality/justice/values are explored based on the questions who, what, how and why. The aim of the material is to understand what and how something is being told, and how the context influences that understanding.

Cinemateket: Education

The Film Institute's Cinemateket scheme is tasked on showing the global film heritage to members of the general public with an interest in film. 2018 saw the start of Cinemateket: Education to supplement existing film education with lectures and workshops on film history. The scheme targets schools in the Stockholm area, and now serves as an experimental workshop for education based on the history of film.

School Cinema Campaign

In 2019, the Film Institute is setting up a combined information and support initiative to make it easier for more municipalities to organize school cinema (where cinema screenings take place within school hours). In our mapping, we have realized that less than half of all municipalities in Sweden offer their pupils regular school cinema visits. Through film, young people have an opportunity to meet the world and themselves, in a wide range of stories and perspectives. The school cinema scheme gives children and young people an opportunity to experience film together and in a focused way, in a darkened cinema auditorium. Nowadays, going to the cinema is not an automatic activity for all Swedish families, for socio-economic reasons. Using our study guides, teachers are also supported in preparing and introducing the film to their pupils, and in talking about the film's expression after the screening itself.

Everyone's right to culture

The importance that all children and young people in Sweden becomes film literate is based on the article of the UN Convention on the Rights of the Child, that children have the right to participate fully in cultural and artistic life and to express themselves in artistic form. It also links to the importance of finding their own language, strengthening their own identity and means of expression.

In order to move forward, the Film Institute organized a conference on the theme of *Film Literacy – a democratic right,* the aim being to highlight the importance of film literacy as an integral part of every child and young person's schooling. The conference brought together important players in culture and education such as the Minister of Culture and Democracy, the Swedish National Agency for Education, the Swedish Media Council, the Swedish Arts Council and politicians. The conference has already led to a

strengthening of film literacy. For instance, the National Agency for Education initiative *Läslyftet* (literally 'the reading boost') has included research-based articles which stress competence in the area of film.

By emphasizing the importance of film literacy as the new way to read and write, together with both cultural and educational authorities, we believe there can be changes so all citizen gets equal rights to the public conversation and democracy.

For further information:
In Swedish: https://www.filminstitutet.se/
In English: https://www.filminstitutet.se/en/

24. Promoting Media and Information Literacy in Sweden

How a UNESCO National Commission can push the national agenda forward

Mats Djurberg and Emma Jansson

Swedish National Commission for UNESCO

The Constitution of the United Nations Educational, Scientific and Cultural Organization, adopted on 16 November 1945, encourages Member States to form a National Commission for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization. Sweden became a Member of UNESCO in 1950 and the Swedish National Commission for UNESCO was established in 1951. It is an independent body under the Swedish Ministry of Education and Research and has ten board members. The everyday work is conducted by an office headed by a Secretary General. The priorities of the Swedish National Commission are based on the Strategy for Sweden's Cooperation with UNESCO and the Operational Strategy of the Swedish National Commission for UNESCO. The Swedish National Commission has a twofold mandate: it promotes Sweden's priorities in UNESCO and it brings UNESCO's knowledge and skills to Sweden.

The Swedish National Commission's work on MIL in Sweden

Article 19 of the Universal Declaration of Human Rights states that "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers." Media and information literacy (MIL) equips citizens with the skills they need to seek and enjoy the full benefits of this fundamental human right. The rapid digital transformation during the last decade has highlighted the urgent need for new skills and tools as well as a political response. This has been the point of departure for the Swedish National Commission's work in the field of Media and Information Literacy, as well as UNESCO's work globally in this field. The result of the Swedish National Commission's work is a success story; it is one of the best recent examples of bringing UNESCO's knowledge to a national audience and spearheading new policy initiatives nationally.

A common project on MIL

The first step on MIL taken by the Swedish National Commission was to participate in a project initiated by Nordicom, a Nordic knowledge centre in the field of media and communication at the University of Gothenburg. It gathered representatives from civil society, the academic world and government agencies[1]. The project resulted among other things in the translation of *UNESCO's Media and Information Literacy: Curriculum for Teachers* into Swedish under the auspices of Nordicom and the Swedish National Commission for UNESCO. Later, a revised version of the book, contextualized to make it more relevant to a Swedish audience, was published. The publication was distributed to all relevant stakeholders.

By bringing knowledge and experiences from UNESCO to Sweden and adapting it to a Swedish audience, the participants in the project became increasingly important proponents for Media and Information Literacy in Sweden. The Swedish National Commission for UNESCO gradually became an arena for discussions on Media and Information Literacy.

MIL: Why is it important

In 2013 the Swedish National Commission used its convening power to, for the first time, bring together politicians, public servants, researchers and civil society to a discussion and exchange of experiences on Media and Information Literacy. Professor Ulla Carlsson, Nordicom, then a long-time member of the Swedish National Commission for UNESCO, played a key role in making this meeting a reality. At the meeting, entitled "Media and Information Literacy – Why is it Important?", the Swedish adaptation of the UNESCO publication mentioned above, was launched. The meeting introduced the concept "MIL" to a Swedish audience. Important conclusions from the meeting were that there was no national policy for MIL, that a national strategy would be welcome and that there was a need for increased coordination among government agencies. The participants agreed to form an informal network. This first meeting was an important step in bringing together national MIL stakeholders and laid the foundation for further steps.

Media and information literate citizens: A necessity in the digital age

The second meeting on MIL arranged by the Swedish National Commission for UNESCO took place in 2016, in association with Ulla Carlsson, now a UNESCO Chair on Freedom of Expression, and the Swedish Library Association. This meeting built on discussions at the first meeting and gathered a larger audience than previously – politicians from the fields of culture and the field of education participated. At this stage it was clear that MIL was on its way to becoming an important concept in Sweden.

The most essential outcome from the second meeting was indeed to bring together two different political spheres – culture and education – in an even closer cooperation on MIL. The importance of the conclusions from the first meeting was reiterated and the participants all agreed that MIL was a vital question for democracy.

MIL: A matter of democracy

The third occasion for discussions on MIL took place in 2018 and was also arranged in close partnership with the UNESCO Chair on Freedom of Expression at the University of Gothenburg. The time was now ripe to gather an even larger audience in a national conference with more than one hundred participants from politics, the academia, government agencies, civil society and business. Four ministers, responsible for culture, education, digitalization and justice, participated. The basis for the discussions were three chapters from the not yet published "Media and Information Literacy in the Digital Age – A question of Democracy" edited by UNESCO Chair Ulla Carlsson. The overview presented at the conference made it clear that it was necessary to establish a national framework to promote MIL in Sweden. This was clearly what everyone had hoped and waited for. The first steps taken five years earlier had now resulted in a common vision: closer coordination regarding Media and Information Literacy in Sweden.

At the meeting the fourth step in the long process to put MIL high on the political agenda in Sweden was also announced: the 9th Media and Information Literacy and Intercultural Dialogue Conference and the Youth Agenda Forum would take place in Gothenburg, Sweden, in September 2019, hosted by the Region Västra Götaland in cooperation with the Swedish National Commission for UNESCO and the University of Gothenburg.

Impact of the Swedish National Commission's work on MIL

The two meetings and the final conference on Media and Information Literacy had brought together all relevant stakeholders for MIL in Sweden and put MIL on the political agenda. The gatherings all underscored the link between MIL and democracy.

The final conference also clearly contributed to new political initiatives: The Swedish Government has now adopted a strategy for a strengthened democracy in which it states that MIL is uttermost about maintaining a sustainable democracy and respect for freedom of expression. Furthermore, the Government has decided to appoint an inquiry into how to increase people's resistance to disinformation, propaganda and hatred online. Finally, the Swedish Media Council is now responsible for reinforcing the coordination of measures for MIL in Sweden.

Concluding remarks

National Commissions for UNESCO have a unique advantage in being able to convene partners from all fields of UNESCO's competence. As this example shows, their status makes it possible to be a significant actor for political change nationally as well as internationally.

We hope that this example will inspire National Commissions for UNESCO around the globe to use their convening power and become an active partner in UNESCO's spheres of competence in their countries. We welcome any questions and thoughts you might have on our experience.

Note
[1]   Nordicom (University of Gothenburg), The Swedish National Commission for UNESCO, The Swedish Media Council, The Swedish Film Institute, The Swedish National Agency for Education and Folkets Bio Filmpedagogerna.

For further information
In Swedish: https://www.unesco.se/
In English: https://www.unesco.se/in-english/

Best Practices

25. Public Service Media: An Important MIL Actor

UR guides towards media awareness

Sofia Wadensjö Karén and Gabriella Thinsz

Swedish Educational Public Service Media Company

In this changing media landscape, the need for Media and Information Literacy (MIL) competencies is crucial. Public Service Media have a particular responsibility to provide knowledge of MIL and must lead by example - unbiased, impartial knowledge sharing is more important than ever. Without access to accurate knowledge, it is difficult to know what is true or false, biased or meant to manipulate. UR, Swedish Educational Public Service Media Company, aims to make important contribution via sharing essential radio- and tv-programmes that strengthen the skills in navigating in an everchanging world.

UR – with focus on learning

UR is part of the national public service broadcasting group in Sweden, along with Swedish Radio (SR) and Swedish Television (SVT). UR's mandate is to produce and broadcast educational and general knowledge programmes which strengthen, broaden and complement the work of others active in education, such as teachers and school leaders.

UR has a long tradition of promoting Media and Information Literacy (MIL), through its programmes and as an active participant in the ongoing debate related to MIL. Our MIL work is on one hand based on the needs of the educational sector, and on the other hand on the needs of society at large.

UR must, as do all media companies, adapt and change as the media industry as a whole undergo radical changes as a result of digitalization, which has resulted in a changing media logic and a fundamental difference in the way people consume and use media. Readers, viewers and listeners are no longer passive recipients, they engage in dialogue and want to both participate and become publishers themselves. New players, such as Youtubers, influencers and bloggers, have entered the market and must learn to handle complex legal, ethical and publishing dilemmas. At the same time, the general public's confidence in traditional media is decreasing.

In this changing media landscape, the need for Media and Information Literacy (MIL) competencies is crucial. UR firmly believes that Public Service Media has a particular responsibility to provide knowledge of MIL, but also, as responsible practitioner must lead by example. In this context, the use of good and transparent journalistic methods when producing content becomes central to both promoting and practicing MIL. In other words, Public Service Media such as UR fills dual roles: to explain MIL to the public, and "live" MIL in all its production processes and approaches.

High credibility is crucial

As of today, UR has a strong position in schools and is regarded as a reliable producer and broadcaster of educational content.[1] UR is fostering relations and cooperation with educational institutions around the country, as well as running its own initiatives. Besides broadcasting, UR's programs are available online.

This means that our programmes can live on long after the initial broadcast. UR's archive currently holds more than 17,000 programs, which facilitate a teacher´s task and complement the curriculum by offering a modern, pedagogical approach for learning – from pre-school to university level.

UR today, as other Public Service Media in Sweden, enjoys a high credibility and recognition[2] amongst the general public. However, we know that our survival depends on how we can ensure to remain credible and trustworthy tomorrow. Constant challenges facing Public service media is to keep engaging younger audiences and continue to be relevant and useful in their lives as well as adressing a broader audience and an adult target group.

We believe that this challenge is closely connected to Media and Information Literacy. Below, we will try to explain why and how.

Public Service in Sweden – a unique democratic institution

Surveys in Sweden and internationally show that citizens in countries that have a strong Public Service Media are better informed about politics and society than in countries where most media is commercial (Strömbäck, 2017). Consequently the Public Service Media companies have a vital responsibility in their mandate to "inform, educate and entertain all audiences"[3] wherever they live and regardless of their age, gender, and cultural background. PSM should provide programmes, which are impartial and accurate; each and every programme should aim to be characterized by a belief in the equal value of all human beings and the freedom and dignity of each individual. This is the basis of public service broadcasting.

However, Public Service Media - in Sweden as in many other countries, face major challenges when it comes to maintaining its audiences. For example, PSM companies have to find ways of being more present on different platforms where the users already are. PSM must also work harder to stay relevant and credible for audiences, not least youngsters that have more and more channels and media outlets to choose from.

Increased transparence is a way forward in order to prove and maintain PSM´s credibility. By being transparent and sharing work processes, selection criteria for topics/subjects and how sources have been used, we, as a media company can truly "live" MIL in practice. As underscored by researchers Olof Sundin and Jutta Haider highlight (2018)[4] transparency is an increasingly important condition for Public Service Media in order to earn the public's trust.

Critical thinking requires knowledge

Researchers at MIT (Massachusetts Institute of Technology), USA, have studied how quickly fake news versus impartial, correct news items spread on Twitter. The results show that false information reaches longer, faster and wider than correct information. Regardless of the type of news, fake news had a 70 percent greater probability of being retweeted than objectively true news items. One study showed that it takes six times longer for accurate news to reach 1,500 people versus fake news.[5]

Consequently, unbiased, impartial knowledge sharing is more important than ever, and one of the most important competences in the future is to be able to understand and analyze complex contexts. In an increasingly digitalized and fast-moving world, where people take part of a neverending complex and fragmentary stream of information, there is a great need of standing on a solid base of basic knowledge. This becomes a great and determining factor for being able to decode, interpret and evaluate information.

Through its special mandate on education, UR aims to make important contributions to strengthen general knowledge necessary to navigate in an everchanging world.

Without access to basic knowledge, it is difficult to know what is true or false, biased or meant to manipulate, or how to check sources for reliability. By combining visual narratives with pedagogy and learning inducive approaches, UR can help put things into perspective, provide real-life examples, evoke emotion, convey and create context. This contributes to increased learning and provides better conditions for a critical approach.

UR has chosen to focus on programmes about MIL issues including critical thinking and source checking, for several different target groups. These include tv programs such as Är *det sant* (Is it true?) targeting children at the age from 9 to 12, *Tänk om* (Think twice), an online series for young people on Youtube and Facebook, the radio series *Fejk* (Fake) and *Kjellkritik*, on checking sources, for students 15-18 years old as well as participants in adult education. There are also programmes aiming to increase understanding of how to act in a responsible manner in the media landscape, from social, ethical and legal perspectives.

Through its programmes UR wants to be a strong counterweight to false information, unsubstantiated rumors and propaganda as well as threats and hate speech online. In turn, this strengthens democracy. UR can also counteract knowledge gaps by reaching pupils in classrooms all over the country and thereby breaking through the filter bubbles which pose risks to democracy and a democratic dialogue.

Challenges in a new curriculum

The mission of the Swedish school is to contribute to students' personal development in order to become active, creative, competent and responsible individuals and citizens. According to the Swedish curriculum (the Education Act 2011), school "should promote the development and learning of all pupils, and a lifelong desire to learn. Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based (…) The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby be able to participate in the life of society by giving of their best in responsible freedom"[6]. In other words, the pupils should be given the opportunity to develop the skills needed to actively work in a democratic society. And more: "The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there."[7] The classroom must therefore be a place where one can gain knowledge and reflect on human rights and democracy, and where different points of view can be tested. UR has a clear mandate to meet the needs of schools and other educational institutions during the ongoing digital changeover; through its programmes UR contributes to an active dialogue between teachers and pupils on society.

Developing MIL for children within existing media formats

Understanding about how media works and how content is produced is a part of MIL and is important knowledge for all our audiences. It helps them to understand media logics and why critical thinking and fact checking are crucial skills to have, not only as a journalist but also as a media consumer and producer.

One example of how we try to empower our young audiences and strengthen their resistance to manipulation and lies, rumors and fake news is the weekly magazine Lilla Aktuellt Skola (Junior Current Affairs). Lilla Aktuellt Skola is a long running and very popular children´s news and current affairs tv-show, weekly news produced in collaboration with Swedish Television, targeting children aged 10-12.

Lilla Aktuellt Skola sums up the biggest news from the past week and is broadcasted in front of an audience. A new group of pupils from different schools are invited each week, on Friday at 10 am. The program reaches up to 400,000 viewers weekly, and is very much used in classrooms all around Sweden.

In 2018 UR focused its efforts to develop the program from an MIL-perspective. Research done amongst young viewers and their teachers gave us some basis for development. For example:

- Children wanted to know more about how the news are produced, and how the topics are chosen.
- Many children stated that they consumed a lot of news but missed an opportunity to talk about and discuss current affairs.

UR opted to develop several new concepts. One of them was to broadcast a Live Chat right after broadcasting the show itself. This entails continuing the live broadcast for 3–5 minutes after the end credits, but shifting the perspective and power balance. During this segment, UR let the children in the audience pose questions to the editorial staff. For example:

- Why did you choose to report about this particular story?
- What was the most difficult part to do? What was most fun?
- How did you choose whom to interview?
- How did you know what to ask them, and that their answers were true?

The children's questions have made the editorial staff think more carefully about the topics they choose and the way they produce each story. They have learnt more about how to plan and execute their reporting from the perspective of the audience, and have been able to improve their working methods and processes through explaining them to the children.

Another added concept for the current affairs show is to produce simple visual explainers aimed at the target group with MIL themes including:

- What is public service media?
- What characterizes impartial news?
- What is fake news?
- How are sources checked?

The production of MIL visual explainers has made staff more aware of MIL, and how MIL skills and awareness play an import role in their production process.

Developing competences among teachers

The compulsory school curriculum states that the school "shall be responsible for ensuring that every student after having completed compulsory school can use modern technology in search of knowledge, communication, creation and learning." (Swedish Educational Act, 2011). This will pose great challenges for teachers and school leadership to interpret into practice. According to a report from the Swedish National Agency for Education (Skolverket, 2016), the availability of computers and tablets has increased sharply, while the teachers' need for competence development in IT remains large. For example, four out of ten teachers consider (as above) that they have a great need for competence development in source criticism.

MIL also means being open and representative

Making programs about MIL is important but it is also, as a media company, necessary to live and meet MIL in the daily work. In order to increase credibility, UR is working to become more transparent when it comes to *how* production and selection processes work; by openly reporting sources, methods and how the journalistic and publicist work is done. UR's content is based on scientific basis and the ambition is to always have a source-critical perspective both in the program offering and in teacher guides that are linked to the programs. The assignment to represent the whole country is also central to this work; it is important to contribute to a media climate where everyone is heard, seen and represented.

> ## UR collaborates in the MENA-region
>
> Since 2014 UR has collaborated with the Swedish Radio Media Development office in a series of initiatives aimed at strengthening Media and Information Literacy (MIL) for children and youth in the MENA region. Working in close cooperation with local partners, first in Tunisia and today also in Jordan and Palestine, UR has used a participatory approach. The resulting methods and materials, include audiovisual resources and interactive pedagogical activities that can be used for both teacher training and in the classroom and are made freely available online in Arabic, French and English, in a website (edumedia.tn) and YouTube channel, and an upcoming online toolkit called milON.
>
> UR has contributed with production know-how and expertise based on its long experiencee in using media to teach media and information literacy as well as other subjects, and also its methods for involving children and youth in media production, areas where Sweden has been at the forefront, from both an academic and a practical perspective. A key part of the projects is to involve the target groups in the project design and execution.

The democratic mandate

Today, being able to search for information and critically and responsibly analyze and evaluate it, is a prerequisite for democracy, as is the ability to use media for self-expression and dialogue. In this context, Public Service Media as an institution has an important mission; to make factual and impartial content easily accessible to everyone. As a media company with a mission to promote and enable learning, UR has a unique opportunity to reach out to pupils and students, teachers and school leaders all over the country.

An example of UR's work to fulfill its democratic mission, were several initiatives taken in 2018, leading up to the General Election in September. For instance, UR invested in a wide range of programmes concerning the Swedish constitution, democratic rights and obligations etcetera, targeting pupils in primary and secondary schools as well as the general public. Beeing "political literate" enable to critically examine facts, media and information which help to make informed decisions.

In conclusion, in this changing media landscape, the need for Media and Information Literacy (MIL) competencies is crucial. UR, as a Public Service Media company with a special mandate on education, can play a key role in strengthening resistance to manipulation and lies, rumors and fake information.

Notes

[1] 84 percent of teachers consider UR´s programmes to be trustworthy, 77 percent consider them to be useful. Novus attitudinal 2018.

[2] 7 out of 10 has a positive attitude towards Public Service media.Novus attitudinal 2018.

[3] Retrieved from: https://www.ebu.ch/files/live/sites/ebu/files/Publications/EBU-Empowering-Society_EN.pdf

[4] "Källkritik, självkritik och källtillit" [Source criticism, self-criticism and source trust], Olof Sundin & Jutta Haider, Department of Arts and Cultural Sciences, Lund University.

[5] Retrieved from: https://fof.se/artikel/falska-nyheter-sprids-snabbare-sanna

[6] Retrieved from : https://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfee44715d-35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3984.pdf?k=3984

[7] Idem.

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For further information

In Swedish: https://www.ur.se/
In English: https://www.ur.se/about-ur

26. Everything Is New. Nothing Has Changed

MIL in a changing news media landscape

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As the media landscape changes with digitization and the constant flow of information via social media, the importance of media and information literacy is greater than ever. *Mediekompass* – a Swedish non-profit project that acts as a facilitator for teachers who wish to use newspapers in education – works under the conviction that in-depth understanding of the traditional values of journalism will benefit young students' media literacy and strengthen their possibilities to exercise their democratic rights.

The origins of *Mediekompass* can be traced to when the trade association for Swedish newspapers, *TU – Tidningsutgivarna (The Swedish Media Publishers' Association)* in the early 1960's, in co-operation with *Skolöverstyrelsen (The Swedish Board of Education)* launched the project *Newspaper in Education*, which later would be renamed *Mediekompass*. The project – which had been financed by TU's members – became inactive between 2016 until 2018 when it, thanks to funding from the *Anne-Marie and Gustaf Ander Foundation for Media Research*, could once again be manned and activated (TU, 2017).

From a time when the printed newspaper was the sole intermediary, apart from radio, of events and opinions in many Swedish homes, primarily digitization has increased competition for citizens' attention. In this new and constantly changing field of information, the principals of journalism do, however, stand firmly rooted in an old tradition, which even today and in the future can and should act as a beacon for a public in search for information. It is therefore of great importance that our younger students gain an early and thorough understanding of the journalistic mission and its circumstances, as well as the opportunity to develop their capabilities to critically search information about the society of which they are a part, and to express their own opinions and desires. Journalism and the established media fill an important function in this task, and within the boundaries of media and information literacy, MIL. With this text we wish to position and introduce *Mediekompass* by discussing the following questions:

- What does media and information literacy mean to *Mediekompass*, and what is our role within this field of knowledge?

- What is the position and significance of the established media in school education?

- In which ways can the traditional journalistic principals act as guidance in a new and changing media landscape?

- What do *Mediekompass* and newspapers do today, and what can they do in the future, to meet the demands for improved media and information literacy?

MIL: What we know and the position of Mediekompass

Mediekompass emanates from current research in news reading, media literacy, young people's attitudes towards, and knowledge of, news media, as well as issues relating to schools and pedagogy.

As have also been reported from other regions, young people read printed newspapers to an increasingly lower extent. A Swedish national survey shows that the proportion of the entire population who frequently read a printed morning paper has fallen from 81% to 34% since 1990 (Martinsson et al., 2018). It is mainly younger people who do not read printed newspapers regularly, but that does not mean that they do not read news. News reading has moved from printed to digital form and, above all, it is through social media that news is spread (Andersson, 2018). The collaborative project *The News Valuator* does note however that a large proportion of students at upper secondary school look up news themselves on media companies' websites, rather than being content with what is shared via social media (Nygren T and Brounéus F, 2018). The report also shows that young people in Sweden, to a large extent, state that they have great confidence in traditional media, in particular public service media, but also in commercial newspapers.

Unfortunately, the students' ability to value digital information has not developed at the same rate as their move from printed to digital media. There are great shortcomings in the ability of school-age children to develop a source-critical approach to digital sources (Thuring R, 2018). Swedish teenagers also show difficulties in evaluating news in digital media and have a problem in distinguishing paid ads from news texts (Nygren, 2019). In addition to the disappointing result that only one in ten safely could distinguish the different types of texts, researchers also found great differences between different youth groups, which they suggest may follow socio-cultural patterns.

Such patterns are also discussed in the study *The taste for news: Class shaping young people's news use in Sweden* (Lindell, 2018). The study shows great differences between students within upper secondary school's university preparatory programs and the vocational programs, where established media have their given place with the former, while the news have no or little space in the latter's world, neither at home nor in school. This pattern repeats itself in the question of the extent to which the different groups are inclined to express their views and opinions.

This brief research review shows that there is a need in school education for in-depth knowledge of news media and journalism, the conditions under which the media works, and the social mission of journalism. This is very important when one considers the gaps in knowledge and participation that risk further contributing to increasing class differences and poorer social cohesion in society.

If the established news media are given an obvious and inviting place in the information flow to young people, we can create a common knowledge base that provides the basis for individual positions and decisions. This also requires well-developed abilities to evaluate and critically examine different types of information. If all students are given the opportunity to develop their ability to formulate and express their opinions, and feel that they are entitled to it, there are democratic benefits to serve.

In order to facilitate teachers' work on these issues, *Mediekompass* offers customised teaching tools. With the help of *Mediekompass*, students are given the opportunity to develop their abilities to assimilate, understand and create journalistic material themselves, thus monitoring both their democratic rights and becoming active citizens in a democratic society.

News media in school education

There are, as discussed above, major differences between the upper secondary school's vocational and university preparatory programs in how to approach and use news media in teaching. The term MIL itself is used sparingly by the *Swedish National Agency for Education* its governing documents, even though the

contents of MIL are expressed in other words. Knowledge of different types of media, on the other hand, is occasionally written about more clearly.

In the *Curriculum for the compulsory school, preschool class and school-age educare* (revised 2018), Lgr11, knowledge goals are established such that students, after finishing school, should be able to use different media for knowledge search, information processing and communication (Skolverket, 2018). The Swedish National Agency for Education highlights the importance for students to be able to orientate themselves in an increasingly complex media landscape and value information, but also to be able to express their own opinions. The regulations for upper secondary school also emphasize the importance of some issues that fall within the framework of MIL, and the school's task of giving students the conditions for being able to participate in democratic society, among other things by being able to take a stand on social issues and express their opinions (Skolverket, 2013).

However, the Swedish National Agency for Education's regulations leave much room for interpretation, and when looking for clearer instructions regarding mass media in the education, the result is rather weak. We note that media literacy is given limited space in the syllabus for social studies 1a1, the course that is included in all vocational programs and thus in the environment in which we find the greatest disclaimer for media and the less developed sense of having the right to be heard.

We appreciate that media literacy is given a clear space in the compulsory school curriculum, but we are concerned that the students in the vocational preparatory programs, where the need is greatest, receive relatively little education in media and information literacy.

How can traditional journalistic principles contribute?

Access to information is, today, greater than ever, and with the digitization the citizens' opportunities to express their own views, has increased and simplified. In this new landscape, traditional journalism still has an important role to play, perhaps more than ever. However, the journalistic mission – to inform, review, comment and convey – is no longer limited to the traditional journalist. When we communicate via social media, we are carrying out a form of journalism, even when it comes to writing on a blog, commenting on Facebook or Instagram, tweeting a post or just liking a picture. Like the journalist, we encounter information, make a first assessment of its content and value, decide whether to spread the information further and click on "publish". But, as Walter Dean (2019) points out in *The elements of journalism*, there are a few things that separate our actions on social media from real journalism:

> Two things, however, separate this journalistic-like process from an end product that is "journalism." The first is motive and intent. The purpose of journalism is to give people the information they need to make better decisions about their lives and society. The second difference is that journalism involves the conscious, systematic application of a discipline of verification to produce a "functional truth," as opposed to something that is merely interesting or informative.

Therefore, it is of crucial importance that school pupils and students, within the framework of media and information literacy, get solid knowledge of journalism's assignments and conditions. It helps them in their social orientation and improves the chances that they will feel a part of a larger context. Access to, plus the willingness and ability to absorb factual and secure information, improves their ability to make personal decisions that can be decisive for their way of life. But it is not just a one-way communication from the media to the citizens; they must be given the abilities to present their opinions and make their voice heard in a way that can affect their situation. With basic media literacy and knowledge of journalistic work, their opportunities to fully benefit from their democratic rights improve.

What does Mediekompass and the newspapers do?

In summary, *Mediekompass*' work can be described as a support in teaching to allow students to develop abilities to:

- Understand media's role and mission in a democratic society, and under what conditions they work.

- Self-reliably search, interpret and evaluate information from different media, in order to be able to make informed decisions and formulate their own positions.

- In an independent and respectful manner, be able to express their opinions in various forms and media, in order to be able to monitor their democratic rights.

Since *Mediekompass* was re-launched in the spring of 2018, much of the content on the web platform has been updated. Teachers and educators can now find a variety of current and user-friendly lesson exercises - available free of charge - that are based on the use of news from our media houses or which discuss media's assignments, terms and source criticism.

Furthermore – starting in 2019 – *Mediekompass* arranges free lectures for teachers and other pedagogical staff, as well as teacher students, regarding questions about media and information literacy based on the function of journalism and news media in teaching. Every week, thousands of teachers around the country also receive newsletters from *Mediekompass*, with suggestions on current issues that can be highlighted in teaching, based on news media and media and information literacy. Along with this information, a regular News Quiz is distributed, which is based on the past week's news reporting, which encourages regular reading and discussion of news. Via *Mediekompass*, schools can also get in contact with the media houses in their area and order class sets of their local paper for limited periods.

In the teaching material provided by *Mediekompass* there is content that addresses the issue of source criticism as well. However, this is a subject that should be handled with care and not allowed to stand alone and isolated from other issues regarding media and information literacy. Source criticism must not be reduced to only being critical of, and distrusting all information you encounter, the risk being that all information and knowledge is rejected onto the same pile. Nor is it possible to set up lists of what are credible sources and what are not. Students just won't accept that, and such division does not allow for mistakes of the credible sources, or accurate information of the dubious. It is through an understanding of, and insight into, the journalistic work itself that the students develop abilities to assess the credibility of the information they encounter. Not least if they themselves are encouraged to produce journalistic material – in accordance with the press and professional ethics rules that accompany journalism – they are given the opportunity to distinguish between information of high and low credibility.

How to make your voice heard

The most commonly used exercises, and the area in which we also put the most resources, are about how you produce journalistic material yourself. The great interest in creating journalism for yourself is also the reason why, within the framework of our *Writers School*, we have produced *The Publicist Guide – How to think, speak and write as a journalist* (Mediekompass, 2019) in collaboration with *The Swedish Media Council*. The purpose of the 60-page guide, which is available for free download in PDF format, is to give an introduction to the work of a journalist. The idea behind the project is that students develop the abilities to understand, evaluate and interpret news and information best by creating journalism themselves. The Publicist Guide, which was launched in late 2018, has, in a short period of time, become a very popular and appreciated teacher support.

It is in *Mediekompass*' future work to encourage and facilitate teachers who want to use journalistic work in order to develop the media and information skills of the students. Therefore, there is an objective to launch a national competition for school newspapers, in collaboration with the established media houses, for the next academic year. The project is, as of March 2019, currently under development, but the goal is firmly set. In order to make it easier for teachers who want to use school magazines as a project – a teaching method that has many advantages and is suitable for cross-disciplinary work – *Mediekompass*' ambition is to be able to offer a publishing tool for schools to use. Furthermore, through one of our members, *Mobile Stories* (2019), there is already a well-developed and very functional tool with clear educational guidelines that gives schools the opportunity to work publicly.

Among the members of TU, the media houses, there are several efforts made to strengthen MIL and the understanding of journalism aimed at schools. Most notable might be *Viralgranskaren (The Viral Scrutinizer)*, a project within the newspaper Metro (2019). The Scrutinizer monitors social media and the newsfeed and reveals fake news and misinformation that has gone viral. They have also developed lesson exercises and fact sheets available free of charge for schools. On the 13 of March every year they also highlight "Day of Source Criticism" with seminars and lectures for a vast audience of school students, which are also available via their website.

The newspapers NWT and VF are deeply involved in Är det sant-dagen (Is it true-day), an annual event aimed towards pupils in sixth grade in co-operation with the town of Karlstad (2019). During the event hundreds of pupils attend lectures, seminars and work stations circulating the topic of source valuation and media literacy.

Among local efforts *Webbåttan (The Web Eight)* by Piteå-Tidningen (2019) is an example on how continuous reading of the news is encouraged by a contest between schools in the area, with a final event at the end of the autumn semester. The newspaper also arranges educational theme-days for teachers, to strengthen their knowledge in MIL-topics.

Final words

Media and news reporting have, throughout history, been a changing process, but we have not before experienced such a fundamental transformation and new order that has come with digitization. Information, more or less credible, is constantly surrounding us and is never further away than a sweep across the screen. How the future will develop is for coming generations to find out, but it is our conviction that, in this changing world, traditional journalism has its given place. The form and distribution channels will change, but the journalistic process, its ethical rules and its democratic mission stand.

Good knowledge of, and abilities in, journalism and the work of the media thus prepare today's young people in order to be an active part in tomorrow's society and increase their opportunities to monitor their democratic rights. It is *Mediekompass*' goal to facilitate the school-level education systems' work in this task.

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For further information

In Swedish: https://tu.se/ and http://www.mediekompass.se/
In English: https://tu.se/tu-in-english/

27. Media and Information Literacy: New Roles for Learning in Libraries

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In an increasingly complex and unpredictable world, libraries are playing a unique role in interpreting cultural challenges and facilitating learning for everyone. Currently they are busy trying to define the new competencies needed to address the cultural and learning challenges we confront in a digitalized society. One answer to this challenge – a pragmatic one – is to proactively invite new digital roles into libraries and explore how the formation of less homogenous professional teams can strengthen digital learning and media and information literacy (MIL) for co-workers and end users alike.

In this article, I will showcase some current initiatives being made at the Stockholm Public Library to introduce new professional roles that can support digital learning, both for patrons and staff. The new roles discussed are the 'Young IT Assistant' role, aimed at hands-on customer service, the 'Maker Facilitator' role supporting creative and collaborative digital learning in communities, the 'MIL Ambassador', an earmarked role for librarians carrying out the mission to facilitate MIL and digital learning among their fellow workers, and finally, the 'Data Detox Barista' role, specifically developed for digital pop-up MIL learning events,

Kista Library

A precursor for lifelong learning and media literacy

Kista Library – modernized and re-opened in 2014 and in 2015 named the world's best library[1] – has become Stockholm Public Library's flagship for digital lifelong learning. The library is located in the heart of the multicultural district of Kista and Rinkeby, and just a stone's throw away from Kista Science City, the largest ICT cluster in Sweden. In this unique multifaceted neighborhood, marked by opportunities but also considerable socioeconomic vulnerabilities, the library helps to reduce linguistic, cultural, knowledge and digital divides in the area.

By embracing new media, without losing its focus on books and reading, Kista Library has created an updated library narrative that makes room for new digital professional roles. Ever since the profiling of the library as a learning space, new additional roles have been introduced to match the demand for advanced language, pedagogical and digital skills among the library staff: project leaders, library pedagogues, event producers, sound technicians and so on. The venture to broaden the number of different roles in the library has resonated in the whole library system. For example, four libraries within the Stockholm Public Library system are now manned with event producers, and all four libraries have been equipped with stages for public events. This opens up new opportunities to embed MIL-related themes in public events of all kinds. MIL is certainly at its best if it is seamlessly embedded in all library activities and seen as an important outcome of all aspects of what a library has to offer.

The IT Assistant

Hands-on customer service

Young IT Assistants[2] was launched in February 2017 as a joint project between Stockholm City's Cultural Administration, the Stockholm Elderly Administration and the Stockholm Employment Office, and financed by the Swedish Delegation for Young and Newly Arrived Migrants.

The project is collaborative and win-win: digitally skilled newly arrived youth help library visitors solve tech-related issues. In return, the youth get valuable training in the Swedish language and a connection to the labor market.

At a number of libraries in the Stockholm area, IT Assistants help patrons with everyday tech issues. They also assist the librarians, primarily by reducing their workload, but also by helping them solve their own tech problems. Just like the patrons, librarians can take the opportunity to enhance their own digital skills by asking an IT Assistant for help. However, depending on preconceptions, expectations and the immediate workload, the way librarians interact with the IT Assistants can vary: some actively embrace the opportunity to learn new skills, while others tend to avoid addressing digital questions at all when IT Assistants are present. The potential for knowledge transfer between colleagues in mixed teams of specialized competencies is certainly something that needs to be explored further. In order to inspire collegial learning in the workplace, more research must be done looking at employees' individual motivating factors.

The Maker Facilitator

Creative digital learning in communities

In 2018, a small development team of senior IT Assistants was hired by the Digital Library Department and tasked with developing the Maker Facilitator role. By embracing the ethos and approach of the maker culture[3], connecting with creative communities and through collaboration and open design, they explored how the IT Assistant role could be expanded toward digital fabrication and making. One important shift of perspective implied in this process was to practice community-based learning from a 'many-to-many' perspective. This was in addition to the 'one-to-one' instruction model underpinning the current coaching role of IT Assistants working in libraries.

Exploration of the Maker Facilitator role was made possible thanks to a fruitful cooperation with Folk Lab[4], a social makerspace located in the municipality of Nacka. By teaming up with Folk Lab for a 2-week-long 'Folk Lab Tour 2018[5]' around Sweden, the IT Assistants had a unique opportunity to learn the basics of digital fabrication, get prepared for social and meaningful making, and learn how to plan and set up creative pop-up events. Their experience from the tour was then put into practice at events at Stockholm libraries.

After their four months at the Digital Library Department, our IT Assistants evaluated their pilot project. Here are some of their conclusions and advice:

Why a makerspace in a library?
If libraries want to continue to be attractive spaces for young people, they need to catch up with the technological development we currently see in schools and the rest of our society.

Who can be a maker facilitator?
A maker facilitator doesn't necessarily need to be recruited from outside the library world. A dedicated librarian with digital and creative skills may be suited to the role.

What type of maker activities are most scalable at the moment?
Activities with children: digital creative homework and STEAM[6] projects, including programming, data-logical thinking and fabrication (comparable to traditional homework help, but with digital construction and creativity in focus).

What outcomes can a makerspace at the library have?
Apart from boosting digital literacy, maker activities can promote participation and digital inclusion and thereby have a positive effect on integration.

How can a makerspace relate to the global sustainability goals?
The collaborative values in a makerspace can inspire participants to see the value of sharing digital tools and other kinds of resources. A makerspace in a library can therefore contribute to creating a sustainable "sharing economy."

Unfortunately, the period of employment of our maker facilitators was limited, but despite the short project period, their passionate work achievements have given us valuable insights into mobility, open formats, collaboration and digital fabrication in library settings. The open and collaborative mindset powered by the Maker Facilitator role is invaluable to the work we have ahead of us with facilitating MIL training in engaging ways. We are now ready to embrace Invention Literacy[7] as a component of MIL. Other upcoming important aspects of MIL certainly relate to sustainability: tech recycling, the sharing economy, digital wellbeing and digital social justice. Consequently, digital sustainability is probably another next step in the evolution of the MIL ecosystem.

The MIL Ambassador

Digital learning and MIL
In early 2019, Stockholm Public Library formed a new cross-unit development team with the mission to provide local libraries with methodology and material supporting collegial MIL training: *"to strengthen the digital competence of all library employees, to spread the knowledge that many of the employees already possess and to take advantage of the creativity that exists within each library unit."[8]*

The development team builds upon the insights and conclusions drawn from an in-service MIL training program for librarians that ran from autumn 2017 to late spring 2018. Labelled MIL and Democracy, the initiative was a way for all co-workers to refresh their skills in preparation for the Swedish general elections in autumn 2018. The venture was carried out in close cooperation with the independent learning platform Mikoteket.se[9] and was centered on the crucial skills needed for active citizenship in a digital democracy: privacy literacy, fact checking, search and information evaluation and online ethics. A modified 'flipped classroom'[10] model, together with a collaborative and decentralized 'train-the-trainer' learning model, constituted the pedagogical framework of the project. Librarians were appointed as MIL ambassadors, adopting the role as local facilitators of collegial learning. Their mission was to inspire their colleagues to move from words to action by means of challenges with a practical approach, leading to internal and public MIL activities in the libraries.

Since the end of the project period this organization structure – MIL ambassadors co-creating learning challenges for their colleagues – has been accepted as an integral part of the Stockholm Public Library's MIL learning model. To deepen internal discussions and continue boosting inter-collegial learning, discussion clubs will be launched. Called Scouting Workshop, these are strategic intelligence workshops where staff members take turns suggesting articles and themes for discussion and collaborative learning.

The Data Detox Barista

Learning at pop-up MIL events

One of the outcomes of the MIL & Democracy initiative was realization of The Glass Room Experience[11], a pop-up exhibition about data and privacy. The event concept was originally developed by Tactical Tech Collective and La Loma, with support from Mozilla Foundation.

The pop-up exhibition consists of three main components: a poster exhibition on data, privacy and big tech, a 'Data Detox Bar' for dialogue and support, and a 'Data Detox Kit,' a self-instructing 8-day self-help program strengthening awareness of digital footprints and how to reclaim the right to one's own data.

The exhibition was installed at two Stockholm libraries during the European campaign All Digital Week, 19-25 March 2018. Framed as a MIL Ambassador challenge, the activity was presented as a hands-on opportunity for staff and the public alike to acquire new knowledge about our online lives, and our personal data in particular.

IT Helpers and MIL Ambassadors came together and formed a temporary crew called 'Data Detox Baristas.' By manning a 'Data Detox Bar' together they functioned as information agents and conversation starters for visitors, informing them about data protection and handing out Data Detox Kits.

As seen in the case of the IT Helper, our experiments with the role of Data Detox Barista show how a complementary specialized role like this can not only benefit patron's lifelong learning, but also offer a powerful learning opportunity for library staff. Temporarily taking on the role of a Data Detox Barista inspires learning-by-doing in dialogue with the users. This turned out to be a tool for practical in-service training that could be projected onto many areas within MIL.

The Digital Library at Stockholm Public Library is currently part of a project to create a nationwide planning and support team on issues surrounding MIL and privacy. Led by 'Digital First with the User in Focus'[12], the plan is to facilitate installations of a version of the Glass Room Experience exhibition, adapted for a Swedish audience.

The MIL Lab

In-service training by doing

Learning about new technologies and their impact on society is at the core of MIL. However, lack of resources can make it difficult for a librarian to find opportunities to test and tinker with new tech in the workplace. One response to this is the recently launched MIL lab[13], an on-demand tech learning resource center powered by Stockholm Public Library's Digital Library Department.

The lab's objective is not to build a physical space, but rather to act as a flexible facilitator of digital exploration and learning, available to librarians wherever they are operating. The MIL Lab supplies access to new technologies typically found in makerspaces and media labs, for example, a 3D printer, a VR set, a Raspberry Pi or a voice assistant.

The goal of the MIL Lab is to spark curiosity and make tech more accessible for co-workers as well as to drive critical, deconstructive and co-creative approaches to tech exploration. In other words, the objective is to combine the open and playful mindset inspired by makerspaces with a more structured pedagogical frame connecting to MIL themes like Privacy & Security, Data Literacy, Fact Checking, Search and Information Evaluation, Online Ethics, Copyright, etc.

The MIL Lab's approach is agile, supporting small-scale, low budget, digital pilot projects that may in time have the potential to be scaled up and formalized.

Case: UX VR Pilot

A recent exploration area for the lab is XR[14] (umbrella term for Virtual Reality, Mixed Reality, and Augmented Reality). A series of in-service training workshops have been facilitated for librarians and library board members. Co-workers from different library units have come together to play with VR and generate new ideas about possible implementations in libraries. One of the interesting ideas that came up during these sessions was to implement VR in a UX Service Design[15] project that is already running in selected libraries. As a result of this joint venture, we are now planning to launch a UX VR pilot project. We want to invite library users to be creative in a 3D library environment and express their ideas about library improvement through VR sketching and painting. Desired outcomes of the pilot include an improved citizen dialogue and the collection of user input for improving library spaces and services as well as new learning opportunities about XR for librarians.

Conclusions

With Kista library as a pioneer in lifelong learning and media literacy, during recent years Stockholm Public Library has taken some decisive first steps toward creating new professional roles and attitudes that meet the knowledge needs of a digitalized information society. Important aspects of these roles are their potential effect on digital literacy and MIL, not only among patrons, but also among staff.

Some of these roles, the IT Assistant and the MIL ambassador, are making their way into the library system as institutionalized roles and are now seen as permanent parts of the regular staffing, whereas the other roles discussed – the Maker Facilitator and the Data Detox Barista – were temporary experiments. Consequently, they are not yet sanctioned as regular components of the manning of libraries. The way these roles will develop and become scalable depends heavily on upcoming budget priorities together with the possibility of external funding opportunities and – last, but not least – on opportunities to develop new strategic partnerships with the volunteer sector, NGOs and the ICT sector.

Notes

[1] In 2015, Kista was awarded the Public Library of the Year Award by the Danish Agency for Culture. Among the motivations were *"the library's conscious play with surfaces and technology," its function as "a place where the analogue meets the digital" and its ambition to "recruit professionals with a variety of skills."*

[2] sw. 'Unga IT-värdar' http://smartsthlm.stockholm.se/2017/11/07/unga-nyanlanda-hjalper-seniorer-med-it-krangel/

[3] The maker culture is a contemporary culture or subculture representing a technology-based extension of DIY culture[citation needed] that intersects with hacker culture (which is less concerned with physical objects as it focuses on software) and revels in the creation of new devices as well as tinkering with existing ones. https://en.wikipedia.org/wiki/Maker_culture

[4] Folk Lab is a Fab Lab hosted at Folkets Hus Fiskätra and powered by Kids Hack Day, Made by Aya & Fisksätra Folkets Hus in partnership with Fablab Factory. https://folklab.nu epo

[5] Folk Lab Tour 2018 made stops at libraries, public spaces and culture centers in Göteborg, Steneby, Skövde, Stockholm, Fisksätra, Gävle, Bollnäs & Örebro. More about the tour: http://www.folklab.nu/#turneschema. Video documentation: https://www.facebook.com/pg/folklabnu/videos/?ref=page_internal

[6] Science, technology, engineering, art, and mathematics. https://en.wikipedia.org/wiki/STEAM_fields

[7] Explanation of the term Invention Literacy: https://medium.com/startup-grind/invention-literacy-5915a411e29d

[8] Source: Power Point presentation by the Stockholm Public Library Development Group (Ingrid Stening Soppela, Caroline Karlsson, Li Malm, Margareta Gunnarsson, Maria Lorentzon) February 2019.

[9] Mikoteket.se

[10] Flipped classroom is a form of "blended learning" model where the teacher reverses the traditional concepts by giving web-based briefings as homework instead of the traditional lecture in the classroom, in order to create time and space in the classroom for more laboratory work. Source: https://sv.wikipedia.org/wiki/Omv%C3%A4nt_klassrum

[11] More about the Glass Room Experience: http://theglassroom.org More about how Stockholm Public Library is implementing the Glass Room Experience concept and working with data literacy: www.datadetox.se

[12] A governmental initiative running 2019-2020 that supports public libraries in their efforts to raise overall digital literacy among public library staff. https://digitaltforst.blogg.kb.se/

[13] http://miklabbet.se

[14] https://en.wikipedia.org/wiki/X_Reality_(XR)

[15] User Experience Service Design https://en.wikipedia.org/wiki/User_experience_design

For further information

In Swedish: https://biblioteket.stockholm.se/

In English: https://biblioteket.stockholm.se/en/language/english-engelska

28. The Digidel Network

Digital inclusion – from "on/off" to media and information literacy

Ann Wiklund and Terese Raymond

The Digidel Network

Digital development in Sweden is progressing rapidly. Services and information are being digitized, and analog options are being removed. The digitization of our society affects everyone and imposes great demands on all citizens. Access to technology is fundamental, but it is not enough. To be able to truly participate and be an active citizen in our increasingly digitized society, it is also necessary to understand how media, digital services and technology can be used in everyday life, based on the various individual needs of citizens.

Equally necessary is knowing how to search, analyze and critically respond to digital information, as well as being able to make one's voice heard. In recent years, the concept of digital inclusion has therefore come to mean much more than the ability to use the technology itself. It is part of being socially included – a democratic right.

No governmental, overall national effort to increase digital inclusion and competence has been implemented in Sweden. Efforts have been made in various areas, but they have not been enough. As of 2018, there are still over 600,000 citizens who do not participate in the digital world at all, and nearly as many who use technology and digital services so rarely that they do not feel included. For many years, a number of organizations and several government agencies have worked together in a network to coordinate efforts to increase digital inclusion.

The Digidel Network is a non-hierarchical, independent and democratic network that uses cooperation and shared knowledge to work locally, regionally and nationally to increase digital inclusion and the accessibility of digital services in Sweden. The network is made up of the organizations, institutions, associations, government agencies and other entities that choose to participate. For example, on the local, municipal level, the relevant initiatives and activities can be carried out by:

- Libraries
- Non-profit associations for senior citizens
- Adult educational associations
- IT guides
- Service offices

Each participant in the network bases its work on its own mandate and its own role in achieving the common purpose. The Digidel Network is a one-of-a-kind enterprise and was initially created through collaboration on a national campaign: Digidel 2011-2013. Its members have since continued the work of the initiative. Nationally, there is a group for coordination that also serves as a non-hierarchical network. Working in a network form was a way to achieve collaborators, despite the fact that no government authority is responsible for coordinating work related to digital inclusion.

Citizens of all ages, with different language skills and backgrounds, are the main target group for all work within the Digidel Network. The efforts primarily consist of local, practical activities in direct dialogue

with users. The national liaison group and the network's coordinating function/coordinator works with intermediaries and decision-makers, such as Digidel Network members in the public sector, civil society and the business community, as well as with local, regional and national authorities, administrations and organizations.

Building digital self-confidence

The effort to promote digital inclusion has evolved and changed as digitization has increased. The purpose of the 2011-2013 Digidel campaign was to make more non-users and infrequent users of technology willing and able to use computers and the Internet. The campaign's final report in 2013 described the common idea that digital inclusion is a prerequisite for a well-functioning democracy and a matter of concern for all members of society. It also stated that all residents of Sweden should have the opportunity to be digitally included. Basic practical skills are important, as are factors such as usability and universal access. Many people can help many others become digitally included.

Visitors to libraries, SeniorNet, educational associations and organizations within the liberal arts are now requesting basic help and technical support. It is clear, though, that anyone may occasionally need help with technology, the content of digital services, or searching, using and relating to digital information. Participants in the Digidel Network view such assistance as an important part of public service and as a responsibility of the producers of public services. Developing democracy with the help of digitization requires long-term collaboration across policy areas.

Today, some ongoing efforts within the Digidel Network are integrated into the daily work of the various members/businesses, while others are implemented on special occasions. These efforts include, for example:

- Basic hands-on
- Concrete help with using digital services
- Discussions about evaluating sources and security
- Media and information literacy
- Internal training for politicians
- Municipal staff and parents
- Robot building
- Gaming
- Game creation

This means that, to various extents, the efforts and activities can be related to four of the five milestones in the government's digital strategy (2017) *For a Sustainable and Digitized Sweden*:

- Digital competence
- Digital security
- Digital innovation
- Digital management

The network's initiatives cover all of the eight levels of digital competence described by the European Commission in *Digcomp 2.1 The Digital Competence Framework for Citizens* (http://publications.jrc.ec. europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf). Every year, the network coordinates two joint campaign weeks, the international ALL DIGITAL Week in the spring and the Digidel

Network's own national eCitizen Week in the autumn. These provide an opportunity for collaboration and allow producers of digital services to meet and engage in dialogue with their users as well as to present, customize, and increase the usability and accessibility of their services. Materials and reports are collected on www.digidel.se and discussed in the 'Digidel Network' Facebook group.

Interacting with citizens

Digital inclusion is becoming a clearer and clearer part of social inclusion – of being an active citizen. We must be able to navigate the *complexity* of our society and public services. To be able to also use services digitally, we must understand how society is structured. Trust and digital self-confidence, both in one's own abilities and in digital services, are prerequisites for digital competence. There is a need for clear functions we can make use of – for places we can turn to for opportunities to develop our digital expertise. In 2018, backed by funds from a government investment, the Swedish Internet Foundation announced that it would provide project funding for municipalities to create five to ten DigidelCenters.

A DigidelCenter is a place of learning for both digitally experienced people and novices that is easily accessible, such as a library. The activities are an important part of public service and are intended to increase the ability of municipal residents to expand their digital skills and get help with digital services and technology. The goal is that this support will allow them to actively choose digital options first. Another goal is to facilitate cooperation between local authorities by providing DigidelCenters as a mutual physical space where authorities and citizens can interact. Ultimately, this should result in enhanced dialogue and more accessible digital services.

The activities of DigidelCenters are built up through local cooperation between multiple actors and are anchored in the municipal organization. 50 municipalities applied – well above the anticipated number. Thanks to the injection of funds provided by the Swedish Internet Foundation, it has been possible to grant funding to applications from 15 municipalities. Follow-up research is planned. DigidelCenter offers a way to examine how municipalities can work in the long term to increase the digital inclusion and skills of their residents, as digitization is changing the conditions of service and communication between the public and the individual.

Activities in 2018

In the years since the Digidel2013 campaign, the Swedish Internet Foundation, the National Library of Sweden and the Ministry of Enterprise and Innovation have periodically provided funding for a small coordinating position/Digidel Network coordinator. In 2018, the Government granted the Digidel Network SEK 1.6 million nationally to establish a central coordination and campaign organization aimed at promoting digital inclusion and giving people the opportunity to increase their digital competence. By mobilizing and supporting network members throughout the country and inviting dialogue with national actors, the Digidel Network will also contribute to increased knowledge and cooperation on digitization issues. The commitment also includes the implementation of both campaign weeks – ALL DIGITAL Week and eCitizen Week.

On the initiative of Digidel's national cooperation group, over the course of the year numerous regions/counties have benefited from the support and involvement of Digidel's coordination resources, allowing them to arrange regionally focused conferences on digital inclusion and competence. The main target groups are managers, politicians and decision-makers, strategists, and developers – from public and private enterprises as well as civil society. The aim of the conferences is to provide an opportunity for actors in the same region, but with different professions and policy areas, to take advantage of each

other's experience and knowledge and plan strategy and concrete collaboration. Each region has developed its conference in working groups composed of numerous parties. Follow-up is scheduled for 2019.

Stumbling blocks and success factors

Much networking experience has been gained since the late fall of 2009, when the national campaign Digidel2013 was planned in a collaboration between a number of organizations and government agencies. A fundamental challenge has been that no authority or organization currently has, or has had, a mandate to work with digital inclusion, let alone to cooperate on such an effort. This has hampered the authorities' participation in the national Digidel group. Finding a common language also took a considerable amount of time. Should the term "digital divide" be used? Or "digital alienation?" Should "digital inclusion" be defined? How can we tell if a person is "digitally included"?

Participating authorities and organizations all had their own missions, profiles, cultures and goals. How should synergies be developed within the network without requiring a certain degree of uniformity and thus excluding some actors? To ensure a cohesive network, the national participants therefore agreed on two basic conditions that have since proved effective:

- All members of the Digidel Network – locally, regionally and nationally – would collaborate on the basis of their respective objectives, mission and roles.

- The meaning of being digitally included should be defined on the basis of the individual's needs. This opens the door to a flexible and complex effort with various initiatives and collaboration between different professions and social and policy areas.

The success factors for the network's long-term future are respect for each other's mission and a desire to cooperate, as well as a common focus on user participation and the accessibility of digital services.

The way forward

For the Digidel Network, 2018 was a year in which many members from various operational areas more actively actualized their efforts to increase digital inclusion and competence. Digidel's national coordination function is fielding significantly more contacts and requests for dialogue, collaboration and information. The focus of these dialogues has been on universal participation and the idea that digital inclusion is an essential part of social inclusion. Digital tools can enable even more people to become engaged citizens. It is therefore imperative that the entire society makes an effort.

A few experiences from 2018 will serve to focus the work of Digidel 2019:

- 1.1 million people are non-users or infrequent users (*Swedes and the Internet 2018, the Swedish Internet Foundation*). Many of these individuals are older. Special efforts are necessary to reach them. For the target groups they serve, digitization is increasing regarding e-health, social services, and health care/welfare. In turn, these target groups are demanding more support, for example from the libraries.

- Trust in digital services increases when one's own competence – one's digital self-confidence – increases. This requires in-person guidance and dialogue. DigidelCenters are one way in which municipalities can create a space for serving citizens' needs and for strategic efforts.

- Digital and technological development and changes in society's services mean that anyone may occasionally need support with her/his digital competence and with managing daily life. This need will not decrease; rather, it may be seen as a necessary service that must be provided to a country's citizens.

- There is a lack of comprehensive knowledge about the need for support, training, and how efforts can be coordinated to create synergies. There is also a lack of simple and instructive tutorial material that can be printed out, preferably in several languages and ideally image-based.

The Digidel Network's national group intends to continue its work and expand cooperation as long as there is a need. A great deal of effort is invested in finding funding from year to year. Several authorities now have new missions that deal in various ways with digital competence, accessible services and information, but their initiatives and missions are not coordinated. Cooperation is not an end in itself – it is a way of using common strength and knowledge to achieve real change.

For further information
In Swedish: https://digidel.se/
In English: http://translate.google.com/translate?hl=en&langpair=sv%7Cen&u=https://digidel.se/

29. Real Case Journalism and Media Literacy in Schools

How to move away from source criticism toward creating trust and understanding of the fundaments of democracy

Brit Stakston

Blankspot

What is democracy and how is it practiced in Sweden? How is our democracy affected by a completely changed media landscape? What is media's role in these times of societal change? And why is it a problem to focus so strongly on source criticism when it comes to strategies for tackling media literacy?

These and similar questions are being presented to students and teachers in Sweden. This is a practical and theoretical effort following a curriculum developed by a crowdfunded investigative journalism platform Blankspot. Over the course of one semester, students are presented with many different perspectives from the broad field of media and information literacy. All the topics and questions explored draw on current affairs, making the approach relevant and relatable for students. Additionally, the students follow journalists in their daily work of creating real stories. Student are thus able to observe and participate in everything that is part of creating real stories to be published on a media platform, in our case Blankspot.

Moving the reality of a newsroom into the classroom

This aspect of real stories being produced in real time gives students a detailed and hands-on experience of the profession. By following the process of creating a long-read, from an early lead to a finished story, students gain in-depth experience and understanding of the craft journalists use in their daily work. Students learn how journalists work to scrutinize sources and use critical thinking to judge and evaluate information.

The goal of including the aspect of journalism is to "vaccinate" against the growing contempt for and blasé attitude toward freedom of the press, both in Sweden and in other countries where populism is on the rise. Learning to differentiate various content on the Internet is key for the future. We want to give students insights into what makes journalism different from everything else they find online. Learning what tools and methods a journalist uses to find facts, choose angles and decide who to interview creates awareness of this difference.

By following our journalists out into the field, students also learn that real people sometimes risk their lives to tell their stories to journalists, and that journalists in general and especially local journalists in many countries are at high risk merely for wanting to report.

Parallel with the practical journalistic reportage work, students are offered a lecture series that provides in-depth knowledge of changes in society, including those linked to digitization, human rights, the filter bubble, influencers, web integrity and how lies are spread online, just to mention a few topics.

This project aims to put journalism and media and information literacy (MIL) concepts into context. The fact that the stories produced cover emerging democracies contributes to raising awareness of how alive democracy is in Sweden. Students following the process of creating the stories will suddenly see their own reality in a completely new way.

Digital forums for continuous conversation and learning

Each class works in closed Facebook groups during the whole semester. One group is formed for each school, which thereby has a direct channel to both the Blankspot newsroom and to others involved in the project. Via these digital forums, students can ask anything and the team from Blankspot actively involves the students in their daily work.

Goals

The curriculum "Journalism and Media and Information Literacy Applied" wants to increase knowledge about:

- the essential role of the media, and freedom of the press, in democracies
- work processes within journalism
- scrutiny of sources, filter bubbles and information chaos online
- digital influencing, online harassment and integrity
- how digitization affects society
- hate speech
- how to participate in online forum discussions, including tone and appeal

The curriculum has been tested and works well with different age groups. Thus far, a total of 1200 students from 20 different schools across Sweden have tried this. Teachers can easily adapt and customize the lessons offered based on their own plans and overall curriculum, as well as adjust them based on individual experience of implementing MIL. Our experience is that this still varies greatly across teachers.

The material was then further developed with the participating schools, its students and teachers. One additional success factor of this educational material is that it enables teachers to work in cooperation with school librarians in a new and creative way. Both parties' competences add to the success of achieving increased MIL knowledge.

The teachers and librarians who have participated so far all point out how much they appreciate the whole new approach to MIL this offers them.

Methodology

School visit and lecture 1

A team from the journalistic platform Blankspot visit and lecture for participating students. This could easily be carried out by any local news media outlet or as we have done, with a national media player. This first lecture is set up partly to discuss practical details and partly to give a foundation in MIL with up-to-the-minute cases.

The first part of the lecture focuses on the digitization of society, the development of media, democracy and citizenship. We recommend that this be carried out by digital experts who also have knowledge of recent social developments and citizen engagement. The second part is a lecture by journalists reflecting on how these changes have affected their profession. What has changed and what is it like to work in this new media landscape? What challenges, but above all what possibilities does this create?

One of the students first tasks once the team has left is to reflect upon their own media use during one day. This reflection on their thoughts on media will be picked up at the last session.

Facebook group or other platform

A Facebook group is then created and presented for each school. This is where participants can follow the project on a daily basis. This forum is a direct link with the Blankspot newsroom. Here, students can ask questions about anything, from theoretical questions about the course material linked to MIL to detailed queries on the actual work that goes into a story, and its journey from start to finish. The students choose when they want to be active in the group.

This is something that raises questions among teachers; to the students, this is more natural and they are open to following this school project even after regular school hours. If they wish they can follow the updates the journalistic team makes in real time.

There has been great variation in the level of engagement in these forums at different pilot schools, depending on how much trust the teachers have placed in students that they would engage responsibly. In our evaluations, this feature has been highly appreciated by students. And they would have loved to follow, e.g., a vlog from the journalists, indicating that they clearly wanted more input of this kind.

It seems that they, more so than the teachers, understood that this was an ongoing effort outside their lessons and felt curious and fortunate to be able to follow it. The teachers were more stuck to the frame of classroom sessions. This is natural, but the students showed their willingness to dive into this real time work during the project period. They asked questions and interacted even outside regular school hours.

How to interact in forums – a lesson well taught

An interesting bi-product of the online presence in these Facebook groups is that it also offers a great forum for discussing netiquette among groups that you might not have chosen. The interactive editorship in these Facebook groups also happens to become an education in online forum culture. Understanding how to best utilize this forum – on the part of youth and their teachers – and the interaction between both groups is necessary. According to our evaluations, a great fear among teachers was that the dialogue would "derail".

Learning through real life examples enables both parties to take giant leaps. It says something about how important this is as it worried teachers so much. Many teachers thought it would not work because of the "uncontrollable" aspects, but the opposite ended up being true – it touched upon a current affairs "nerve" in a way that would not have been possible otherwise and offered real time examples of how to build a community.

When something happened during the reportage journey, the journalist could report to the group regardless of time and place. They shared day-to-day experiences that regular media consumers never get to know, e.g., what does a journalist have in his or her bag?

When broadband connection allows it, there are times when the journalists have made themselves available to chat with students while out in the field or allowed them to conduct an interview. This was also highly appreciated by the students and gave them a sense of participating.

A strong recommendation is to put extra effort into ensuring that the community is seen as just as essential as the actual lectures or the final journalistic product. The teachers play an integral role in showing this by being active and supporting this part of the project.

Study guide on MIL

The study guide contains nine chapters that include suggestions on how to approach different elements of MIL. All chapters include links, tips and reading exercises and are updated in real time. Digital trends or phenomena change rapidly, and the learning process is more powerful if the examples are current. The

team of journalists that Blankspot has used are public figures themselves and were asked many personal questions about how they handle online harassment and what it is like to be the victim of digital hate campaigns, smear campaigns or otherwise.

In Sweden there are many different actors in society who work hard to increase awareness and educate the public in the field of MIL. Our teaching material refers to many of these sources instead of producing new material. This material is updated regularly on the site.

Perspectives on reality

The stories the students follow the making of cover different aspects of the development of democratic societies on the African continent. Over the past few years, people in a number of countries have begun protesting against their regimes, including Burkina Faso, Togo, Burundi, Congo-Kinshasa and Congo-Brazzaville. Burkina Faso was first, and they inspired opposition groups in the other countries.

The development toward democratic societies in many parts of the world is moving fast; even arch enemies Ethiopia and Eritrea have agreed on reinstating diplomatic ties—the unthinkable has become reality. All of this is going on now, and the students get to follow this closely, as it happens in the Facebook group.

Thus far, students have taken part in stories covering how phone lines have opened up between Asmara, Eritrea, and Addis Ababa, Ethiopia; about how Ethiopian Airlines is about to reinstate flights between the two countries; about newly opened ports and embassies; about how thousands of political prisoners have been released, and about how blocked websites have opened again and regime-critical media outlets are once again welcome to distribute their news.

By following reportage series from different countries with various degrees of democratic develop-ment, the students also get a chance to reflect upon what democracy looks like in their own country.

Some questions the students have covered that made them reflect:

- How does the Swedish media differ from media in the country in which the reportage is being conducted? Why is freedom of the press important?

- What drives a journalist? Under what conditions are they working in the country where the reportage is being conducted? What is the situation like for local journalists?

- How does the right to assemble work in Sweden, in comparison where the team is?

- What does Internet use look like? What types of social media are most common in the country where the reportage is conducted?

- How can citizens influence and change society here and there?

Distribution of reportage

Once a reporter comes home, he or she finishes the story. All long reads are published on Blankspot's own website, and oftentimes also in collaboration with other well-established Swedish media outlets. When the reportage is published, the students continue to work with the finalized result by reading it and reflecting on how the story developed over time. The content discussions become very engaged, and often the students wonder a lot about the choice of headlines, lead and angle. There have been times when reportages have been published by other media outlets, and when headlines were changed for "clickbait" alternatives; this has caused big debates and frustration within our pilot groups.

In such moments, it becomes extra clear that the students have acquired a detailed understanding of journalism and how personally engaged in and loyal they are to the end product.

Re-visits, lecture 2 and closing reflection

About a week after the story has been published, the reportage team return to the school for a follow-up. Now it is time to discuss the reportage and the work process in detail. This is also the time to look into the other parts of the MIL curriculum and how that has panned out. And the school can, if they want, let Blankspot and the students who have been part of the project give a lecture to the other students at their school on how this has worked out. This is done to share knowledge and inspire more students to follow.

The pilot schools often invited parents and the public to talk about the collaboration between the reporter out in the field and the students. One school started their own project of investigative journalism where the students were to search for "blank spots" in their surroundings.

Final reflection

We hope this can inspire people to discuss MIL in the context of the real time societal change we are all caught up in. We believe it is crucial to use real time examples for students to discuss and reflect upon. We also believe it is important that the stories produced are real and hard-nosed journalism that has a defined audience outside the classroom.

It is our goal that once students have participated in this MIL project with Blankspot, they will feel empowered as citizens of a democracy in the digital era, feel they have learned how to find real information and who to turn to in order to find out. They will be ready to defend freedom of the press and can differentiate media criticism that is vital and fair from attacks on the media. The former is a sign of vital democracies, the latter of dangerous anti-democratic tendencies.

We need to move from this constant focus on source criticism to a more in-depth discussion. Source criticism has today created a sense that one cannot trust anything. This is truly dangerous. MIL should empower people, not make them doubt reality or lack trust.

We hope our project has left students ready to explore reality and to reflect on a daily basis on how they are part of a vital democracy. Then we hope they will share these reflections with their peers.

We also hope that, along the way, we have inspired teachers and school librarians to see what a wonderful, important task they have in teaching students how to master media literacy so that they can participate in the digital society we live in today. It is our wish that they feel empowered in this task.

And we, as participating journalists, are proud of having been part of this by sharing the tools we use to tell the world what we have seen. Finally a note from a participating school:

> I have worked as a school librarian for 15 years, and this project is definitely the most interesting, intriguing and rewarding project we've participated in. As a librarian I teach the students in MIL, and utilizing the Blankspot model made things more meaningful and added a dash of reality.
>
> I believe that the teachers and I, the school librarian, learned just as much as the students about the power of media, how journalists work, how much work is behind a story, and the importance of media in a healthy democracy. I also view my participation in this project as having added to my professional development. I have learned a lot, which I will now bring with me in future MIL classes.
>
> Nevin Semovski, school librarian, Malmö.

For further information
In Swedish: https://www.blankspot.se/
In English: https://www.blankspot.se/in-english/

30. Learning by Doing

MIL in all school subjects thanks to an educational publishing tool

Lotta Bergseth and Jenny Sköld

Mobile Stories

Breaking news! Young people in Sweden are currently creating thousands of important, professional and source-reviewed articles intended for digital publication. Media and information literacy (MIL) is becoming a natural feature of all subjects.

In an innovative publishing tool for schools, users receive support and tips from established media professionals. They also get information about relevant laws for digital publication, guidelines for source criticism and guidance on the ethical rules regarding publications. In the open network of school channels, pupils can choose to publish their results and connect their schoolwork to the world outside.

Creating articles using the Mobile Stories tool empowers each content producer with communication skills, MIL and an understanding of different perspectives. That is great, but as more schools, organizations and countries join our network, we are heading for something even bigger. By helping young and future generations around the world become responsible producers and receivers of information, our tool has the potential to make the world a more tolerant, inclusive and sustainable place.

Our story

First, a little bit about our story, which is relevant given that our tool and the insights that gave us the ideas underlying it are the product of our background as journalists. Let us take you back 20 years, when we got our first jobs as a journalist and photojournalist, respectively. We felt proud of and at the same time had great respect for our mission: to ensure that people could make informed decisions as consumers and citizens. This was an important and difficult task, but we were confident in our training and found support in our everyday discussions with more experienced colleagues.

But later on, things began to change – rapidly. Social media arrived on the scene and began redrawing the media landscape, changing the way people communicate. The senior editor could now be replaced by a friend, commercial operators or even anti-democratic forces in each user's social media flow. Everything was mixed, and according to research, most people are still unable to tell the difference between journalism and adverts, rumors or disinformation. Even more alarming are the research results showing that false stories spread many times faster than true stories do (Nygren and Guath, 2019).

We have only just begun to experience the consequences of this development: proliferation of misleading information, leading to polarization and ultimately weakened democracies. This is a global problem. But it is also something we have experienced personally. As part of our work, we have visited the outskirts of Stockholm and increasingly encountered distrust toward journalists, especially among young people (Andersson and Ericson et al. 2017). We have also met teachers who had difficulties teaching their pupils owing to the circulation of conspiracy theories.

In addition, we have observed the traditional media's failure to include the perspectives of a growing part of the population. Today, the world as it is depicted in traditional media seems unrecognizable to large groups of people (Ung Media and Svenska Journalistförbundet, 2015; Myndigheten för samhällsskydd och beredskap, 2016).

Innovative publication system

We wanted to use new technique to share our journalistic skills with young people and at the same time help them make their voices heard. We began by sketching out a solution that would allow young people to produce and publish responsible, well-produced articles. Together with a full stack developer, we built a unique publication system, especially designed for educating pupils in MIL.

Co-creation and peer review

The teacher, the librarian or another editor creates a group or "newsroom" in the Mobile Stories tool and invites pupils to the project by giving them a PIN code. Pupils select each other as a "co-worker" or "peer reviewer" and form a smaller working group around each article. Quick workshops in the form of editorial meetings swiftly advance the group in their choice of subject, media or text genre, and people to interview. Users can choose different roles in the working group, such as researcher, writer, video producer or photographer. All members of the group can communicate and make comments in a chat connected to the article. In the next step, the pupils progress to the phase of collecting material and producing their content, often using a smartphone, tablet or laptop as a tool.

Different genres, guiding texts and an editorial filter

Users can choose between a variety of different article templates: podcast, video, storytelling, news article, review, opinion piece, column and slideshow, with a corresponding explanation of each template that answers questions such as: What are the typical features for each article type? What are the building blocks? How do you refer to your sources? Etcetera.

Pupils submit their material in different sections – for preface, images, body text, videos, audio clips and sources. Users are carefully guided through the publication process with short help texts and reminders about publication and ethical rules.

For example: What is a preface? Users simply tap on a small help text sign and receive a short explanation. Media professionals share their best advice directly with pupils to inspire and support them along the way. Users can always access this kind of deeper explanation in the tool.

To be able to proceed in the process, each source that is added must be carefully reflected on. The peer reviewers also learn from and reflect on each new source.

As the article emerges, the user can see the result in a preview. If everything is in order, the editor's approval is obtained before the article can be published. The collaboration in each group opens up important discussions about the credibility of the sources, just like the daily discussions taking place in a real newsroom. The user presses the publish button and selects one or more of the publishing regions.

This process creates an editorial filter similar to that in a newsroom and ensures that what is ultimately published is source- and quality-reviewed in the same way as an article in an established newspaper would be.

Eventually this process will become a natural part of the user's mindset when it comes to publishing on the Internet.

Using journalistic methods for learning

The Mobile Stories methods are in line with the new directives in Swedish steering documents and curriculums, emphasizing use of a source-critical approach in almost all subjects. When the Swedish

Schools Inspectorate, in the spring of 2018, examined how 30 schools taught the source-critical approach, only six of them passed without criticism. The Inspectorate also established that all six of these schools let the pupils produce content for digital publication (Skolinspektionen, 2018).

So why are journalistic methods successful when it comes to practicing MIL and fact-checking?

In our view, this is because the things we journalists do every day in real life – fact-checking, following legal and ethical rules – are the lifeblood of journalism, but the daily discussions that take place in a newsroom are also important. The media landscape is changing rapidly, and staying up to date is vital.

Creating your own content makes it easier to understand the processes behind other information on the Internet. When producing articles with Mobile Stories, you need to learn the difference between news and debate, between an opinion and the more neutral language of news, where the voices of both sides need to be heard. Taking in opposing views may also counteract polarization.

Subject knowledge might be the most profound prerequisite for source-critical thinking (Nygren and Brounéus, 2018). Working as journalists in the community involves searching for credible sources and conducting interviews with people, decision-makers and experts. Exploring perspectives, examining an issue from different angles and then explaining the issue to others are together an unbeatable way of learning about a subject. Moreover, for school teachers, working with journalistic methods and principles provides an opportunity to connect schoolwork to the outside world.

Six key aspects of journalism that strengthen MIL:
1. *Daily discussions* about sources.
2. Actively seeking information from different sources gives you *deepened subject knowledge.*
3. *A public audience* and a common platform increase ambition and responsibility.
4. *Credibility*—a core aspect of being taken seriously and listened to.
5. *Civic orientation* – as a journalist, you need to learn about processes in society, who is the expert, who makes the decisions, etc., in a certain area.
6. *You learn best by doing*. As a journalist you are, of course, an expert on how information is produced. By doing it yourself, you become aware of how other information producers think and work.

A channel between young people and adults

The publishing platform consists of a network of school sites and local municipal sites. The tool enables the user to publish articles on one or several of these. In this way, we want to give young people in different parts of the country an opportunity to share their thoughts, ideas and opinions, and to open up exchange beyond their own circle. The Mobile Stories media platform also provides a connection between the young generation and the world of adults. Here, not only friends, relatives and parents can share the material, but also those who have influence in the municipality where young people live. In a time when society is changing rapidly, there is great value in learning about young people's experiences, problem formulations and solutions. Their voices can give society an insight into how the future will be shaped.

Interdisciplinary projects

The tool can be used in all school subjects to deepen students' knowledge and orientation. For example, a biology teacher in the city of Sundsvall, Wiltrud Daniels, has cooperated with the Swedish teacher in one project, and with the business economics teacher in another. In the latter example, pupils looked more

deeply into various companies' environmental policies. Many school classes around Sweden have been writing opinion pieces, columns and reviews. Some teachers have chosen to let the pupils do weekly news reviews. Other classes have interviewed professionals at work in order to examine different future career choices.

In our method book Source Criticism in Practice, we provide a theoretical basis and an intellectual context for teachers and librarians who wish to strengthen pupils' MIL by letting them produce material for digital publication.

Since January 2018, pupils in a variety of subjects and projects have co-created thousands of articles using our tool. A large number of the articles have been published on the platform: mobilestories.se.

Mobile Stories' first follow-up survey indicates that a significant learning progress has taken place regarding both understanding the media role and production process and deepening knowledge about source criticism.

In cooperation with the researchers Torbjörn Svensson, Skövde University, and Sylvi Vigmo, University of Gothenburg, Mobile Stories will map out students' development using surveys and case studies in the classrooms. The mapping concerns the individual development of pupils' and young people's engagement and influence in the municipalities where Mobile Stories operates.

Youth organizations/future skills

We have been asked to develop versions of our tool for youth organizations outside the school system. The tool and platform can already be used in different types of projects or workshops where young people are included, for example at libraries or in non-governmental organizations. However, the tool can also be integrated into the environment wherever users are located, for example on existing platforms of organizations or workplaces, to promote lifelong learning.

Schools or municipalities working with Mobile Stories receive a license that is renewed yearly. The fee per license and year is based on how many users the organizations support.

The challenges we have described go beyond country borders and have to be addressed globally. We are now looking for opportunities to reach out to English-speaking countries.

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For further information

In Swedish: http://mobilestories.se/
In English: http://aboutmobilestories.com/

31. Design for Democracy

Code, playfulness and interactive tools

Martin Törnros

Interaktiva rum

How can design, digital tools and visualization be used to make complex systems easy for everyone to understand? How can interactivity and playfulness raise awareness, promote democracy and engage people in topics they thought they had little interest in? Or the opposite: How can bad design choices discriminate against or exclude certain groups of people and counteract democracy?

As a designer, software developer and computer scientist working in the field of media technology and media and information literacy (MIL), these are questions I love working and engaging with every day. I have a passion for combining technology and interactive art with math and science and have a great interest in, as well as understanding of, the technology and design many of us use on a daily basis.

Since 2012 I have designed and developed interactive tools, installations and participatory workshops in my sole company Interaktiva rum (English: Interactive rooms) [https://www.interaktivarum.se], often together with libraries, museums, research institutes, schools, authorities and the general public. The following chapters present my thoughts and conclusions concerning design and software development to help promote MIL, exemplified by some personal favorites as well as my own work in the field.

Storytelling through code and design

Newspaper journalists and authors use the written language to tell engaging stories. Photographers, filmmakers and graphic designers communicate their narrative through images. Musicians and artists express themselves through music and dance. In the digital era, *code* is the language interaction designers, programmers and digital storytellers use to tell their story.

A tech-savvy journalist may write a great article on personalized social media feeds and filter bubbles in social media, pictured with a screenshot of a Facebook feed starring Donald Trump. The article may tell the story of how the British political consulting and data analyst firm Cambridge Analytica [in business 2013-2018] harvested and sold personal Facebook data to various political campaigns, such as Trump's, in attempts to influence public opinion [https://www.forbes.com/sites/kathleenchaykowski/2018/03/21/mark-zuckerberg-addresses-breach-of-trust-in-facebook-user-data-crisis, Kathleen Chaykowski, Forbes, March 21, 2018]. The story is as scary as it is engaging and addresses important issues of online integrity, advertising literacy and other aspects of MIL. If the article information is well written, the curious reader can relate to it and, the next time she pays a visit to her favorite social media platform, she can recognize the personal recommendations and targeted ads aimed at her – or rather, at her automatically identified profile. The observant reader can see the algorithms at work and reflect on the good and bad sides of personalized feeds on social media. However, for many people, these are complex issues that can be hard to grasp and, hence, hard to explain in a traditional, static journalistic text.

As a complement to journalistic articles, interactive tools can help the user put the written information into context. To help the reader understand the concept of filter bubbles, such a tool could, for example, present different political news feeds from various social platforms side by side to clearly illustrate how

the same news topics many times are covered and presented very differently depending on the news sources and their respective agendas. The interactive online tool Blue Feed, Red Feed [http://graphics.wsj.com/blue-feed-red-feed/, Jon Keegan, The Wall Street Journal, 2016] clearly demonstrates how "reality may differ for different Facebook users," visualizing the echo chambers where users see posts only from like-minded friends and media sources. What you *like* is what you get.

Learning by doing

One valuable strength of interactive tools is their powerful utilization of *learning by doing*. Instead of, or in combination with, one-way sender-to-receiver communication, e.g. an article, an image or static instructions, well-designed interactive tools let the user play an active role by exploring and interacting with the content. They encourage the user to be curious, engaged and to try different paths, hopefully learning to see patterns, gaining new insight and deepening her understanding of the topic in question. Even complex systems and relations, such as how personal prejudices shape segregated communities, can be joyfully presented using clear and simple interactive simulations, such as Parable of the Polygons [https://ncase.me/polygons/, Vi Hart and Nicky Case, 2014].

Understanding code and design

UNESCO lists digital literacy, computer literacy and Internet literacy among the twelve literacies needed if citizens around the globe are to access, search, critically assess, use and contribute content wisely, both online and offline [https://en.unesco.org/themes/media-and-information-literacy].

To critically assess a set of sources presented on a search engine result page, one has to understand the basics of how the engine operates and how the framing of the search queries greatly impacts the presented results. When a search is performed, based on the user's query the search engine automatically presents those pages, images, news, etc. that – according to the engine's algorithms – are of most interest to the user. As a result, leading search queries often only confirm the framing of the query without providing alternative perspectives. To illustrate (go ahead and perform the search yourself!), the search query "benefits of eating meat" results mainly in pro-meat consumption articles and pages, whereas the query "why should I go vegan?" expectedly provides the user with reasons for a plant-based diet. The Internet is big enough to contain figuratively every perspective on any topic, and it is often easy to find information to confirm any statement or framed question.

This simple but illustrative example shows how the user interaction combined with the search engines' algorithms determines what information is presented to the user in the end. While the search engines, automatically or manually, filter away results that are clearly not suitable, critical assessment of the presented sources is up to the user herself, to go from data to information, to fact and knowledge. This may be a difficult task requiring many MILs, but having a basic understanding of the Internet and search engine algorithms gets the user off to a good start, in that she understands on what terms the results are being presented and how they might reflect her own preconceptions. What you *search for* is what you get.

Design methodology

The great access to free or affordable design and developer tools as well as online programming classes make it possible for anyone to get started with creating their own interactive digital tools. However, and this is important to point out, writing code isn't necessarily the trickiest part of making pedagogical and engaging tools, but rather designing strong concepts that clearly communicate information and good stories. Returning to the previously presented search engine example, the concept of "what you search for

is what you get" could be simply but clearly illustrated by presenting the two search engine result pages side by side, letting the user compare the results and reflect on the importance of framing good search queries. Such a tool would require little or no coding, but good design and preferably a set of prepared questions for the user to reflect on and discuss with a friend.

As part of Interaktiva rum's workshops for library staff, the participants are guided through the process of practicing design methodology. The design task is to come up with new concepts, activities and/or digital tools to assist their work with practicing MIL together with their customers, i.e. the people who loan material or general library visitors. In groups of 3-5, the workshop participants start by defining any long-term *effect* to be achieved, e.g. "decreased age and social gap between various digital and non-digital cultural expressions," then define a set of *results* that would ultimately lead to this effect, e.g. "book readers and gamers meet and socialize in shared activities." The next step is to define and *concretize* any concept, activity or digital tool necessary, e.g. "arrange a combined book and video game circle on The Odyssey, where sections of the literary work are read aloud in conjunction with events happening in the historically rendered video game Assassin's Creed Odyssey." Each group sketches their ideas on a large piece of paper and presents their work for the other workshop participants.

The resulting ideas in these workshops range from virtual reality experiences of Swedish literary masterpieces (design challenge: How do we best make a linear story interactive?) and sensoric rooms where the visitors can experience simulated disabilities (design challenge: What defines a certain disability and how can it be simulated using a digital or non-digital tool?), to multilingual robots that can assist the visitors in any task (design challenge: How does the robot know which language to speak?) and seminars on digital integrity (design challenge: Who are we targeting and how do we get them to come?). Even though the design exercise is technologically oriented, the focus is solely on coming up with strong and solid concepts and sketches. No coding is required or involved in the exercise, and the participants are encouraged to overlook any potential technical barriers that, in reality and for any reason, might make the idea difficult or impossible to implement. In fact, most technical barriers that the participants assume exist have in reality already been solved, leading to many great "aha moments" and gained knowledge, e.g. the web standard Web Speech API can be used for automatic speech recognition and transcription as well as voice synthesis in more than a hundred languages, as utilized by, for example, Ribbing Reader [https://www.ribbingreader.com/, Interaktiva rum, 2017] for automatic subtitles in the web browser for increased accessibility during seminars, presentations, live streams, etc.

In addition to getting a set of concrete ideas about how to work practically with MIL, the library staff gain new knowledge, increased confidence in their own digital competences as well as practice in seeing new perspectives with a design mindset. And not least, the library staff get – much needed – dedicated time to discuss these important topics with their colleagues.

As an extension of these workshops, full-day and all-weekend hackathons are currently being designed, in which library staff are teamed up with university design and engineering students, allowing the concepts, activities and digital tools to start taking form as functional prototypes.

MIL tools by Interaktiva rum

The chapters below present a selection of work with MIL performed by Interaktiva rum.

- **Mikoteket**

Mikoteket (English: composition of the words *MIK*, Swedish for MIL, and *bibliotek*, Swedish for library) [https://www.mikoteket.se, Interaktiva rum, 2017-] is a free educational online platform covering a range of MILs. At the time of writing, the platform offers three educational focus tracks: Search competence

and criticism, Digital source criticism and Digital accessibility, with more focus tracks planned for future development.

Each focus track consists of several chapters in which text and useful links are mixed with images, videos and embedded custom-designed exercises that introduce and let the user play with various interactive tools followed by prepared questions to discuss with a friend or colleague. The strength of Mikoteket lies in the simple language and its structured content, which allow for and encourage the everyday user to reflect on the technology that she uses on a daily basis, and how the same technology affects and shapes society and ourselves as human beings.

For library and school staff to get efficiently started with Mikoteket and to get an introduction to MIL with in-depth examples, custom-designed educational activities that range from hour-long lectures to full-day participatory workshops are regularly arranged.

- **The echo chamber**

Ekokammaren (English: The echo chamber) [https://ekokammaren.se, Interaktiva rum, 2016-] is an online tool that lets the user compare Facebook news feeds side by side, categorized in columns by political view. Using simple text filters, the user can, for example, compare what social democrat papers and right-wing news sources express about certain topics or recent news events. Interesting patterns often appear when comparing the language and rhetoric used in each category, as well as when analyzing users' reactions and comments. The purpose of Ekokammaren is not to provide nuanced and full news coverage, but rather to visualize the echo chambers and filter bubbles that are potential effects of personalized news feeds in social media platforms.

- **Who says so?**

Vem säger det? (English: Who says so?) [https://vemsagerdet.se, Interaktiva rum, 2018] is an online tool, mainly aimed at elementary school students, for reflecting on and discussing how the sender/author of an article shapes and defines its purpose, hence in some cases also its credibility. The tool also allows the students to write their own made-up articles.

- **Paint with algorithms**

Algorita (English: a play on words, almost "draw with algorithms") [https://algorita.se/, Interaktiva rum, 2019] is an online tool that introduces algorithms and programming through crafts and play and that mainly targets elementary school students. From a set of simple algorithms, e.g. "Which fairy tale animal are you?", the students first carry out the algorithm instructions manually using pen and paper, their body and any physical objects needed. Embedded programs, built in open-source block-programming interface Scratch [https://scratch.mit.edu/, MIT Media Lab, 2002-], let the user run implemented versions of the same algorithms and view, analyze and even edit and hack the source code.

Challenges and conclusion

Since 2018, programming, algorithm literacy and the impact of digitization on society are part of the Swedish elementary school curriculum. Correspondingly, the regional libraries are – as part of project Digital Först (English: Digital First) [https://digitaltforst.blogg.kb.se/, The National Library of Sweden, 2018-2020] – coordinating activities for increased digital competence among the library staff and their customers, i.e. the general public.

The idea is not for everyone to become programmers by understanding the basics of coding, just as only a few of the many literate writers are professional authors or journalists. But those who *do* become design and code literate will be equipped with a set of solid tools to express themselves in new inspiring ways; they will also be better prepared to critically assess information in a digital context.

There is no doubt that both teachers and public librarians need to be media and information literate if they are to inform, educate, and guide citizens in an ever-changing digital world. With this important role to play, how do we ensure that teachers and librarians will keep up to date with relevant – and more importantly, correct – information, in times when global organizations can abruptly adjust their algorithms and completely change the rules of the game? How can teachers talk about memes and hidden propaganda in short-lived Internet subcultures, where the pupils often are the domain experts and the uninitiated may lack credibility? How do libraries reach citizens who are intimidated by technology, or citizens who don't even visit the library, to ensure they are promoting democracy?

For me as a designer and developer of MIL tools, many of these challenges are applicable to my own work. Viral trends that come and go, social media recommendation algorithms that change without warning, or artificial intelligence systems that learn how to identify and dismiss bad autocomplete suggestions in search engines – all of these things can make carefully designed online exercises obsolete as well as misleading or even false.

These are a few of the many real and difficult challenges we face. There is no easy solution, but having a balanced mix of basic digital competence, a general understanding of MIL and a set of relevant up-to-date in-depth examples is a great start for teachers and librarians – as well as for myself – to keep educating the public in a confident, credible and engaging manner.

For further information

https://www.interaktivarum.se

32. We Are All Stories

MIL in practice: Film

Fredrik Holmberg, Julia Lagergren, Johan Holmberg,
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Filmpedagogerna Folkets Bio

The work of the film and media educators at Folkets Bio is carried out at all levels of the educational system, from pre-school, through primary, secondary and upper secondary schools to university, adult education and beyond to such places as libraries. We support and train students by monitoring and contextualizing the media reality we are all a part of. Our education and training aim at creating awareness of how media and communication work, how they affect us in different ways today as well as at looking back at the past and into the future.

Our organization was founded in 1992. Since then we have been part of the development of the film and media educational method in Sweden. Today we are active at the local, regional, national as well as international level and have cooperated with UNESCO for many years.

The mission of schools – education in relation to the UNESCO MIL framework

Our teaching rests upon Human Rights and is firmly based on The Swedish Education Act, its fundamental values, curricula and syllabuses. We see a great challenge for schools and the whole educational system when it comes to digitization and digitalization in relation to fundamental values and the inherent democratic mission of education. The focus should be not on technology as such, but on what it should be used for. In this challenge we see the concept of MIL and the UNESCO framework for MIL as a valuable tool.

Homo Narrans – the storytelling animal

We are all a collection of stories and the world is understood through stories. That is our starting point. Whether we read books, watch the news, movies or commercials, search for any interesting subject online or simply talk to one another, we are partaking in the stories of others – stories that communicate and reveal values and views about the world. In this way, stories are all about communication.

In storytelling there is always a sender (or creator, maker), a receiver (an audience, a perceiver) and a medium in between them. We are all ourselves creators and perceivers of the world around us. That is how we make sense of the world.

Media consumption and the capacity to analyze

The basic formula we use is to begin by exploring our own home ground and the stories that surround us. Using the popular culture and media use of our students as our starting point makes the students more engaged, creative and eager to learn. When we as teachers use clips from popular films, tv-series, news programs, games, memes and other Internet phenomena the students recognize themselves and they are acknowledged in their own media consumption. This facilitates moving on to a more theoretical level.

Popular film and genre stories are often about important issues we need to discuss in society – more often than we give them credit for. Today film is the form of media we consume the most. Film is also a very efficient multi-medium when it comes to conveying messages and energizing viewers. When we read/ experience a film, we are co-creating with the author, and we all share an experience. Still none of us has seen exactly the same film, because we are all unique individuals. Yet we are all human beings, so our experiences are similar. This is what makes one's experience so interesting to discuss and share.

If we screen a commercial, for instance, we can discuss such phenomena as the function of advertising and propaganda in society, rhetoric, media consumption, target audiences, narratives, source criticism, critical thinking and credibility. We analyze images, angles, look at lighting, coloring and framing. These practical tools for analysis function as doorways to further discussions on issues such as how the concepts of "us" and "them" are created and reproduced in news and fiction, or how depictions of gender and sex either conserve or challenge today's norms.

The importance of cultural heritage

When we do seminars on myths and fairy tales, or Shakespeare in popular culture, many students, and indeed their teachers, are surprised to find out how much they actually know about our cultural heritage. Many students today are more familiar with the works of Shakespeare than their parents are, even if they don´t know it. Disney´s The Lion King is an adaptation of Hamlet, a character borrowed from the Danish historian Saxo Grammaticus. In the stories about Harry Potter, we recognize themes from Macbeth, according to the author.

In popular culture, classical stories and themes are retold in the media languages and dialects of today. This shows that human beings tell the same stories regardless of where in the world and when in history they take place. The hero´s journey, as described by Joseph Campbell, is just as valid in modern drama as it was a thousand years ago. Drama and the big existential issues are common to all human beings, and students realize they are part of a cultural and historical community that transcends time and place.

Many teachers are happy that the content we use piques the interest of students normally less active in their classes. They say that students sometimes refer to our seminars years later, because they often remember the clips we used. When the students begin to reflect upon phenomena that are familiar to them, they are often more willing to open up to and understand other cultural experiences they would normally not engage with.

> "It was an eye-opening experience which made me want to go back to watching film and reading books. I came away with lots of new perspectives. I hadn't realized how relevant and important stories are in understanding everything that happens around you."
> *- Adult student after seminar on fairy-tales and myths.*

A model we use

The following model for how to tell a story is basically an adapted reading of how Aristotle analyzes story in his Poetics. It can also be used in writing or analyzing any media. This method helps us to narrow down our discussion on how to tell a story, to focus on a limited and manageable part of the story. We break it down into four parts, or categories. Each headline has three subtitles, and this chart is easily understood and remembered.

Genre	Plot/Narrative
What we see	Beginning
How we see it	Middle
What we hear	End

Character	Content
Main Character/Protagonist	Theme
Opposing Character/Antagonist	Premise, often a proverb or saying
Assisting character	Message

We advise our students to move in and out of these four categories in order to discover new angles on what happens elsewhere when changes are made in one particular place. Compare this to what happens if one instrument in the orchestra changes its tuning. The music becomes something quite different. In this way, it can be good fun to create exercises simply by changing things around. What happens if we view the villain as the main character? How do we change a story to be against something rather than in favor of it? What happens if we use happy music in a horror sequence?

A day at work

Our students spend a lot of time watching moving images, some as much as they spend in school. Naturally, they learn a good deal from all these hours of watching, reading and playing/gaming, and we want to harness their hidden knowledge about genres and storytelling. We want to give them a language, a terminology, with which to express that knowledge. During a film project at a school, we adhere to the following structure, from theory through practice to experience and feedback:

Theory: We watch several clips and discuss genre, narrative, characters and content. Horror movies, for example, are popular and useful for illustrating setting, weather, time of day, lighting, props, music and sound effects, camera angles and shots, characters and message: What kind of behavior in the characters is punished or rewarded?

Creating a story: The students sit in groups discussing what kind of story they want to tell and what they want the audience to think, do and feel after viewing the film. They choose genre, message and narrow down the telling of the story to a beginning, a middle and an end. Where to start the process is up to the students or us as teachers. Some want to begin with genre and narrative; for some it works better to first create a character.

Summarizing the discussion in writing and drawing is always a good idea. A simple screenplay and then a storyboard make the process clear for everyone. They function as a common map for navigating forward. Before the filming starts, we have a basic walk-through of the equipment and what to think about when filming. We recommend choosing simple tools, a simple interface.

Filming: When filming everyone does not have to be in front of the camera, but we want everyone to try all functions in the filming and editing process. Here it is important to give the students guidance to help them make their story and message come across as clearly as possible.

Editing: The students put everything in place according to their plan and see how it works, and determine whether anything needs to be changed. They can also try different music, filters or text to see how different choices affect the genre, the story and the message.

Watching the films: We watch one movie at a time and the students give each other positive feedback and summarize what they have learned during the project.

> "It was fun to watch the walk-through with all the clips from famous films. I started to think about camera angles and framing. Editing was also fun because we could change the film in so many ways with different sounds and images. Best of all was showing the film to the whole class because we also got to see the films that the others made. Super fun!!!"
> *- Middle school student after a project on "Us and Them."*

Film-making – a creative process with a democratic working method

By using the concept of Media and Information Literacy [MIL], we consolidate the fundamental values of our schools through theoretical knowledge and practical work. When we allow students to make their own films, they get better at recognizing what kinds of stories they consume on a regular basis, which is essential for a critical approach. They use many different styles of learning, types of media, technology and even body language. They learn that every choice they make, from choosing props to editing and adding music, affects the story and in the end the message. Their film-making benefits from being a democratic process, in that they are cooperating with each other, giving and receiving feedback, reflecting on the surroundings, and practicing being active citizens who can reach others with their messages.

MIL empowers

Marshall McLuhan's statement from the 1960s – *The medium is the message* – has been an important concept in our work in developing and spreading knowledge about how communication is constantly changing. In a democracy, all citizens should be familiar with the language used in exercising power. MIL is all about being able to:

- better understand the role of the media
- find, analyze and critically assess information
- express oneself and create content on different media

The goal of MIL is for every citizen to be able to be a part of and involved in the development of democratic and sustainable societies. MIL is about understanding communication. It involves a holistic approach that is founded on a long educational tradition from Plato, Aristotle, Comenius, Herder, von Humbolt and Dewey; it is not simply a reaction to a new situation. MIL is an approach that has life-long learning at its core and that inspires the work we do.

For further information
In Swedish: https://filmpedagogerna.se/
In English: https://filmpedagogerna.se/information-in-english/

Part III

A New Approach to Media and Information Literacy (MIL)
A Global Perspective

33. Media and Information Literacy Expansion (MIL^X)

Reaching Global Citizens with MIL and other Social Competencies

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Abstract

This chapter theorizes and describes a research and development (R&D) approach and initiative aimed at improving the diffusion of media and information literacy (MIL). Currently, the diffusion of MIL focuses on developing individual competencies. We are proposing an innovative social change theory, called MIL Expansion (MIL^X) and Media-Information-Communication (MIC) Next Standard. MIL^X investigates how MIL can be magnified, integrated with other social competencies, and better sustained through interventions at the community, group, and institutional levels to reach more people. MIC is the study of new approaches and the articulation of new policy frameworks, and theories of change about media, information, and communication (MIC) for the next generation. This is particularly about media[2], libraries, and other information provider[3], including those on the internet.

Sample data from two related community-based research are used to illustrate further details, proposing theoretical re-consideration, and discussing a gap between para-social concepts and earlier communication theories. Empirical models are proposed to exact the corresponding relationship, validation, and generalizing of MIL^X with MIC Next Standards. Focusing on values of inter and intra groups as well as individual and institutions, this novel concept approximates a value chain, from value proposition to value enhancement and value expansion that mirrors MIL. For purposes of brevity and abstracting, the chapter focuses on MIL^X. It also describes the MIL^X and MIC R&D in the context of the sustainable development goals, global citizens including children and youths in disaster, refugees/immigrants, and women and girls. A detailed discussion on MIC Next Standards is reserved for another paper.

Keywords: Media and information literacy, sustainable development goals (SDGs), intercultural dialogue, interreligious dialogue, freedom of expression, freedom of information, global citizens, literacy, education, social development, social transferable knowledge, sustainable development, institutions, group, individual, media, information, communication, para-social, typology, value proposition, value chain, value enhancement

Introduction

The MIL^X R&D includes three interrelated aspects: 1) Conceptualization, articulation/design, and testing of a model framework to enhance MIL diffusion and how information is transmitted and received by communities, 2) development of MIL^X and MIC tools and resources, and 3) make recommendations for new types of policies, strategies, theory and practices, and evaluation that various stakeholders can apply to change how people engage with information, media, technology, and in communication.

In today's society, reaching more people with media and information literacy (MIL) and fusing MIL with other social competences is necessary given that the environment surrounding literacy has been dynamically landscaping (Grizzle, 2018). Two foundational assertions have driven the expanding view of literacy. First, there is what Hogarrt (1957) calls, "Uses of literacy." Second, there has been the recognition that literacy has both individual and group applications.

In connection with the first assertion, the Theory of Uses of Literacy has been influencing widely the field of education, social framework such as social development and social transferable knowledge, as well as sustainable development. Bélanger, Winter et al. (1990) in their assessment of the then status of literacy and basic education in Europe, when the 21st Century was yet only on the horizon, noted the need for a shift to focus more on the socio-cultural context of the uses of literacy and basic education.

The *UNESCO Education for All Global Monitoring Report 2006*[4], drawing from years of work of many academic scholars, proposes four ways of how literacy has evolved based on disciplinary traditions. First, literacy is considered as a separate set of tangible skills such as reading, writing, and numeracy that is independent of context and which extends to skills to access information and knowledge. Second, literacy is viewed as being reliant on context that goes beyond the acquisition of skills to the use and application of those skills in real-life situations. Third, literacy is seen as a learning process. As persons learn, they gradually and actively become literate. In this sense, literacy is both a means and an end. Finally, literacy is considered as a "text" or "subject matter" – located in communication, politics, and power, and which can take on multiple forms. Language is one form of text through which learning is communicated. But there are other texts such as oral, media, technological, art, and artifacts (Grizzle, 2018).

Media and technology are implicated in all four traditions of literacy (ibid). In the 21st Century, more than in any other period of history, learning, socialization, cultural exchange, political and social activism, and peace are being mediated by media, technology, the Internet, and the flood of information they bring (Leonardo et al., 2016; Valatka, 2016; Gulbahar, 2015; Tanase, 2014; Meakawa et al., 2010 as cited in ibid).

The European Commission (EC) and the Organization of Economic Cooperation and Development (OECD) operate on a similar notion of literacy or literacies. According to Mallows (2017) on the EC Electronic Platform for Adult Learning in Europe (EC EPALE), literacy is first being able to read and write to understand and engage with the world around us. The use of literacy is then social contextualized depending on the social environment in which it is used. EC EPALE also recognizes other literacies as relates to different social or professional groups and specialized fields[5]. OECD (2000) starts with a societal and economic focus when conceptualizing literacy for adults. Literacy is about the use of information to functions in society. Literacy is also framed in the context of skills needed for the 21st Century (p.1-12).

With regard to the second assertion, many scholars have questioned the casting of literacy as individualistic. Livingstone (2004) reflects on the connection between how a skills-based approach to literacy prioritizes individuals at the expense of 'text and technology' and emphasizes the abilities of individuals over how societies are arranged based on knowledge.[6] She cited Hartley (2002) who proposes that 'literacy is not and never has been a personal attribute or ideologically inert 'skill' simply to be acquired by individual persons…'[7] (cf. Grizzle, 2016; See also Royer, 1994). How media, libraries, internet providers on the internet, internet intermediaries, NGOs/CSOs, governmental, United Nations, educational, and commercial bodies manage MIL have implications for MIL development and diffusion, and have stirred the concept of MIL Expansion (MIL^X).

Theorizing MIL^X

Drawing on the Theory of Uses of Literacy and literacy in the context of groups, and in collaboration with other researchers, we have argued for the exploration of media and information literacy competencies and frameworks for groups, institutions, and individuals alike; a concept we call, MIL Expansion (MIL^X) (Grizzle, 2017). MIL^X builds on what Frau-Meigs (2015) calls Augmented MIL. Augmented MIL, like many of the concepts such as metaliteracy (Mackey and Jacobson, 2011), transliteracy (Tomas, 2013) and educommunication (Gozálvez and Contreras-Pulido, 2014) focuses on the content of MIL, different types of media,

and sometimes pedagogical implications. A specific emphasis of Augmented MIL is on how digital competencies and internet issues can be given more prominence in MIL. Frau-Meigs argues that such an approach positions MIL as transliteracy (p. 120). MIL[X] complements and expands this approach by also focusing on the beneficiaries of MIL. See Figure 1 below for an illustration.

Figure 1. Augmented Media and Information Literacy
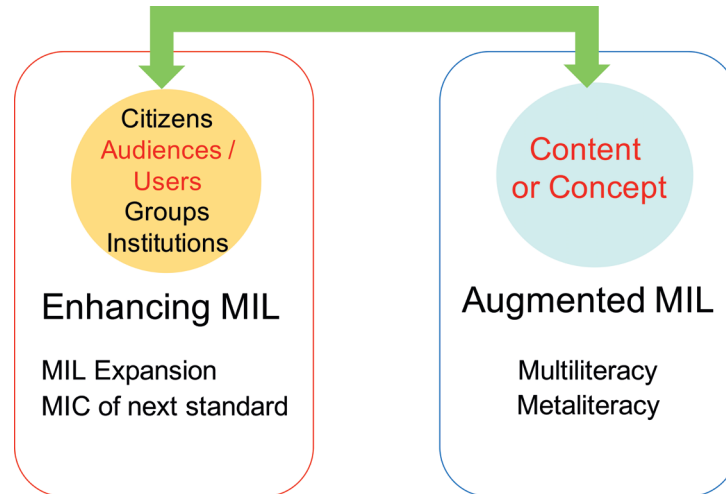
MIL[X] aims to improve the diffusion of media and information literacy (MIL) at the community, group, institutional, and individual levels to include most people by creating a framework, based on an innovative social change theory. It responds to Boissevain's (1968) suggestion that social priority should not focus only on large groups but should find a balance between groups and individuals (p. 544). We suggest that by also considering inner, inter, and intra groups, a postulation on how MIL can introduce value proposition, value enhancement, and value expansion to more citizens, audiences, user and institutions is unearthed.

Limited research has been done on information literacy in the workplace and in those cases, mostly in academic institutions (Partridge and Bruce 2008). Studies about MIL in institutional environments is non-existent. Yet, Lawrence (2006) identify how people identify with groups within organizations (See also Ashforth and Humphrey, 1997; Hog and Terry, 2000). MIL[X] also creates a bridge between MIL, social life with social and emotional competences (Kress, Norris, et al., 2004), intercultural and interreligious competencies, freedom of expression, freedom of information, global citizenship, education, academic research, and other social literacies.

Figure 2 below demonstrates this long-term impact of MIL[X]. By carrying out research and developing material, resources, tools, techniques, and policies, MIL education and its different modalities of delivery will not only target individuals but also concern how groups of people and institutions/organizations converge to influence life. The focus is not only on information, technology, and media but also communicative competencies (Wiemann and Backlund, 1980). In so doing, MIL[X] will enhance people's communication capacities to (i) engage critically in information, media and communication; (ii) influence related policy development; and (iii) ethically and purposefully act upon newly acquired competencies to develop, propose and expand new values in their immediate and external social surroundings/environments (Michael, 1959).

Figure 2. Media and Information Literacy Expansion
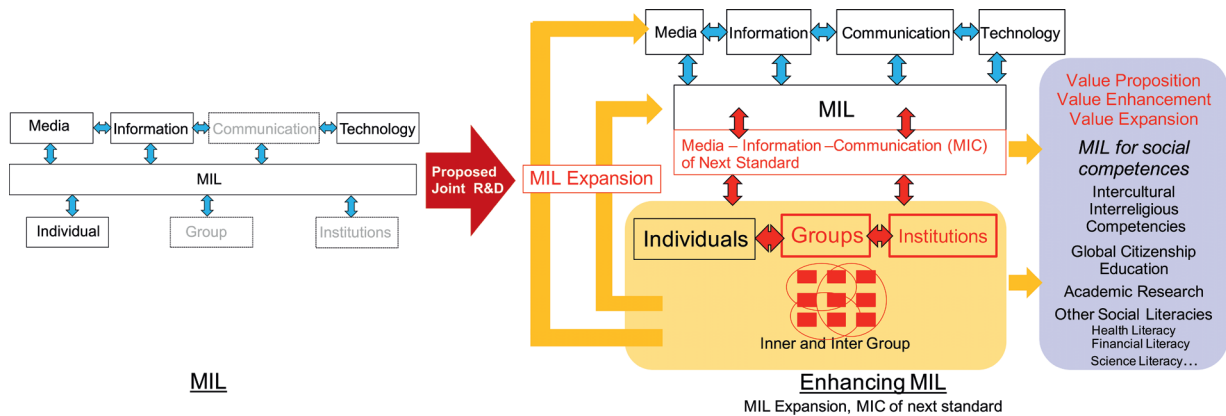
Source: Grizzle, A. (2018) and Masatoshi Hamada, Invited Researcher, University Paris 8, Saint-Denis, France

The world has been facing increasing numbers of migrants, asylum seekers, refugees, as well as people who have been displaced and recovering from human/natural disasters such as wars, political instability, economic, and climate change, (Santic et al., 2016; Tomic-Petrovic, 2017). Some groups in different countries and parts of the world are susceptible to hate, radicalization, and violent extremism by virtue of past, present or future associations, experiences, and various information and communication expectations. In addition, individuals, groups, and institutions are not effectively engaged in democratic processes such as elections and sustainable development programmes. MIL[X] initiative aims to reach MIL for all citizens (metaphors of citizens), audiences and users – groups, individuals as well as institutions.

By metaphors of citizenship we mean "citizens", without strictly referring to a legal category. The argument here is that citizenship has different meanings to different persons, regions and countries. There is also the more inclusive concept of "global citizenship." In 2012, UNESCO, in its foresight work, gave significance to the concept of global citizenship education. Citizenship in practice for most people means jurisprudence, the obligation of a state to a certain category of people and vice versa (Bluaberger et al., 2018). One consequence is that certain segments of society (some young people, migrants, refugees, asylum seekers, some elderly person's, etc.) are excluded. The concept "metaphors of citizens" or citizenship then calls for an expanded and inclusive outlook; one that is rooted in international laws, human solidarity and peace, and the notion of universal rights (cf. Grizzle, 2017).

While research studies have shown that people who are exposed to MIL related competence become more critical of information and media content (Milhailidis, 2016; Crist et al., 2017), there are three major challenges. First, people still do not understand or recognize and embrace the importance of information and media in peace, dialogue, democracy, and development, for example (Milhailidis, 2016). Second, which is connected to the first, the diffusion of MIL competencies has not been done in new ways that complement only technological applications and innovations. Third, stakeholders have been facing the important challenge of how to organize information and communication of inner, intra, and inter groups as well as institutions. We are proposing that further research into MIL[X] could contribute to overcoming the challenges in people's engagement with the media, information, technology and communication and, thus, to achieving the promises of the sustainable development goals (SDGs). Table 1 below suggests some key variables (qualitative and quantitative) and other analytical cardinals of MIL[X] that could be considered and how these relate to the existing MIL frameworks, contexts, and intended beneficiaries. Figure 3–7 depict graphical representations of the assumed expansion of the reach and impact of MIL through MIL[X]. These figures are based on some of the results from the pilot tests and research carried out and described later below.

Table 1. Proposed Variables and Analysis in Progressing from MIL to MIL^X

What could be compared between MIL and MIL^X?	Qualitative Analysis	Quantitative Analysis	Data Selection
What is necessary for children and youths? What kinds of social value and MIL competencies should be expanded?	Literacy is defined in itself as an individual existing idea between MIL and social literacy, psychology, communication, sociology, and para social	More impact through MIL for groups and institutions than individuals and masses	Of data: a weak point of existing MIL research
Which values are proposed by youth and which should be expanded more for children and youths	Lack of effectiveness between MIL and values such as MIL and intercultural dialogue, for instance	More effectiveness and measurement through MIL^X	Of data: Are there more chances of intercultural dialogue occurring?
Reasons that such kinds of values can expand? How?	Explore how MIL^X can be combined with other novel media and broadcasting theories or models	Further expansion of accessing information and communication through different media	Of data: How to improve chances of information and communication from local to global and meaning translating global to local
Where (normal life situations, unusual life situations)?	Explore how MIL^X can be combined with other novel media and broadcasting theories or models in normal life situations, and unusual life situations	Compare MIL learning, information reception, value proposition, enhancement, and expansion between usual situations, and unusual situations	Of data: marginalized groups based on ethnicity, gender, social-economic background (normal life) Of Data: refugees, illegal immigrants, people displaced by wars and natural disaster

Figure 3 presents an idea of how MIL^X and MIL can reach convergence. By convergence, we mean a situation where MIL is more positive correlated or related to desired personal and social changes. Examples of qualitative data analyzed between MIL education and social competences such as freedom of expression, intercultural dialogue, interreligious dialogue, and freedom of information in a research carried out by Grizzle (2018) and described later in this chapter, are used to create the bubble graph. It seems that existing MIL education frameworks and delivery modalities have some difficulties in reaching social competencies because many social competencies are converged around 0.5, although ideal convergence is 1. This suggests that the use of MIL^X framework could help many social competencies to attain convergence of 1.

Figure 3. An Estimation of the Progress Impact of Media and Information Expansion
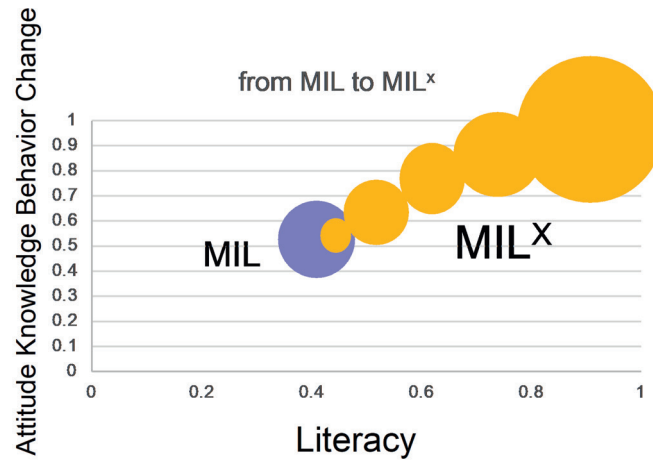
Generation Zero piloting MIL^X of with youth organizations

A focus on youth is justified given the present and changing the context of globalization, marginalization, and rising unemployment levels among them worldwide, which necessitates new life skills and empowerment (Buchert, 2014). Jennings et al. (2017) draw attention to caution about a key issue in considering what they call *critical youth empowerment* theory (CYE). The evaluation of critical youth empowerment requires distinguishing between empowerment as a process versus as an outcome. Empowerment can occur at an individual, organizational, or community level with each level having its outcomes. It is ideal when these are integrated.

Figure 4. Sample MIL Expansion Application with Youth Organizations/Groups
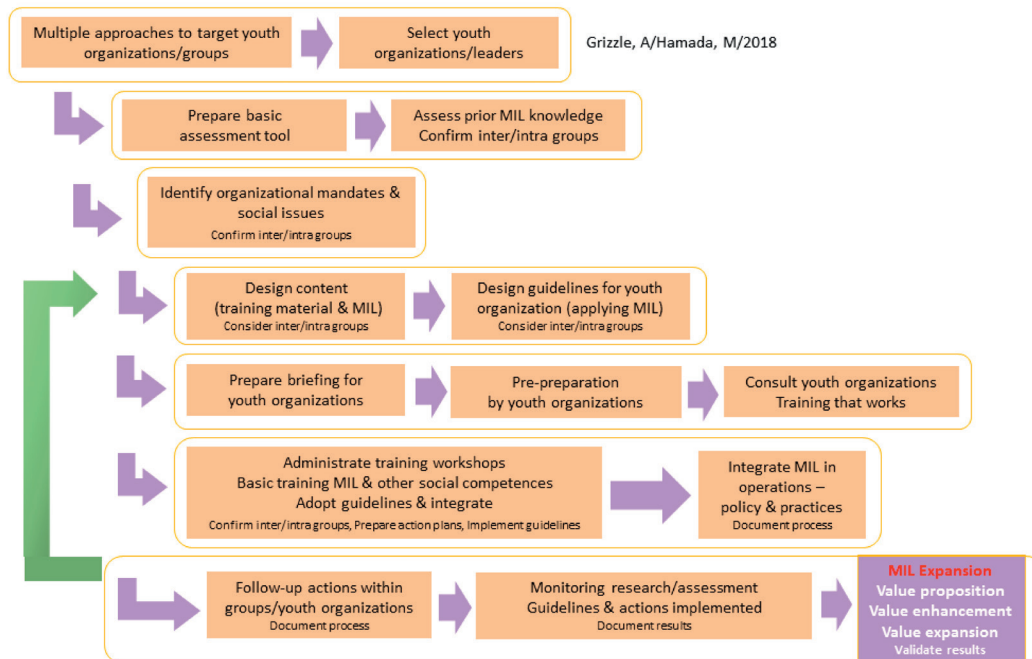
The authors suggest the need for further research into the impact of CYE on youth as individuals, youth organizations or groups and the wider community – to explore how different socio-economic background influences or causes CYE to yield different results. There is potential here for direct testing of CYE theory through the implementation of MIL^X. MIL could be a form of empowerment (an end) as well as an empowerment tool (a means) for youth as individuals, groups, and leaders of organizations as well as in communities. This approach prioritizes institutional capacity development on MIL equally with individuals, groups, and community focus. It opens up new avenues for empirical research on MIL.

Figure 4 illustrates a proposed intervention logic for MIL^X for youth organizations. It is a simplified demonstration of what is called MIL^X, a 'generation zero' pilot through MIL capacity-building for youth organizations, being led by UNESCO and partners. The rationale is that today, some youth and others are given training on MIL with the aim that they apply and learn new competencies. However, MIL capacity-building for youth organizations should ideally combine the individual focus with the group and institutional foci.

The underlying theory is that social institutions have significant influence on, or interactions with, individuals and groups that are engaged with them (including youth organizations, schools, libraries, organizations like the Red Cross, churches, clubs, other formal and structured institutional/organizational-based groups, government and international development entities, etc.).

Thus, the idea is not only to train individuals in these organizations but to support the organizations to develop MIL policies and strategies and to integrate these issues into the operations of their organizations across various mandates or missions. Hence, in the case of youth organizations, these would be a guide to developing creative ways to integrate MIL in their daily organizational policies and practices to transform how they engage with individuals, other institutions, groups, and society as a whole (c.f. Grizzle, 2017)

Other approximation of MIL^X based on sampling from a related research

In a research[8] carried out by Grizzle (2018), there were indications of differences between in the knowledge, attitude, and practices/behavior of citizens by birth or legalization and those citizens often placed in the category of immigrants or refugees, etc. The research involved both youth and MIL experts/practitioners. Through a combination of quantitative and qualitative methods, the research investigated youth responses to personal, social, economic, political, and cultural challenges and opportunities online and offline before and after having acquired MIL related competencies. The research also examined how MIL experts/practitioners perceive MIL competencies and relevant policy framework factors for MIL applications in different societal contexts.

The youth component of the research employed a quasi-experimental research methodology adapted from other researchers. It involved a sample of 1,735 youths between the ages 14 and 30 years who reflected on their knowledge of MIL and their attitudes towards social and democratic issues such as freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue. They then engaged in a three-month intervention (a Media and Information Literacy Massively Open Online Course) with the social and democratic issues embedded. The youth reflected on their attitudes once more through survey, journaling and online discussion forum.

Approximately ten percent of the youth respondents considered themselves among the category of immigrants or refugees. Table 2 below shows some of the differences in how knowledge, attitude, and practices connect to MIL and social competencies converge or not among two groups of youth: *general youth* and *youth considering themselves in the category Immigrants/Refugees.*

Table 2. Data indicates different characteristics between general youths and refugees' youths

General Youth	Youth Considering themselves in the category Immigrants/ Refugees
General Youths have large portion of information, the experiental information portion decreases by taking classes and the portion of knowledge increases	Refugees' youths have little or no portion of information, the portion of knowledge does NOT change significantly even by taking classes
From information-practice/behavior to Practice/behaviour-knowledge-attitude (KAP) as additional classes are taken, stronger connection in KAP	Behavior, knowledge and attitude connections are lower and seem separated
Behaviour, knowledge, and attitude are Mentioned in "word" or writing	Behavior, knowledge, and attitude are reflected in the related actions that they noted but NOT using the exact wording (Behavior, knowledge, and attitude)

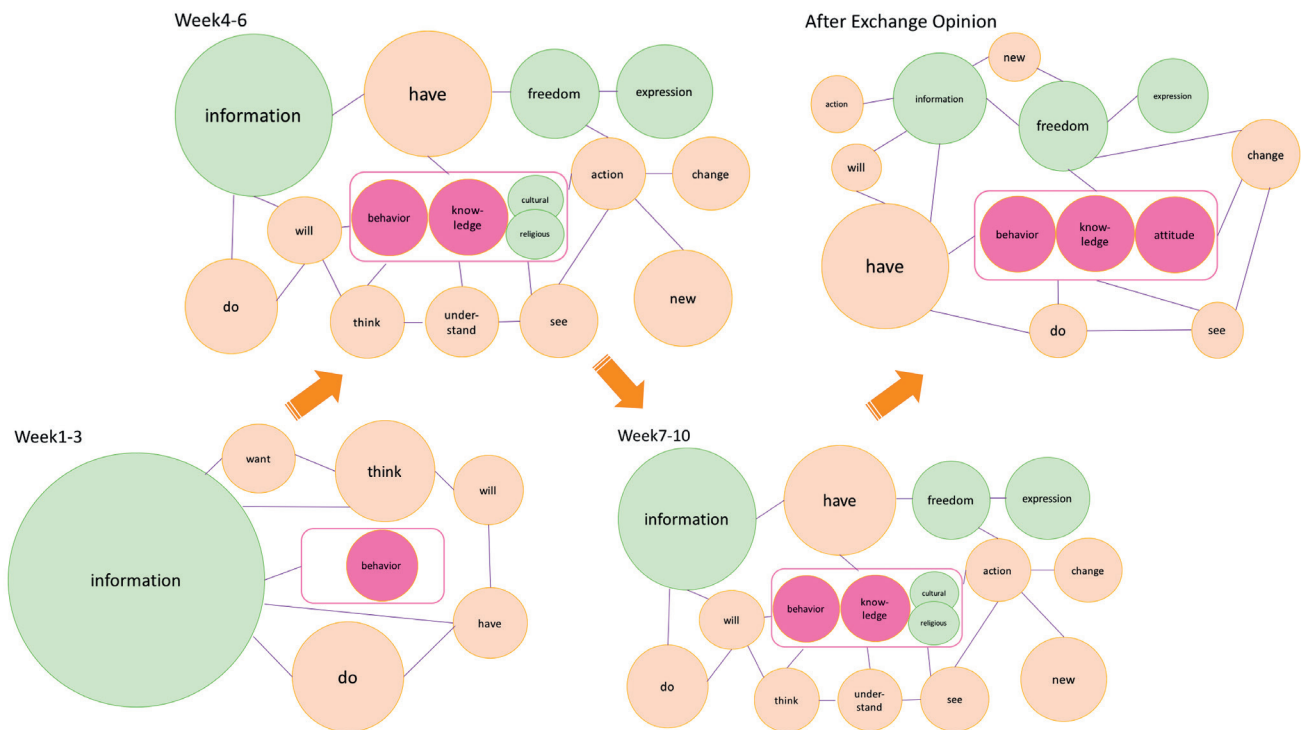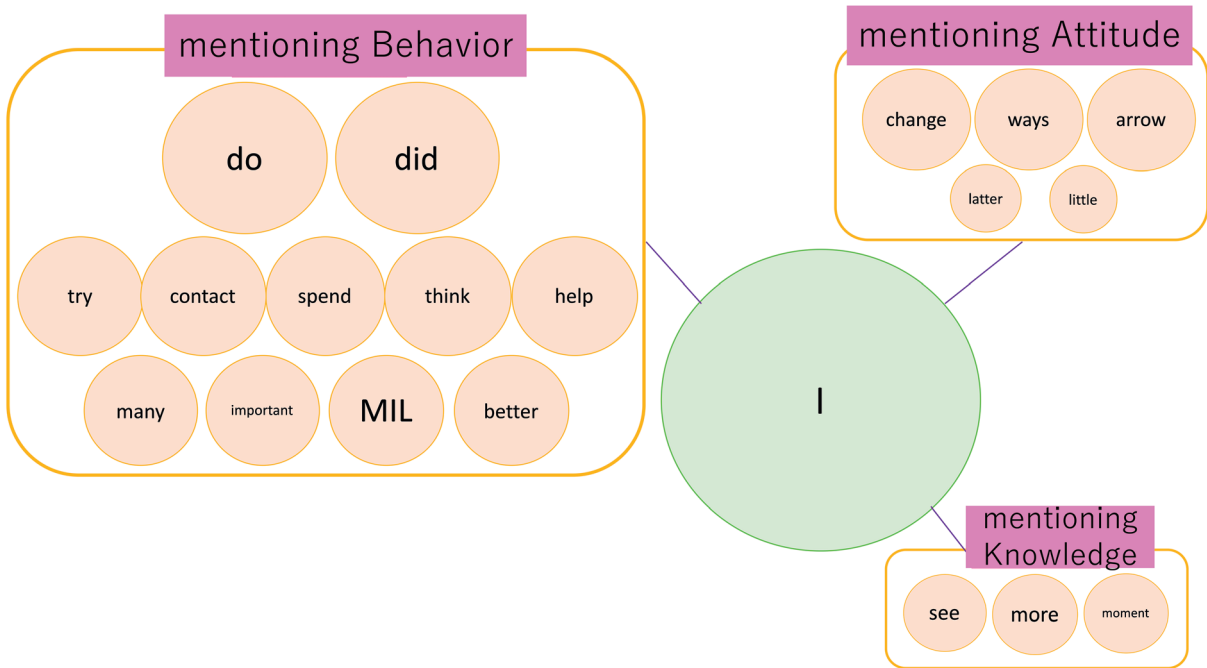**Figure 5. Qualitative Analysis: General Youth**

Figure 6. Qualitative Analysis: Category Immigrants/Refugees

In connection with this R&D study, we compare some output of MIL and MIL^X in the content for the children at the Tsunami area Japan, focusing on how they receive and engage with disaster information, as shown in Figure 7. It is approximated that MIL^X has more chances to reach children even if just after the catastrophe. We believe combing MIL^X with Augmented MIL is more effective, and it should be studied for unusual life such as disaster and refugees/immigrants, as shown in Figure 7.

Figure 7. An example of Children Data Qualitative Analysis (N=12,000) at Ishinomaki City, one year after Tsunami catastrophe March 11th 2011
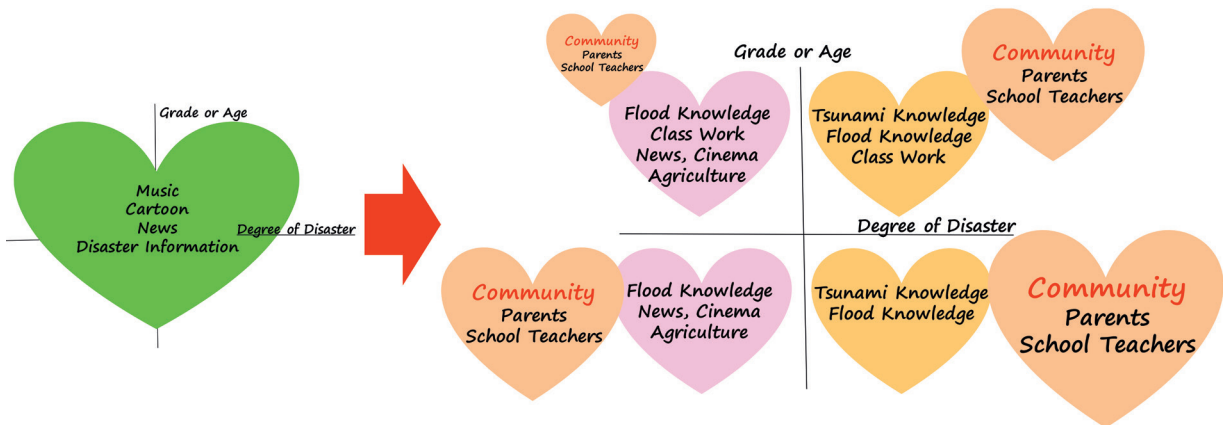
MIL^X through the lens of interdisciplinarity and transdisciplinarity

Knowledge, as we know it in most cultures, is separated into many disciplines or subject areas (Barry, Born et al., 2008). In the complexity of social life opportunities and challenges requires not only inter-disciplinary considerations but transdisciplinary ones. Whereas interdisciplinarity contemplates a join-ing or combination of disciplines, transdisciplinarity calls for a deeper integration of these disciplines to solve problems (ibid). With interdisciplinarity there is a parallel application of different disciplines and a constant preoccupation with the existing methods, theory, and practices of each discipline (Tsatsou, 2016). Transdisciplinary practitioners strive to set aside the traditional disciplinary methods and practices or at least seek to integrate them to form new transdisciplinary, rules, methods, theories and practices. This is the thrust behind MIL^X. MIL^X not only considers usual social life but also unusual situation such as Tsunami disaster, refugees/immigrants from war, or even those susceptible to discrimination, violence, radicaliza-tion, and extremism (Hamada and Grizzle, 2017). Furthermore, cultural factors such as cultural and group dynamics (Mario Vargas Llosa, 2016), cultural industry dynamics (André Gaudreauit and Philippe Marion 2013), and related societal value chains impacts social life.

As an illustration, let us consider one of the most complex aspects of social life, media development. We take small but crucial tenet of media development, media self-regulation. Now, what are the dynamics of media self-regulation, traditionally? There are professional standards and code of ethics, self-regulatory bodies like press councils and complaints authority or media ombudsman, and training of journalist. Often missing in the media self-regulation is a sustainable programme on MIL. MIL can enable citizens to demand quality media and to effectively use self-regulatory bodies to take actions. However, media self-regulation cannot happen if citizens are not taking an active part in that process. Another illustration of putting MIL at the center of media development is cyber security and privacy; another important and topical issue in a technological age and digital age. Again, what are the elements of cyber security and privacy in terms of development in these areas? There is a lot of focus on technological solutions for censorship, for blocking certain problematic sites, hard policing of the internet, laws and regulations and policy. Now, all of these are important. Yet identifying and providing wide-scale MIL programmes, integrated with other social lite-racies, to institutions, inner, inter, and intra groups, as well as individuals, have not been mainstreamed.

MIL^X, when properly tested and implemented, seeks to penetrate the complexity of social life, and more precisely, social life driven by information and communication landscapes, themselves complex. George Gerbner, who cited Herbert Schiller in an address that he writes captures these intentions well. This address was called the paradoxes of the Information Age, and the presentation was being made to a conference on microelectronics in 1983. He writes,

> From the time of Gutenberg, and even before, information production has been controlled and has led to social stratification based on unequal access. What is of special significance about the current situation is the centrality of information in all spheres of material production, as well as its increasing prominence throughout the economy. Today, information increasingly serves as a primary factor to production, distribution, administration, work, and leisure. For these reasons, how information itself is produced and made available become crucial determinants affecting the organization of the overall social system (Dass Batra, 1990, p. 135-136).

Three things that we want to highlight from this quote. One, this statement was made thirty-six years ago. Thirty years ago, the internet was nothing as we know it today. One can imagine the significance, the increasing significance, of such a statement in today's world that we live. The second point that we want to highlight is that the conference was about microelectronics. It sounds far removed from realities at the time, yet nanotechnology, biotechnology, artificial intelligence, and machine learning are realities of our present time.

The point we are emphasizing here is how MIL[X] can give birth to true societal understanding the centrality of information, technological, and media to development and all aspect of the social systems. If information is central to the overall social system, that means it is crucial to all form of sustainable development, then all forms of media and information providers who produce and transmit information also become central to development. This makes MIL[X] also central to sustainable development. MIL[X] draws on the three primary elements of social life - institutions/groups/ individuals. Governments are added as forth element, but this is rather a separation of government from institutions given their nonpareil influence on the other elements and vice versa. See Table 3 below.

Table 3. MIL[X] Transdisciplinary Considerations

Institutions	↕	Systems and communication studies	Information and library studies
Groups		Sociological and cultural studies	
Individuals		Psychological study	
Governments		Political and development studies	

The novel proposition of this article is that MIL can possibly reach the composition of institutions/groups/ individuals concurrently, which further suggest that MIL can reach global citizens. Some previous studies have shown important concepts and applications that concern MIL[X]. MIL[X] could go beyond mediation (Barbero, Fox, and White, 1994) to explore empowerment and social inclusion.

It embraces the digital aspects of literacy (Dobson and Willinsky, 2009). By integrating MIL for institutions, groups, and individual MIL[X] could not only reach but strength transparency and education (Christensen and Cheney, 2015). The inner, inter and intra groups' aspects of MIL[X] contemplates not only groups in their normal family and community structures but also groups form through other social environments such as technological structures. Tierney, Bond et al. (2006) observed that "students in supportive classroom environments, individuals and groups afforded opportunity to engage as teams with digital literacies learn an array of new ways to explore and share ideas (p. 359)." Yim, Warschauer et al. (2014) comments that educators increasingly recognize, for instance, the value of technology-based collaborative writing for developing new literacies, as such writing provides students with opportunities to explore the fluid and multifaceted nature of literacy in the process of co-constructing meaning and knowledge (cited in Dobson & Willinsky, 2009).

Spratt (2016) points to emotional literacy as well as social literacy compete on Scottish education systems. Many experts have pointed to the cultural gap in education during the past age (Cummings and Hinnebusch, 2014), and the absence of new methodologies of teaching (Andrews, 2013). Unusual social situations such as wars as mentioned earlier could find the interesting application of MIL[X] for those affected by civil war and have inherent disillusionment towards information and media could be experimented in tandem with Gregory Hall's civil war reenact for social participation and authenticity (Hall, 2015).

We must consider as well scholarship about information culture. The concept has largely been used in context with information management (Daneshmandnia, 2019), organizational management and culture (Nordsteien and Bystroem, 2018), and records management (Sundqvist and Svärd, 2016). Some studies have been done in connection with the information culture of people largely in the academic circles (See examples, Lauri, Heidmets et al., 2016; Mosunova, n.d.). Notwithstanding, there are examples of the

community-based application of the concept of information culture such as Boamah (2018) assessing the information culture of Ghanaian immigrants who live in New Zealand (See also Lloyd and Anne et al., 2013). MIL^X will bolster information culture theories by dovetailing people's information use with their media and technology use as well as their communication culture. MIL^X will combine information culture application in institutions with groups and individuals, but not only in the academic circles.

Finally, we end where we started with the composition of social movement as compared to the concept of media practices, mediation, and mediatization (Mattoni and Treré, 2014). We propose that the dynamics of the mediatization process will change drastically when people are empowered through MIL^X. This could lead to the type of social identify and social contexts such as a relationship, social role, institutional requirements and obligation, tackling personal grudges, biases, and group norms as indicated in the composition on typology (Scheufele, 1999). Also, such introduction of MIL^X could disrupt parasocial interactions (Mina Tsay-Vogel, 2014) so that people can separate themselves and think independently and critically as they continue to exist in the intractable mediated information, media, and technological landscapes.

Though collectively there is a composition of institutions/groups/individuals in the previous studies referenced, we have shown how MIL^X could enhance these different approaches by integrating MIL for institutions/groups/ndividuals. Furthermore, we do not find or observe groups categorized as each individual (Boissevain, 1968). The existing studies, when defining groups, categorized them coarsely as gender and nationalities, religions, etc. On the other hand, MIL^X studies groups categorized more in detail as a set of individuals, as inner, inter and intra groups (small groups as Harrington and Fine, 2000 calls them), and institutions. Finally, MIL^X draws on the strength as well as the commonalities of different framing of literacy (Bell, 1993; See also Kalman, 2008).

Ivanic, Edwards et al. (2007) put it like this, "Thinking of literacy in terms of 'literacy events' leads researchers to focus not on the literacy 'skills' of individuals but on how written language is used to mediate social life: who is doing what, when, where and how, and what the participants have to say about their purposes, intentions, views of literacy, values, feelings…" (p. 706)

In the following sections, we explain MIL^X in the context of sustainable development, further postulate how MIL^X generates social competencies, proposing other empirical models with the Five Laws of MIL (Grizzle and Singh, 2016). We conclude with some further discussion and conclusion.

Media and Information Literacy Expansion (MIL^X) and the Sustainable Development Goals

MIL for the sustainable development goals is explained in depth in (Singh, Grizzle et al., 2015 – MIL and Intercultural Dialogue Yearbook, 2015). It chronicles for the first time in one compendium, MIL application to social opportunities and challenges such as intercultural dialogue, interreligious dialogue, environmental issues, gender equality (Wetheridge, 2016), quality education, fundamental freedoms, peace, etc. Following Rogers (2005) observation about the difficulties for media literacy (MIL) to reach social competencies such as socio-economic development, MIL^X is a proposed solution. Rogers noted the importance of a linkage between social literacy and communication literacy emanating from local communities. Other scholars have also indicated that by creating community intercultural difficulties can be ameliorated. The implication is that we can produce literacy for a group in addition to each individual; MIL has an opportunity to reach social competencies.

To further illustrate how MIL^X could enhance MIL application over social competencies, hence possibly contributing to the achievement of the sustainable development goals, we remodelled the Five Laws of MIL, as described by (Grizzle, 2018), into the Five Laws of MIL^X for sustainable development. The Five Laws of Library Science model (Ranganathan 1931) is one of many empirical models for industrial and culture

institutions such as libraries. The five laws for MIL^X explains how the Five Laws of MIL model introduces MIL not only each individual but also groups and institutions.

This results approximated is MIL^X adapting MIL to reach attitude changes and social competencies, as shown in Figure 8 A, B, C, and D below. There are groups and institutions connecting efficiently with other of groups and institutions. Given this overlapping interaction modelled in connection with information for science and technology (a documentalist approach) and information about science and technology (a mathematical approach) [Geni Chaves Fernandes 2008] the approximate integration of the five laws model with MIL^X seems to expand the individual five laws model by creating MIL with group and institution (See Figure 8 D). In this article, we introduce a cinema model as a cultural industrial model to MIL^X five laws model, as shown in Figure C and D.

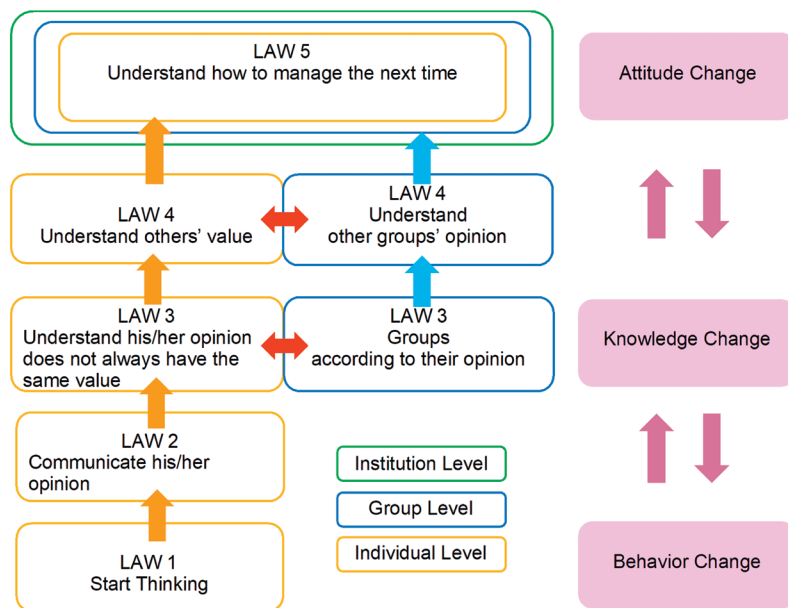**Figure 8 A. Five Laws – Attitude Change of MIL^X Educational Model**

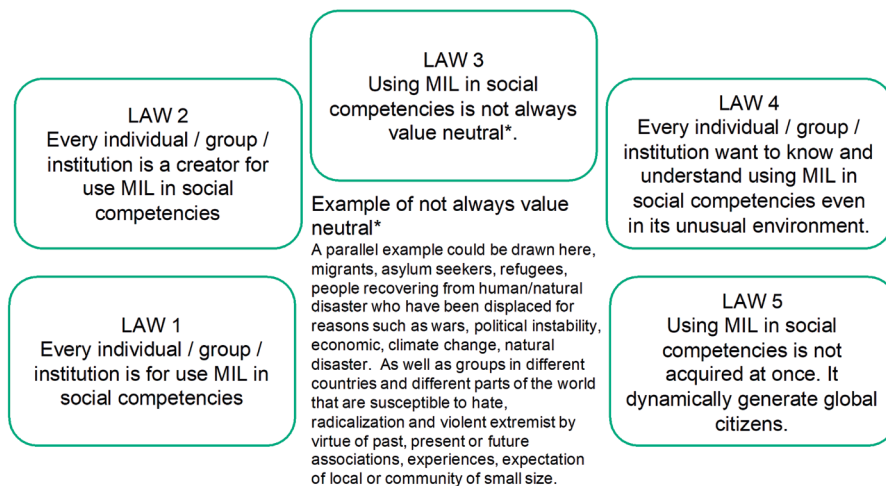

Figure 8 B. Five Laws of MIL^X

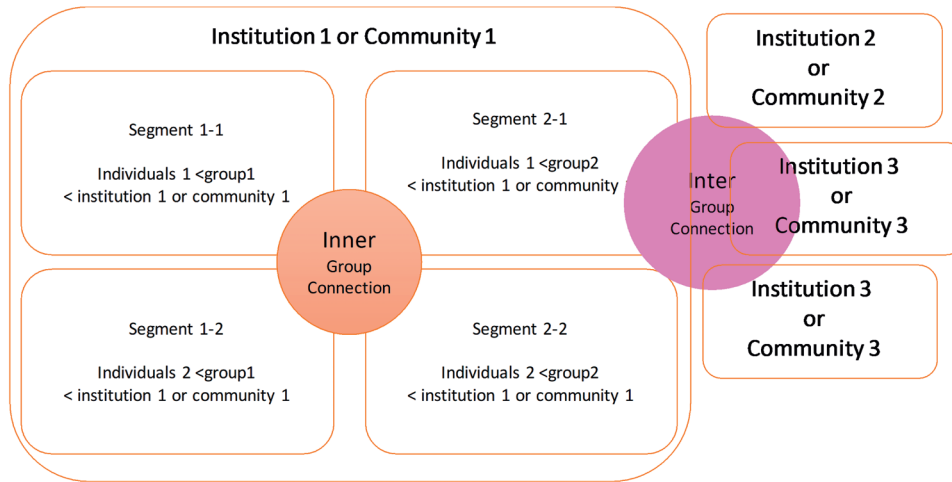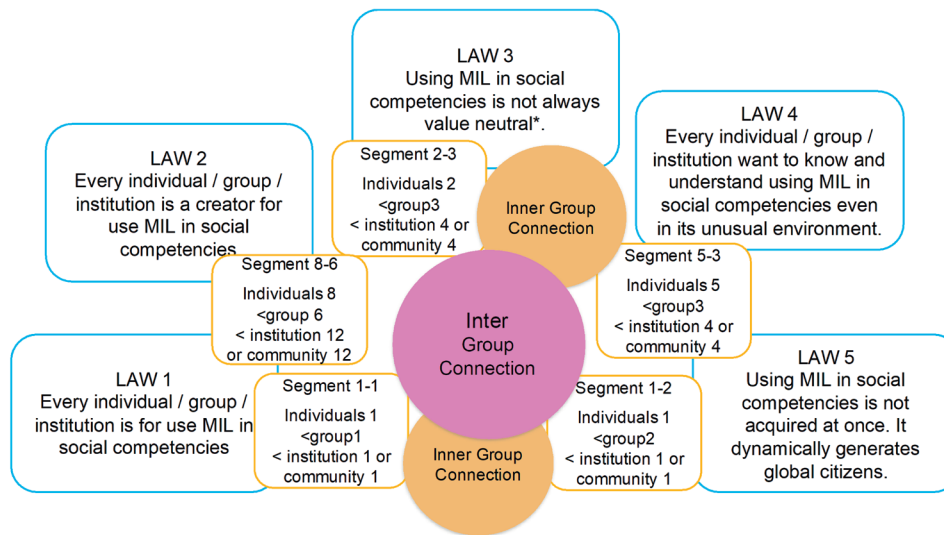**Figure 8 C. Cultural Industry (Cinema) Model**

Figure 8 D. Expanding Five Laws from Individual to Groups/Institutions

This study/research consortium will contribute to the SDGs 2030, especially:

a) SDG 16 concerning peace, justice, and strong institutions, Target 16.10, by increasing peoples' awareness of access to information and their fundamental freedoms through enabling their information and media competence at the community level. For instance, MIL[X] will ensure that people not only advocate for access to information in their countries but that they acquire critical competencies to collaborating in groups and with institutions to also use these laws or policies for political, economic and social lives.

b) SDG 4 which is about quality education for all and lifelong learning, Target 4.4, 4.6, and 4.7, by affording youth and adults groups as well as institutions with MIL, through which they connect with critical information and media competencies or the capacity to disseminate these to enhance and complement the interrelated information and communications technology (ICT)

skills. MIL^X will guide the mainstreaming and monitoring/evaluation of MIL, with its connection to global citizenship education, education for sustainable development, peace, and human rights – into different social institutions, and for individuals as well as specific groups. MIL^X will contribute to helping youth and adults, both men and women, groups as well as institutions with which they connect to achieve and engender/foster functional literacy in the social context of information, media, and the Internet.

c) SDG 5 focuses on gender equality, Target 5B, by enhancing people's abilities, groups as well as institutions with which they connect, to foster MIL as a tool to detect and counter stereotypes in media online and offline, and empower women and men with critical thinking competencies to produce and disseminate counter-narratives concerning gender equality.

d) SDG 11, by creatively integrating MIL learning into cities, what UNESCO calls MIL Cities (Grizzle, 2018), to contribute to making cities inclusive, safe, resilient and sustainable.

The reader could continue to conceptualise MIL^X around other sustainable development goals.

The social perspectives of the SDGs should be considered with an emphasis equal to the economic. According to the UN's Department of Economic and Social Affairs, social development is indispensable for sustainable development. The organization proposes a demonstrable interconnection between social development issues such as aging, civil society, disability, indigenous peoples, poverty, social integration, youth, etc. and the SDGs.

Furthermore, several SDGs, Goals 1, 3, 4, 5, 8, 10, 16, etc. make explicit reference to equity and justice. Equity and justice are complementary with 'full status for all regardless of race, gender, ethnicity, class, sexual orientation, or age' (Viederman, 1993; as cited in Grizzle, 2017). The Diffusion of MIL through MIL^X recognises that as the internet, mobile technology, social media, and traditional media continue on a trajectory of exponential growth and pervasiveness, reaching citizens from all areas of life, it is imperative to empower citizens in rural and marginalized communities with MIL competencies (ibid). Not only the socially privileged and educated should benefit from such training and participation in debates, defining and solving problems.[9]

Additional brief description of the MIL^X R&D Research Consortium set up by UNESCO: Further discussion and conclusion

Table 4. Outline of MIL^X Research Consortium

UNESCO Supported Project:	This R&D initiative reflects on how to heighten the potential of media, information, and communication for citizens, audiences, and users towards 2030 through media and information literacy.
Media and Information Literacy Expansion:	Study of Media Information Literacy (MIL) to focus on groups, institutions as well as individuals.
Media Information Communication of Next Standard:	Study of novel strategy, policy, theory, and practice of media – information – communication (MIC) for the next generation.
Cooperation and Financing:	A combination of multi-stakeholders. Cooperation with partner organizations in other countries is being solicited.

Table 5. Vision of MIL^X

Vision	Reaching MIL for all citizens (metaphors of citizens), audiences and users – groups, individuals as well as institutions.
Goal	Improve MIL diffusion and impact by creating MIL Expansion philosophy and MIC of next standard and to reach global recognition of requirements for new standards for policy, strategy, theory, and practice.
Objectives	Over three years, conceptualize, articulate/design and test a model framework to enhance MIL and make recommendations for new types of policies, strategies, theory, and practices that are applied by various stakeholders to change how they engage with media/technology, information and in communication.
Target Groups	The primary target groups are citizens (metaphors or various types of citizens) who do not enjoy the full benefits of literacy. The secondary target groups are researchers, practitioners, policy-makers, and all forms of information and communication providers, including those that are Internet-based, NGOs, national and international development organizations.

Overall purpose and relevance

This MIL^X and MIC Next Standard R&D study brings together a consortium of stakeholders from around the world to develop and implement an innovative framework.

Roles and Functions: Citizens must understand the role and functions of media, libraries and other information providers, and possess basic skills to critically and efficiently analyze and use media and information for self-expression, to become independent learners/critical thinkers, and to participate in peace-building the governance and democratic processes of their societies. MIL is hence perceived as a fundamental citizenship competency in the 21st Century. The opportunities for positive change and development that media, information, and technology offer are not being fully capitalized by people around the world. On the other hand, the very plurality of information that desirable, as well as data proliferation, also entails negative consequences, such as the ubiquitous fake news, online bullying, radicalization, hate speech, and violent extremism, and a threat to online privacy and security.

Women's Empowerment: It is widely documented that women's participation in media and access and use of information and communication, and technology is well below that of their male counterparts in most of the world. Misogyny is also on the rise, especially given the nature Internet; anonymity on the one hand and sometimes the ease at which some can access and disseminate peoples' private information, on the other hand. This proposed research and development study will have a specific strand of work that will explore evidenced-based approaches to enlist MIL as a tool to promote women's rights, women empowerment, and gender equality online and offline. In other words, the study will seek to enable MIL Expansion among specific groups of women, women organizations, and women in general by exploring community-based ethnographic actions research ascertaining the consequences of MIL (Maddox, 2007). Rogers (2005) under-scores the necessity for women's empowerment. Women in Literacy and Life Assembly (2009) suggest that literacy for women not only generates social value but that women should be actively involved in promot-ing literacy. We are extending the calls from the scholars to all forms of literacy, including MIL^X.

For the past four years, and for the near future, UNESCO has placed women rights, women's empowerment, and gender equality at the top of its agenda, being one of two of the Organizations overarching priorities. The other being Africa. The Organization has for more than two decades supported this fundamental right and the development of free, independent, and pluralistic media that can provide the public with credible, reliable, and accurate information. UNESCO provides governments with technical advice on legal, regulatory, policy and other critical issues, and educates and builds capacities of journalists, media professionals, and institutions.

Institutional Mandate: UNESCO is well positioned to execute this work as the UN Agency mandated to promote "the free flow of ideas by word and image," building peace in the minds of men and women of all ages, and nurture freedom of expression, media development, and access to information. For more than a decade, UNESCO has been advocating and promoting the concept of knowledge societies. For close to 40 years, UNESCO has been the leading international organization supporting the improvement of peoples' information and media competencies globally. The organization has carried out a number of concrete actions to promote MIL: (i) teacher training, particularly through the development of MIL curriculum, (ii) capacity enhancement of media and information professionals, (iii) at policy level through the development of specific tools to articulate MIL policies and strategies as well as to measure the level of MIL at global and national levels, (iv) in area of research through setting up the first International University Network on MIL, together with UNAOC, (v) stimulating global collaboration by having launched the Global Alliance for Partnerships on MIL, and (vi) stimulating youth engagement in MIL and spearheading a social media strategy to embed MIL in social activities online and offline.

Table 6. Strategy of MIL^X

Strategy	from Segmentation – Targeting – Positioning to Value Enhancement – Value Proposition and Value Expansion as Social Competences
Policy	Enhancing MIL as MIL Expansion Create MIC of next standard
Theory & Practice	Reconsideration of para-social environment to focus on Groups and Institutions in conjunction with the existing individual and mass communication ecology

Potential impact of MIL^X

In addition to the potential contribution of the study to the achieving the SDGs as described above, the MIL^X and MIC Next Standard will contribute long term changes in people's community lives by:

1) Expanding citizens', audiences' and users' chances to self-actualize and participate in sustainable development through MIL Expansion and MIC, pursuing equality between minority groups and the majority or more dominant groups;
2) Informing and engaging at the local or community level and global simultaneously;
3) Sensitizing to and engagement of groups based on ethics, culture, community as well as age and gender;
4) Growing institutional take-up and diffusion on MIL within and without, leading to the development of "MIL cities."

Conclusion

The study will contribute to citizens', audiences' and users' globally applying MIL in their daily lives, including those suffering from catastrophe or are otherwise displaced. In the long term, this will be achieved by enabling *MIL^X through value proposition, value enhancement and value expansion*. By carrying out research and developing material, resources, tools, techniques, and policies, MIL education will target not only individuals but also concerns how groups of people and institutions/organizations converge to influence life. It so doing, it will enhance peoples and the groups and institutions with which they interact to foster communicative capacities; and to engage critically in and foster information, media, and communication; to influence related policy development; and to ethically and purposefully act upon newly acquired competencies to develop and propose new values in their immediate and external social surroundings (inner, intra, and inter groups) by connecting MIL to a various social competencies. This is a visionary as well as equally strategic and pragmatic way forward to pursue innovative MIL expansion into the future.

Notes

[1] This chapter is written as part of the author's work as Programme Specialist in the Section for Media Development and Society, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organisation.

[2] Media as used here refers to the institutions of the news media, film and publishing industries.

[3] Such as libraries, archives, museums, music industry etc.

[4] UNESCO (2006). Literacy for Life. Education for All Global Monitoring Report. UNESCO, Paris, France.

[5] Mallows, David (2017). What is literacy? EC EPALE, blog, https://ec.europa.eu/epale/en/blog/what-literacy. Accessed on 10 June 2019.

[6] See S. Livingstone, 2004, pp. 3-14.

[7] Ibid

[8] Studied was carried in connection with Doctoral Dissertation but also for UNESCO within the framework of the author's leadership of UNESCO global actions on MIL.

[9] Inspired by what Viederman (1993) calls political security, a community should be able to participate in defining sustainability challenges and devising solutions for these problems.

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Many of the social issues of today have to do with digitization and, not least, the ongoing transformation of the media and communication culture. We are now at a point that may be described as 'the end of the digital beginning'. Following a period of optimism – especially the hopes that it would increase citizen engagement and participation – problems have surfaced. Calls are heard for policies to resolve these problems.

Media and information literacy (MIL) is often emphasized in the face of technological breakthroughs, when policy- and law-makers find themselves unable to tackle emerging problems. Therefore, MIL should be understood as part of a whole that includes legislation and reforms in media, education and other fields of relevance – as part of a democracy strategy. This is a process that involves many different stakeholders in society, and combining extensive collaboration with proactive political leadership is a challenge. It can be said to be the starting point for this book.

The book consists of three parts. In the first part, a number of articles of a more general nature discuss media and information literacy (MIL) in a variety of contexts as well as courses of development on national, regional and global levels. The focus in the second part is on Sweden, the host the UNESCO Global MIL Week Feature Conference 2019. The articles in this part present current research findings, policy decisions and political initiatives, and some examples of 'best practices' in the MIL area. The third part presents a new approach to MIL in a context of social change and Agenda 2030.