

WHAT ARE THE MEDIA LITERACY NEEDS OF YOUTH AND HOW CAN WE PREPARE THEM FOR THE NEXT DIGITAL DECADE?

LIVE EVENT 1 - WEBINAR

Start: We will start at **17:00 CEST (Belgium time)**

Host: Gareth Cort, Course Moderator, European Schoolnet

Speakers: **Helderyse Rendall**, Tactical Tech
Maria de Brasdefer, IFLA
Marianna Fresu, Save the Children Italia (video)
Gareth Cort, European Schoolnet



European
Commission

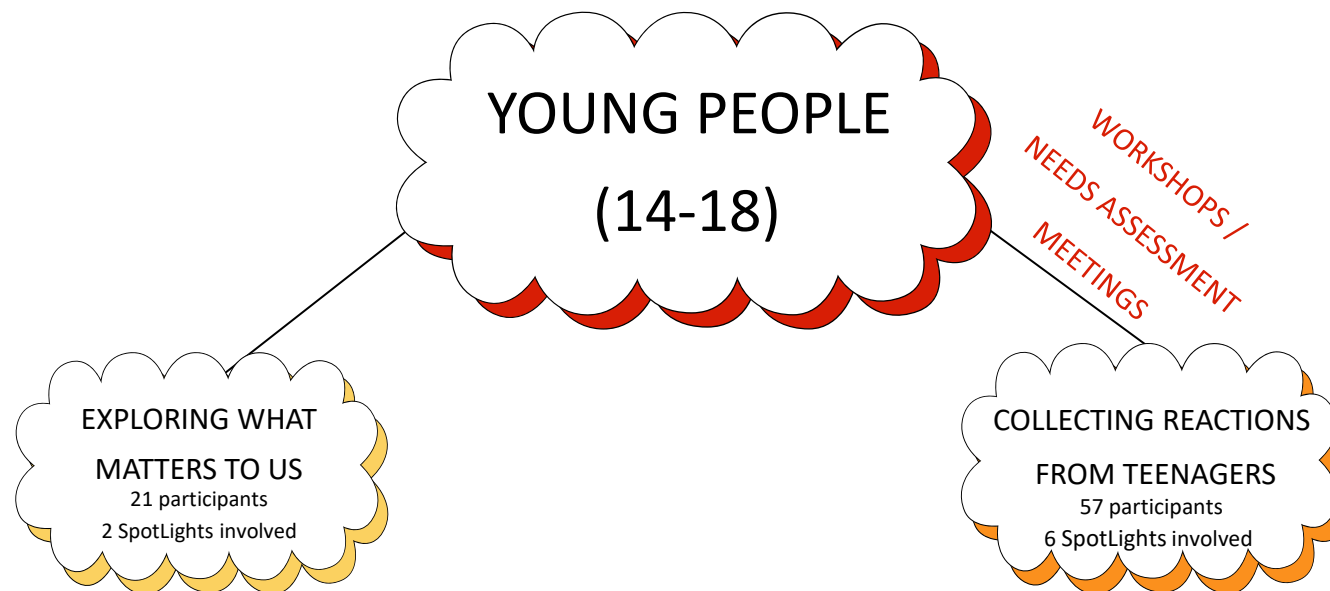


International Federation of
Library Associations and Institutions

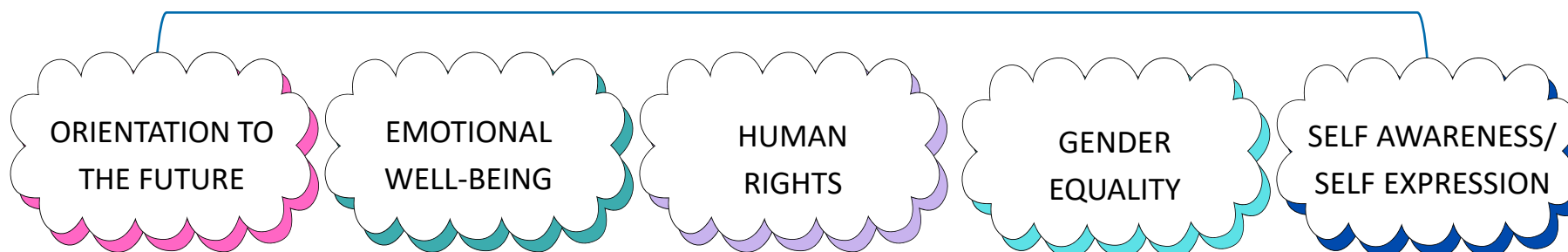


Save the Children

TACTICAL
TECH



EMERGING ISSUES



METHODS
TOOLS AND
TECHNIQUE
S

ADULTS

TEACHERS/EDUCATORS

(ONLINE) SCOPING
SESSIONS

RAW IDEATION

and Sharing

23 EDUCATORS

6 TEACHERS

EMERGING RECOMMENDATIONS

Selecting themes that are
close to the reality of girls
and boys

Encouraging a participatory
approach

Providing both individual and
team-working moments

Encouraging girls and boys to
take a position on the subject
matter

Including play and motion
elements

CO-DEVELOPMENT SESSION WITH THE ins@fe NETWORK



Shift Your Settings (DOK Printed Booklet)

Shift Your Settings
Printed Booklet

Read the resource at this URL:
<https://ins@fe.com/ins@fe-network/shift-your-settings/>

Scan your QR code here:

PART 1: Workshop (15 minutes)

1. Do a 5-minute briefing to introduce the resource.
2. Do a 5-minute reflection. Look again together at the group resource and the discussion.
3. Do a 5-minute reflection. Look again together at the group resource and the discussion.
4. Do a 5-minute reflection. Look again together at the group resource and the discussion.
5. Do a 5-minute reflection. Look again together at the group resource and the discussion.

What is your impression about the amount of text on this resource—do you think it is too much for 15-18 year olds? (Rate with a dot on the spectrum, optionally add a comment)

Does the format seem appropriate or particularly helpful to explore this topic? Why/why not?

Can you easily imagine using these materials in your lessons? Why/why not?

Can you easily imagine connecting the topic of this resource to your real life experience? Does it feel disconnected? Does it feel important?

How do you feel about the colors and visuals used here?

PART 2: Discussion (10 minutes)

Purpose of activity: we would like to collect impressions from educators in order for us to understand how to improve our materials going forward.

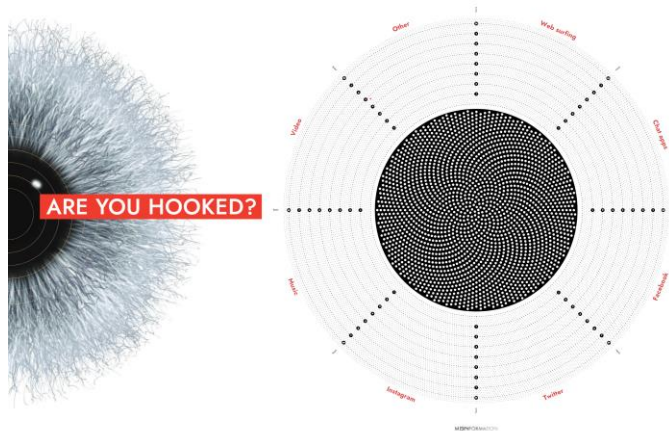
Discuss following questions:

1. Do you think this resource's content is clear and digestible for educators? What about 15-18 year olds? Why/why not?
2. Does the format seem appropriate or particularly helpful to explore this topic? Why/why not?
3. Can you easily imagine using these materials in your lessons? Why/why not?
4. Can you easily imagine connecting the topic of this resource to your real life experience? Does it feel disconnected? Does it feel important?

Are we teaching about this topic in your classroom, what other components/ experiences do you need?

Evaluating existing resources:

- Design
- Suitability of language
- Use in educational activities



Have you ever wondered how much time you spend on your mobile phone?

For most of us, our mobile phones are with us nearly all the time—either in our hands, in our pockets or by our bedside when we sleep. One recent study found that smartphone owners check their phone on average 58 times per day.

Recent iPhones and Android devices have built-in apps that allow you to check how much time you spend on your phone. On this page, you can add your own screen times— anonymously of course— alongside lots of other people's screen times, so we can all get a picture of how much we are hooked to our phones.

How to find your Screen Time information

If you have an iPhone

1. Go to Settings, then tap Screen Time.
2. Tap Turn On Screen Time.
3. Tap on the screen and you'll get a screen time report.
4. Tap on the screen and you'll get a screen time report.
5. Tap on the screen and you'll get a screen time report.
6. Tap on the screen and you'll get a screen time report.
7. Tap on the screen and you'll get a screen time report.
8. Tap on the screen and you'll get a screen time report.
9. Tap on the screen and you'll get a screen time report.
10. Tap on the screen and you'll get a screen time report.

If you have an Android phone

1. Go to Settings, then tap Digital Wellbeing.
2. Tap on Digital Wellbeing.
3. Tap on the screen and you'll get a screen time report.
4. Tap on the screen and you'll get a screen time report.
5. Tap on the screen and you'll get a screen time report.
6. Tap on the screen and you'll get a screen time report.
7. Tap on the screen and you'll get a screen time report.
8. Tap on the screen and you'll get a screen time report.
9. Tap on the screen and you'll get a screen time report.
10. Tap on the screen and you'll get a screen time report.

How to use the report

The screen time report shows you how much time you spend on your phone. It also shows you how much time you spend on different apps. You can use this information to help you manage your screen time.



CO-DEVELOPMENT SESSION WITH EUROPEAN TEACHERS (ONLINE)

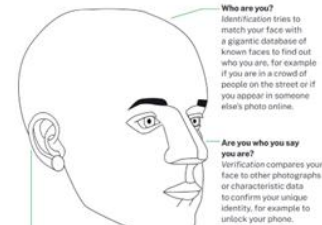
Evaluating existing resources:

- Design
- Suitability of language
- Use in educational activities



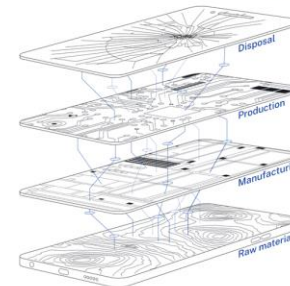
What does your selfie reveal about you?

Facial recognition technology is all around us: on our phones, on our streets and sometimes even in our schools. It is normally used to answer the following questions:

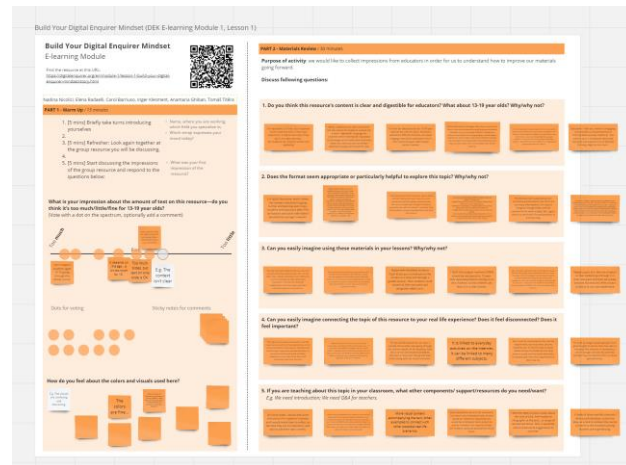
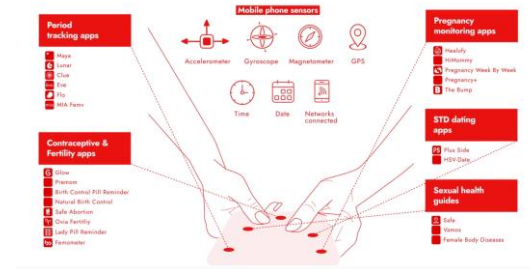


Out of Hand

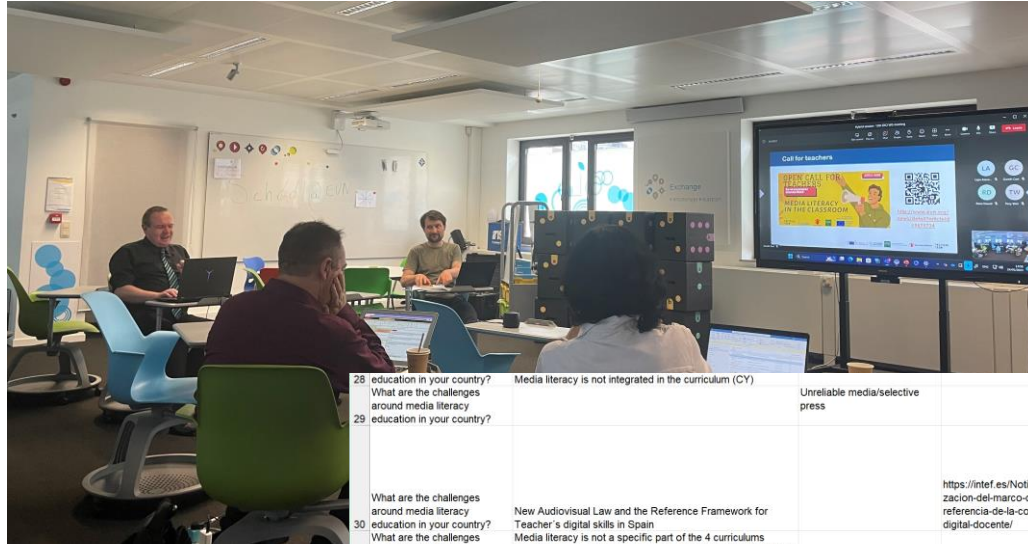
What do you look for in a smartphone? Is it a crystal clear camera, a long lasting battery or plenty of storage space? Mobile phones get smarter, faster and more magical with every new model. But how often do you stop to think about the many hands your device goes through before you own it and after you discard it?



Do you know what goes into the making of a smartphone?



CO-DEVELOPMENT SESSION WITH MINISTRIES OF EDUCATION



- Representation from Belgium, France, Finland, Ireland, Malta and Portugal
- Discussing the current media landscape
- Emerging issues (challenges and opportunities) - with a focus on A.I.

28	education in your country? What are the challenges around media literacy education in your country?	Media literacy is not integrated in the curriculum (CY)	Unreliable media/selective press		Anonymous
29	education in your country?				Anonymous
30	What are the challenges around media literacy education in your country?	New Audiovisual Law and the Reference Framework for Teacher's digital skills in Spain		https://intef.es/Noticias/actualizacion-del-marco-de-referencia-de-la-competencia-digital-docente/	Anonymous
31	What are the challenges around media literacy education in your country?	Media literacy is not a specific part of the 4 curriculums across the UK - schools in England are not required to follow the curriculum anyhow			Anonymous
32	What are the challenges around media literacy education in your country?	Educational administrations will promote plans to promote media literacy in Spain	https://www.boe.es/buscar/act.php?id=BOE-A-2020-17264	https://www.boe.es/buscar/act.php?id=BOE-A-2020-17264	Anonymous
33	What are the opportunities around media literacy education in your country?	Media literacy is integrated in national curricula (FI)			Anonymous
34	What are the opportunities around media literacy education in your country?	teachers training is enhancing, due to the new curriculum (Austria)			OIAT (oiat)
35	What are the opportunities around media literacy education in your country?		Strong appetite from young people (and teachers) to focus on media literacy and ensure knowledge stays up to date		Anonymous
36	What are the opportunities around media literacy education in your country?	Lots of initiatives			Anonymous
37	What are the opportunities around media literacy education in your country?	Media literacy is not integrated into national curricula (GR)	Opportunity for adaptation of resources. Opportunity to train the educators. Critical thinking can become a priority in schools. Initiatives to introduce media literacy and critical thinking into the school curricula.		Anonymous

LIVE EVENT 2 – THURSDAY 30 MAY 2024



- Innovative approaches to teaching media literacy
- 17:00 – 18:00 CEST
- Link to join on '[Live Events](#)' page

THANK YOU!

[www.theglassroom.org/youth/
everywhere-all-the-time/](http://www.theglassroom.org/youth/everywhere-all-the-time/)

gareth.cort@eun.org

TACTICAL TECH

An international NGO based in Berlin that engages with citizens and civil-society organisations to explore and mitigate the impacts of technology on society.



Building capacity through
collaboration and co-
creation

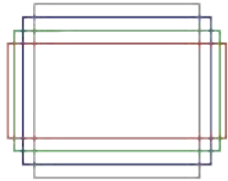


Promoting critical thinking via
digital literacy interventions



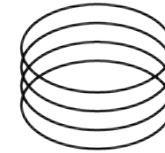
Field building and
Advancing Specialized
Knowledge

Our projects



THE GLASS ROOM

「MISINFORMATION EDITION」



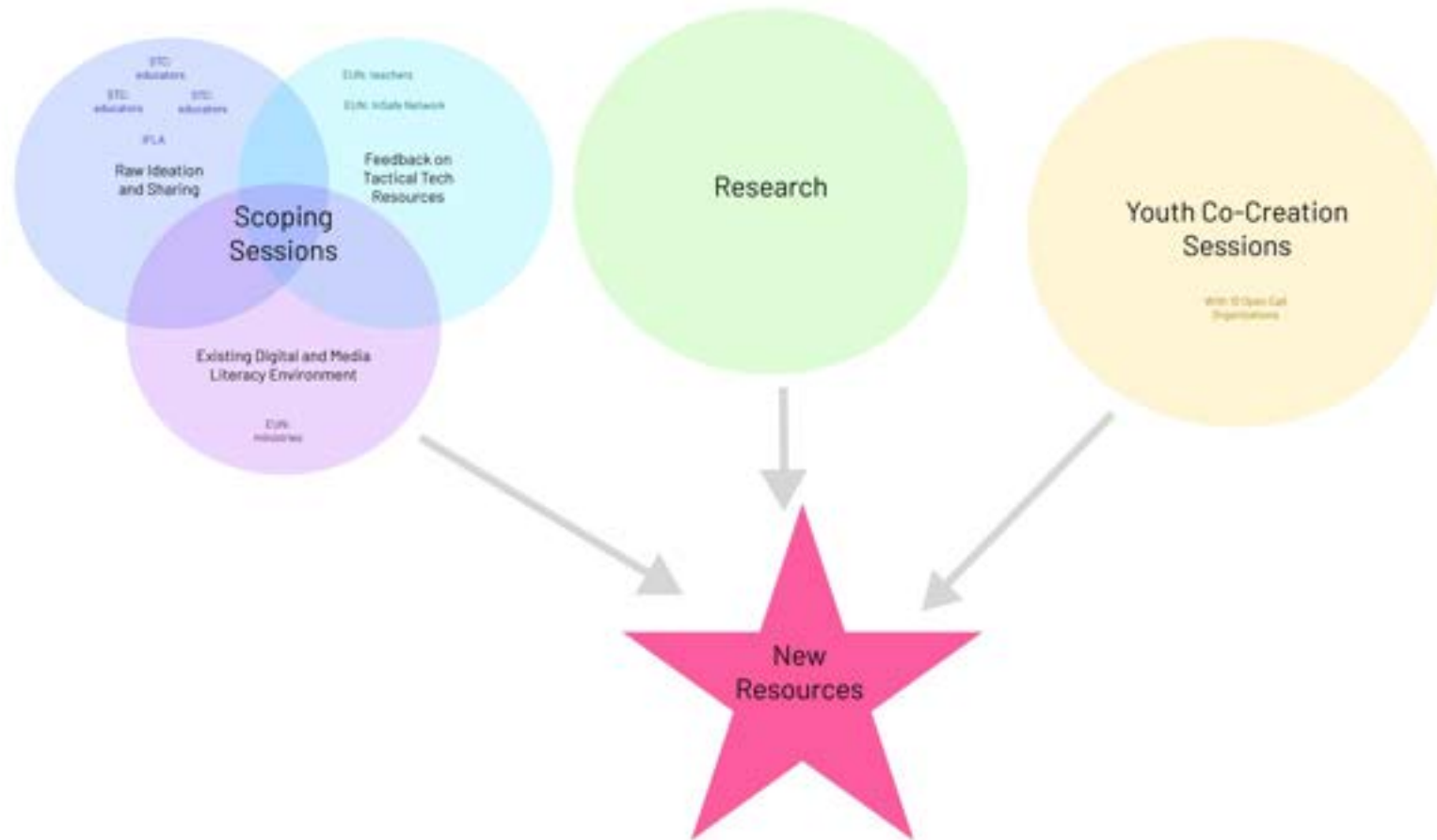
EVERYTHING
WILL BE
FINE



The Influence
Industry
Project



Needs Assessment report: an overview



Research report: literature review and list of curated resources

What are effective methods, formats, and practices of DML in public education for youth (13-19 year olds)?

What does the recent research say about why these methods, formats, and practices work?



Summary of Research Results

- There is no one-size-fits-all solution to DML
- Most recommended: Flexible learning programs, co-creation, multiple methods
- Both necessary and complex to develop assessments
- Consider the educator as learner, too
- DML must be presented as multi-disciplinary and build cross-applicable skills





MENTAL HEALTH

DISCUSSING mental health

Recently, this topic has become more widely discussed and talking about it is much more accepted than it was in the PAST.

But there is a problem:

SOCIAL MEDIA TOXIC or NOT?

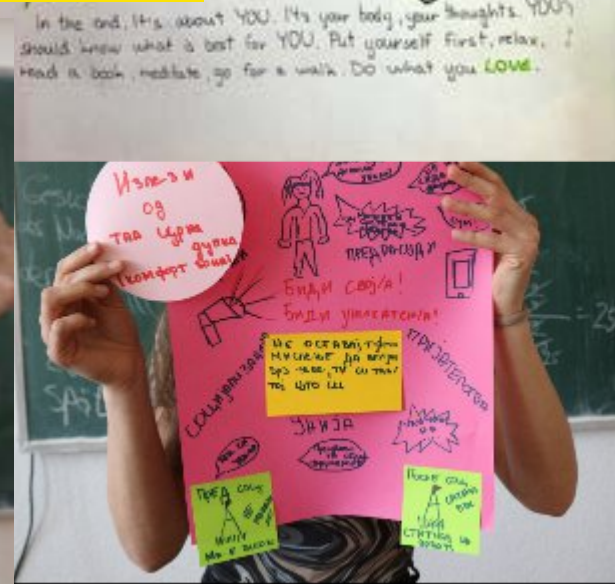
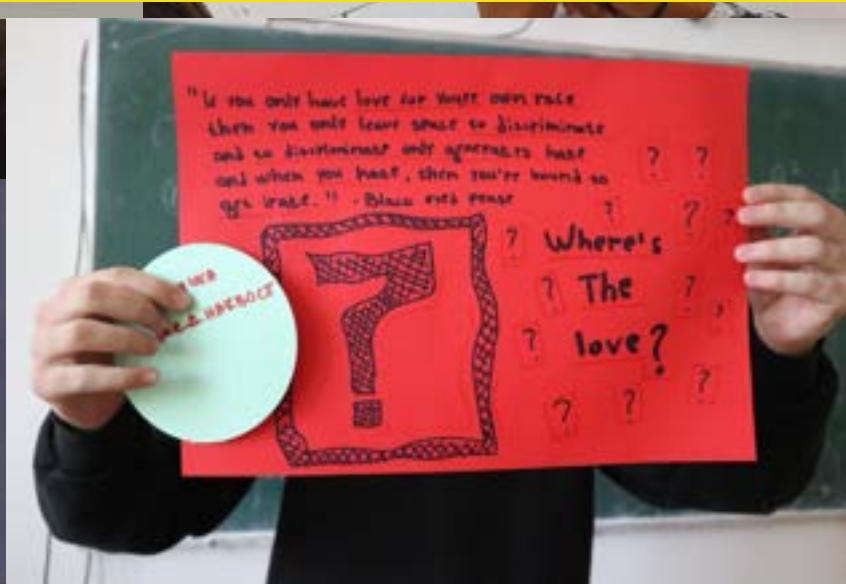
Although there are many people that educate us on different kinds of mental health issues, we, as viewers, may come across a lot of TOXIC videos, that are even romanticizing these problems, and making them into some sort of a TREND.

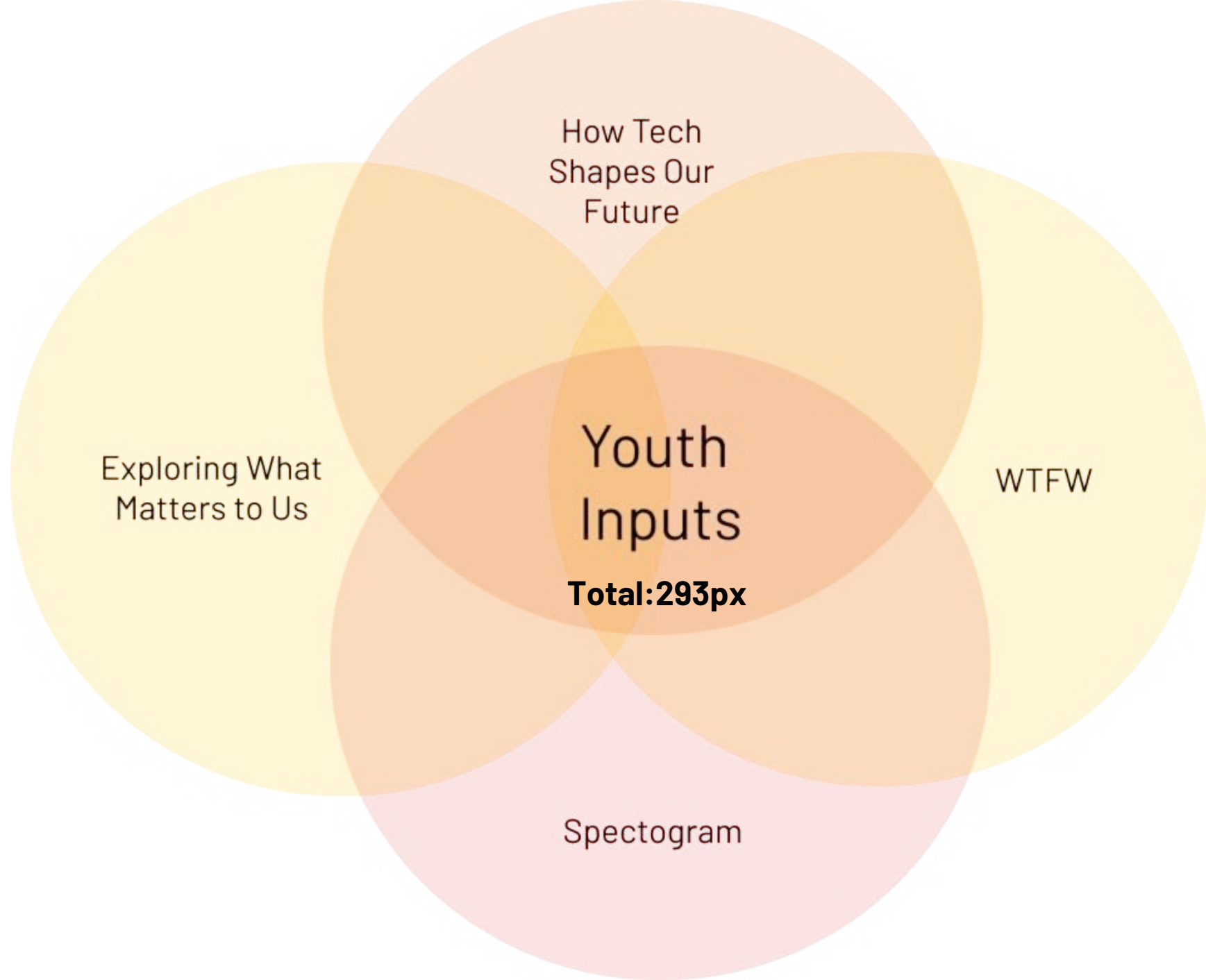
SELF DIAGNOSING

It might be hard to speak about your mental health, but it's ALWAYS better to talk with a PROFESSIONAL, than listen to a TIKTOK video from an UNQUALIFIED person.

ASK FOR HELP

Youth Sessions





Exploring What Matters to Us

Co-development workshop focused on young people discovering, sharing and examining **what matters to them**.

6 sessions, in 5 European countries, involving 88 young people.



How Tech Shapes Our Future

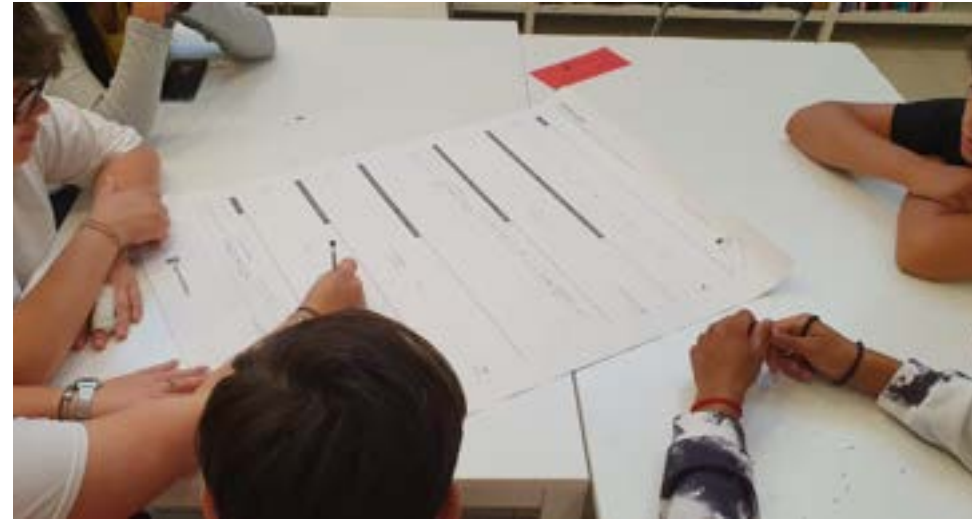
Co-development workshop inviting young people to speculate about how a given tech-related topic could shape our future: **AI**, **Gaming**, or **Influencing**
9 sessions, in 8 countries, involving 148 teens



Spectrograms

Activity inviting teens to weigh in on various pre-developed questions in order to illustrate their experiences online.

57 teens, facilitated by STC



Overall Summary of Findings from Youth

- Online environment as a space for exploration/connection
- Concerns on dissolution of human-to-human relationships
- Importance of social justice
- Techno-solutionist take on technology
- Concerns on increase of monitoring and control
- Impact of technology on wellbeing, acceptance, self-image, addiction, tech-dependency and self-care



Key overall takeaways

- Resources & activities should be designed for interaction in both formal / informal environments
- Consider skill level and comfort-level of educators
- Involvement of youth is crucial
- Taking into account the overall context DML will happen
- Take into account young people's strong emphasis on how technology relates to their need for self-expression and connection
- Provide young people with a basic understanding on how many of the technology they use works and address potential implications

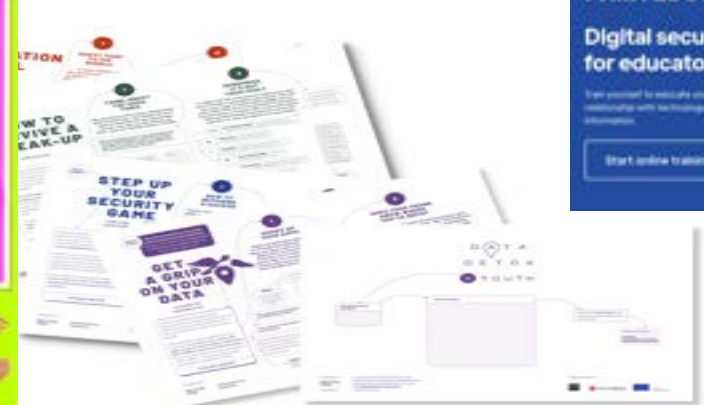
What the Future Wants

WHAT THE F*TURE WANTS

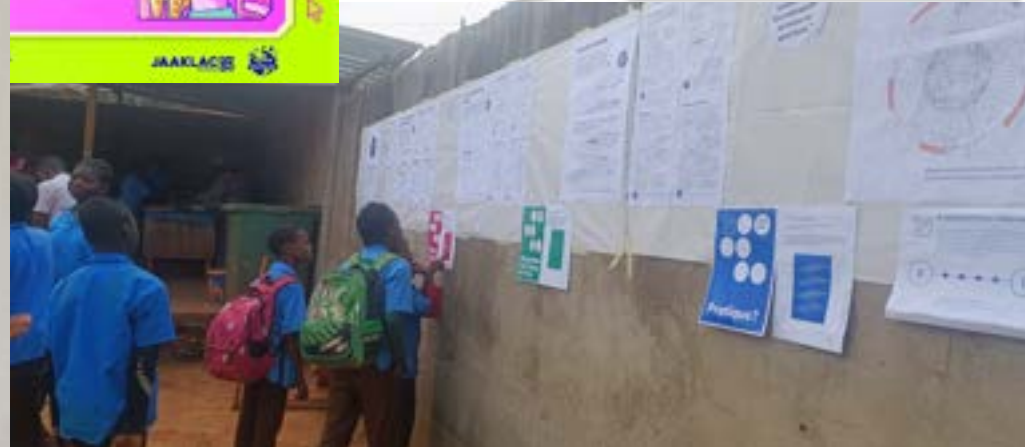
What the Future Wants is an interactive youth focused exhibition that presents different perspectives on technology from the personal, to the political, to the planetary.

View the online exhibition

I felt like I was learning in a relaxed way. "eye opening"



The What the Future Wants exhibition in North Macedonia. Photo courtesy of Goethe-Institut Skopje.



Guiding principles for interventions

- **Co-development** approach
- **Provocative** design
- Use of **non-judgmental and non-technical** language
- Provide more **questions** more than answers
- Adaptability and accessibility: Remove **language and cost** barriers
- Foster **peer-to-peer** and collaborative learning
- **Open-source** and creative commons







CLUSTERING TOPICS/METHODS



DEFINING AUDIENCES

[illegible]

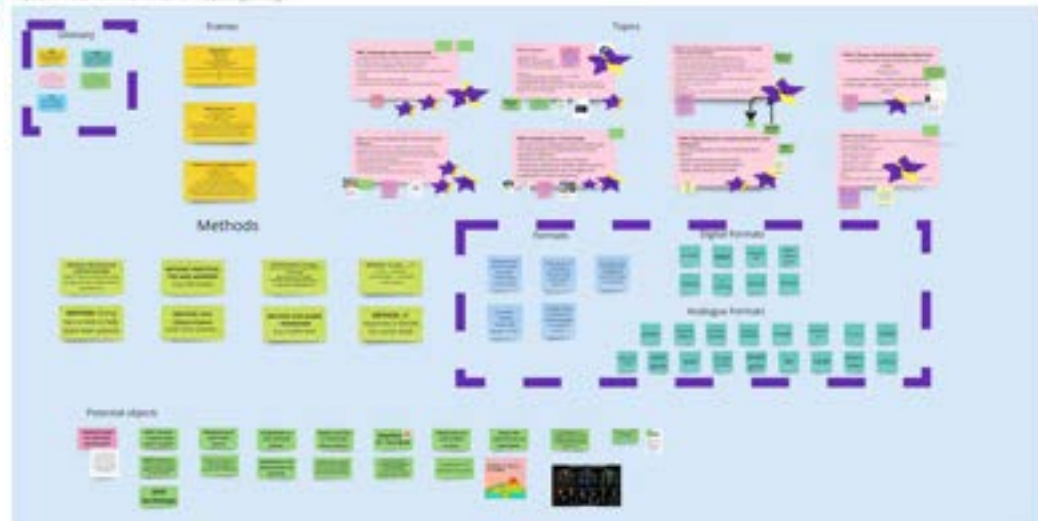
Zoom out



Zoom out



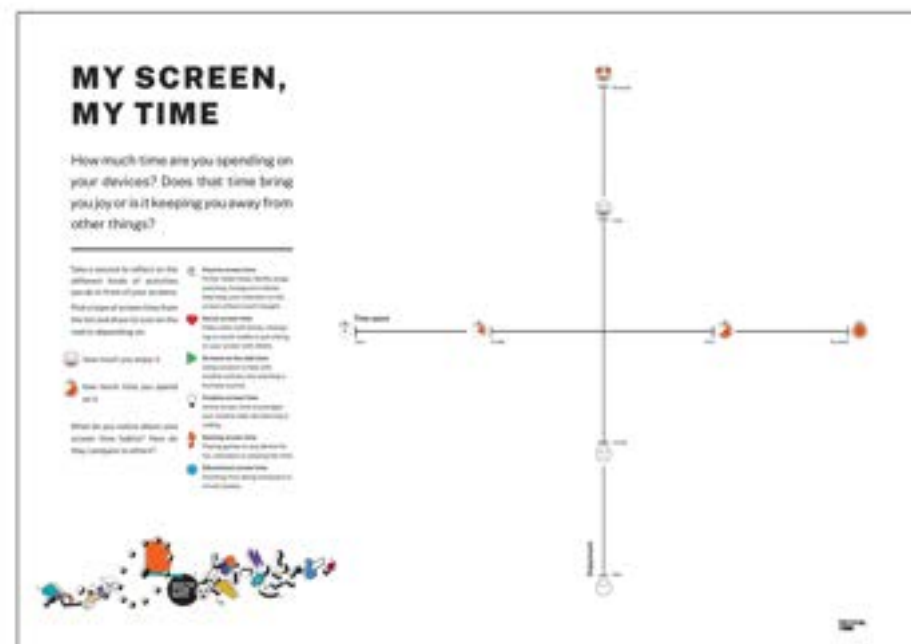
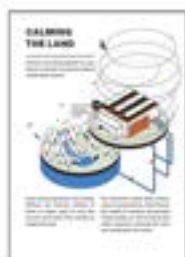
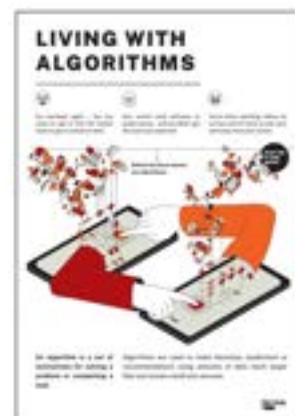
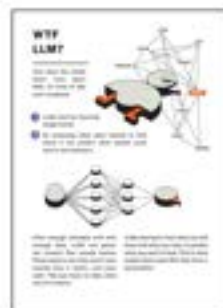
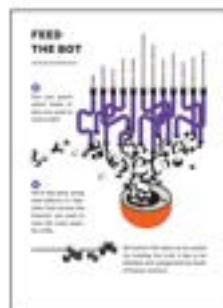
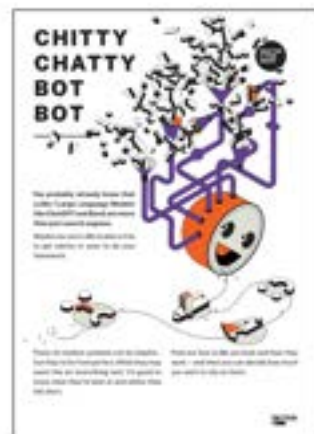
REFINING TOPICS





EVERYWHERE, ALL THE TIME

WHAT THE
F*TURE
WANTS



Reach out!


Email: youth@tacticaltech.org

Follow us on Twitter: @info_activism

Visit our website: tacticaltech.org

Subscribe to our newsletter *In the Loop*: lists.tacticaltech.org





Libraries as part of the: Media Literacy Case for Educators (MLCE) project

IFLA scoping sessions, raw Ideation & TOTs

Who?
Where?



BIBLIOTEKA
NARODOWA

 **REBIUN**
RED DE BIBLIOTECAS

gk*r
GRADSKA
KNJIŽNICA
RIJEKA

Educator scoping sessions

- 2 scoping sessions
- About 30 participants
- Across Europe - Previous partners
- Educators/people from different background

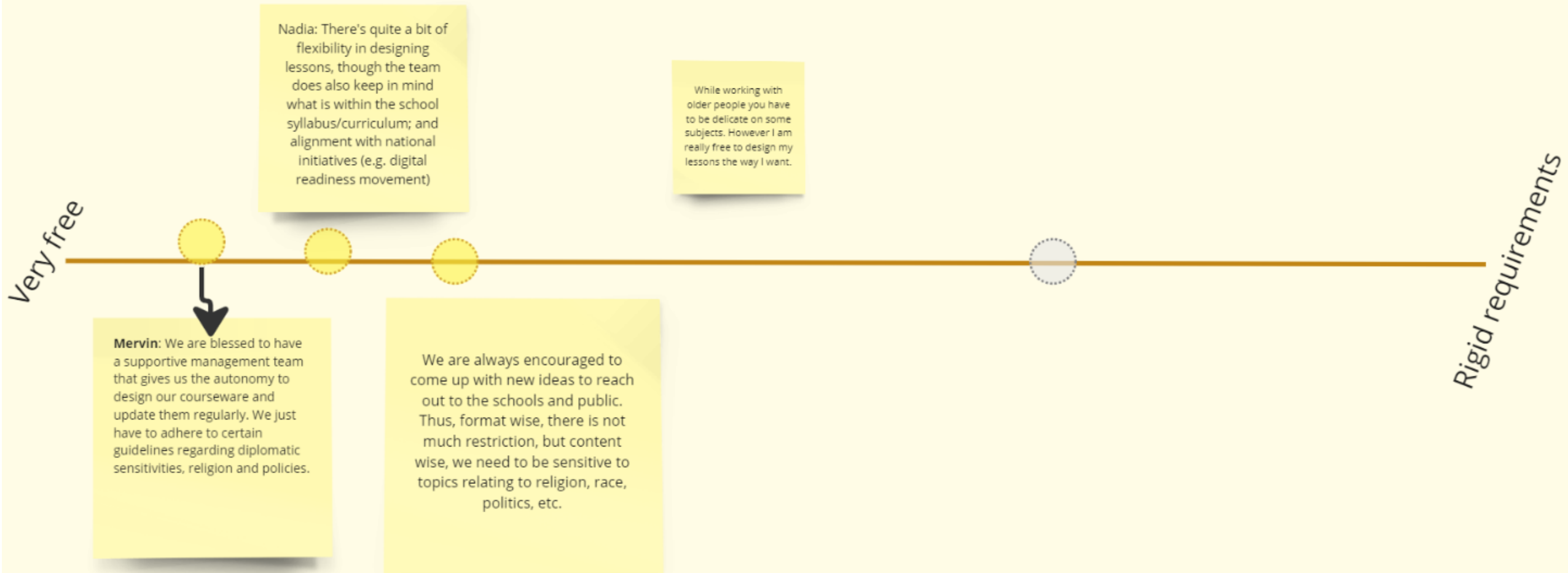
Session divided in 3 parts:

- 3 spectrogram questions
- reflection on successes
- recommendations

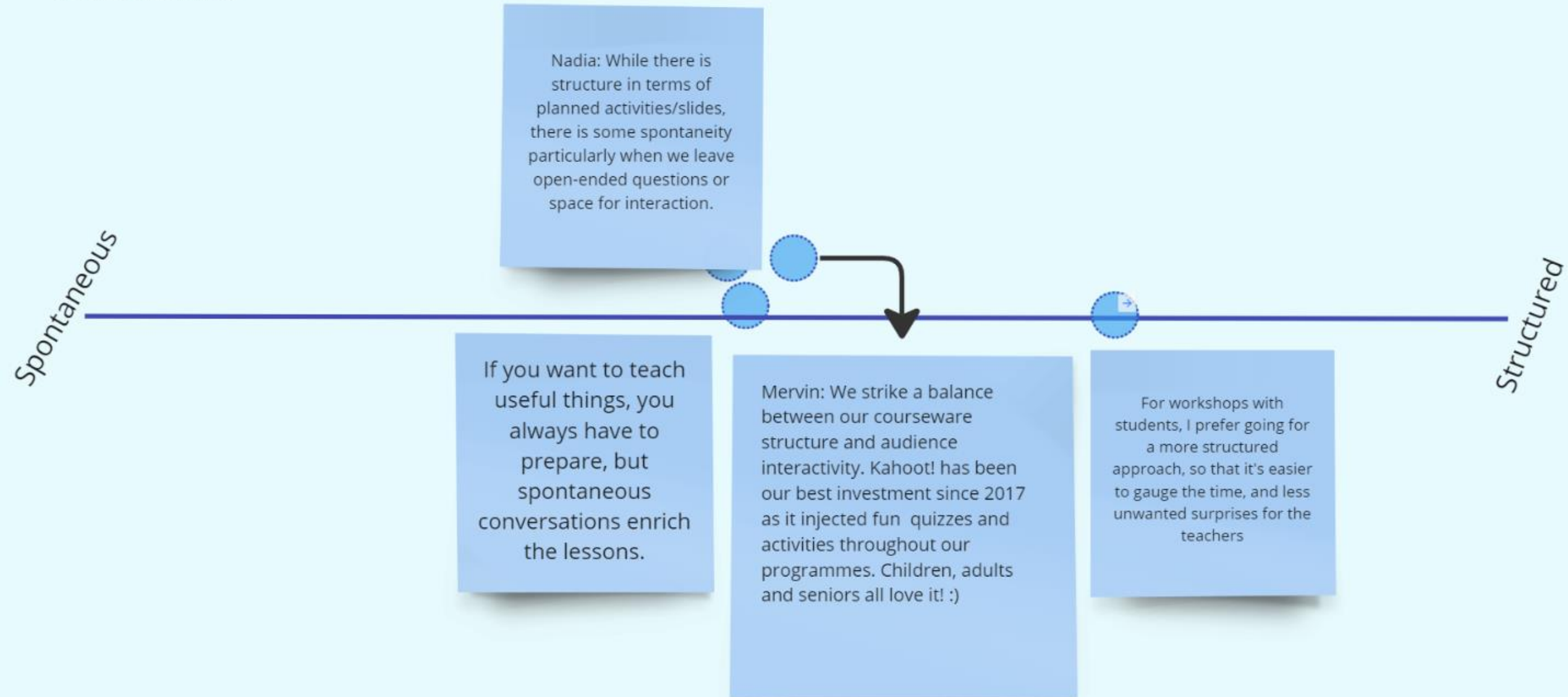


1) Raw ideation and sharing

In general, how much freedom do you feel you have to design your lessons? (e.g. from the school, district, state, etc.)



When you were facilitating your most successful activities(s), were you more spontaneous or structured—or somewhere in the middle?



Thinking back to your most successful session(s), how practical or theoretical was the content?
(or was it a mix of both?--middle)

Nadia: Depending on the audience - practical content make it more "immediately relevant/useful", though there have been feedback/interest in the theory as well.

Mixture of both is the best for me

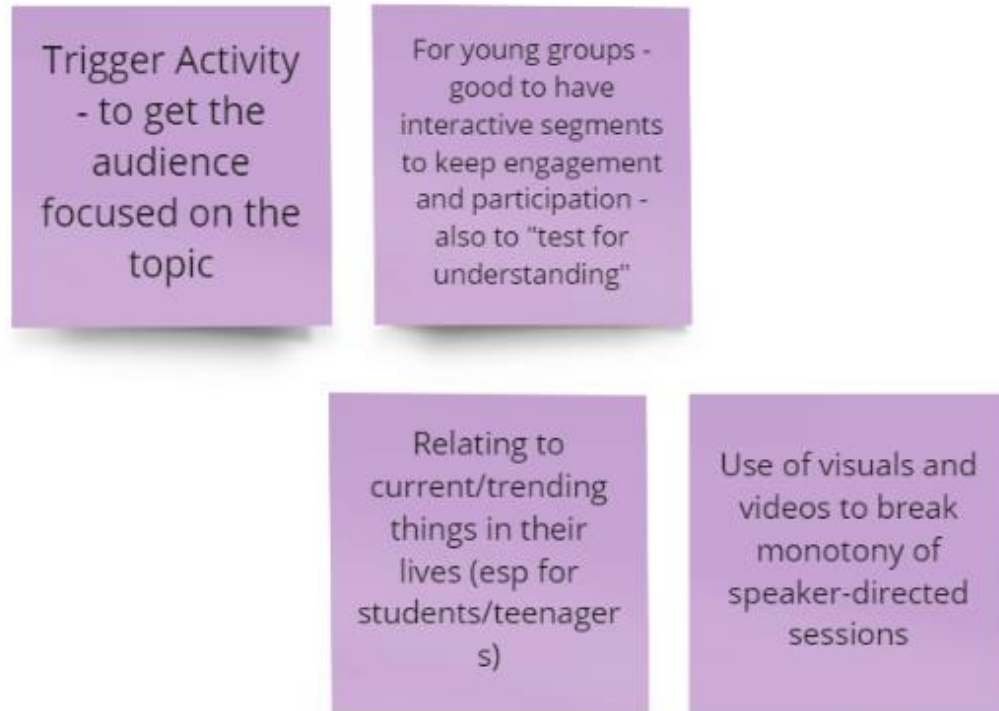
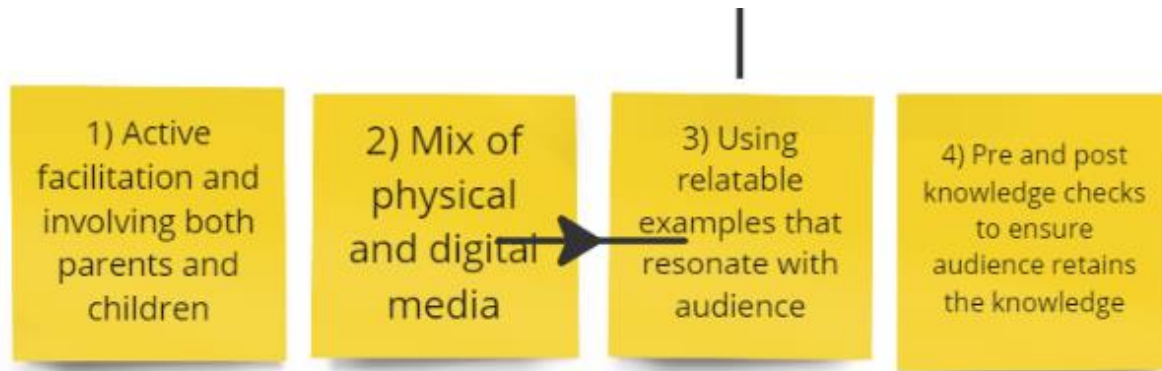
Always a set of both theoretical and practical knowledge. Theory works best with young people, and practice with elders.

Mervin: Mixture of both is best (in my experience), as we usually involve a hands-on activity after a theoretical explanation.

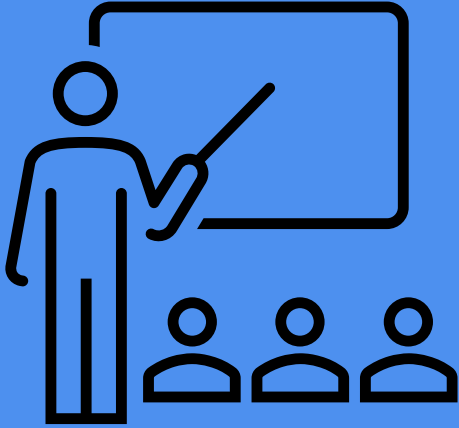
Practical

Theoretical

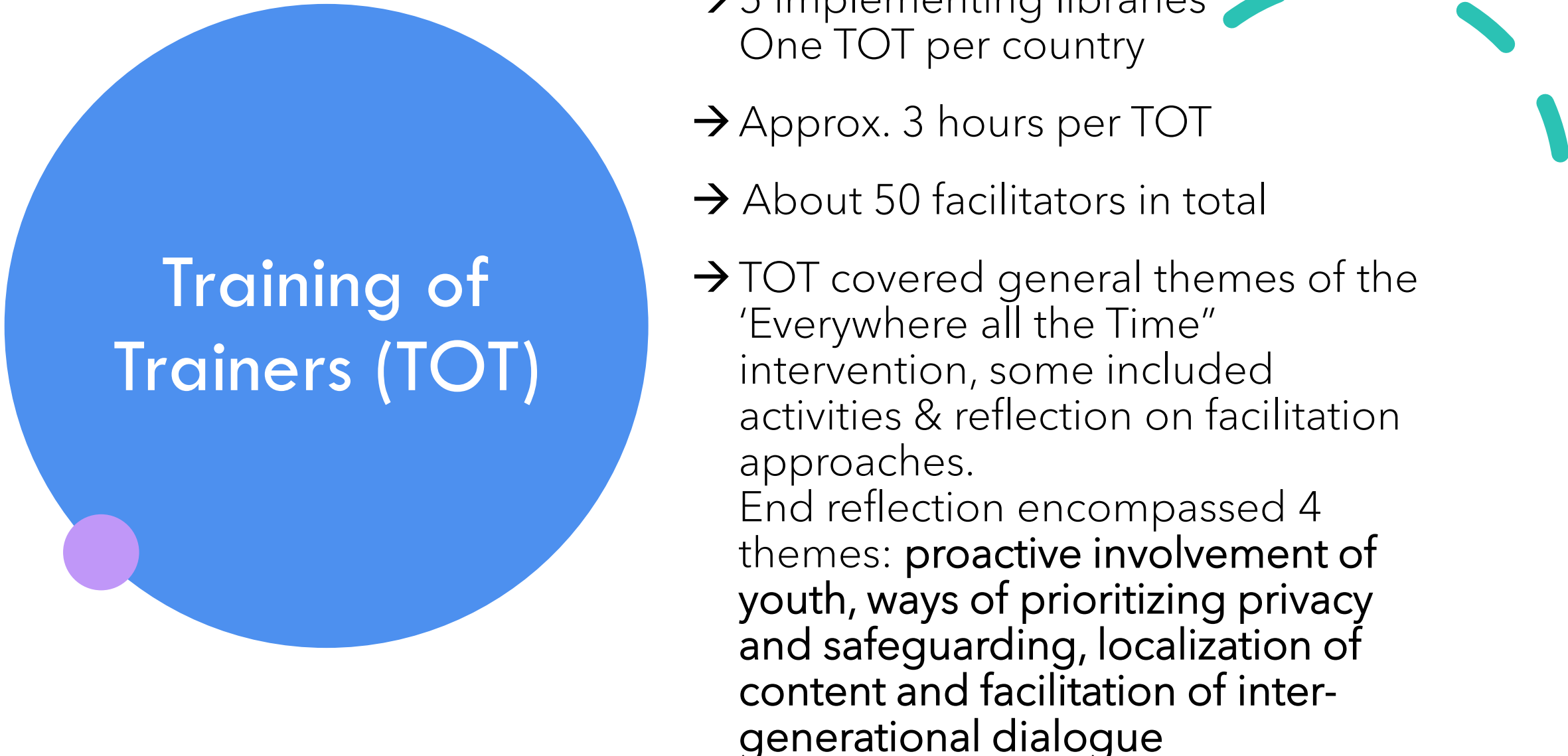
2) Reflection on successes



3) Recommendations



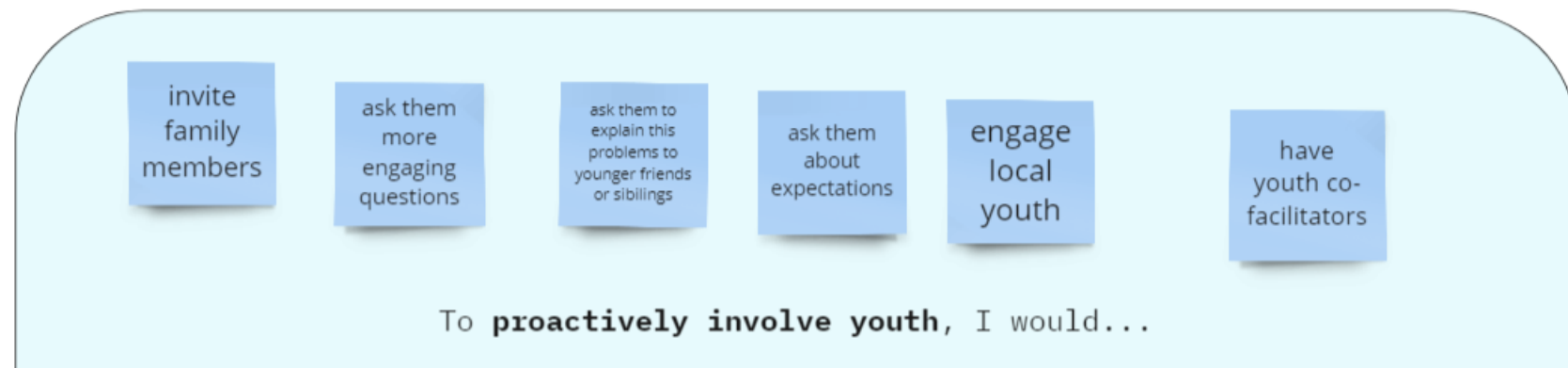
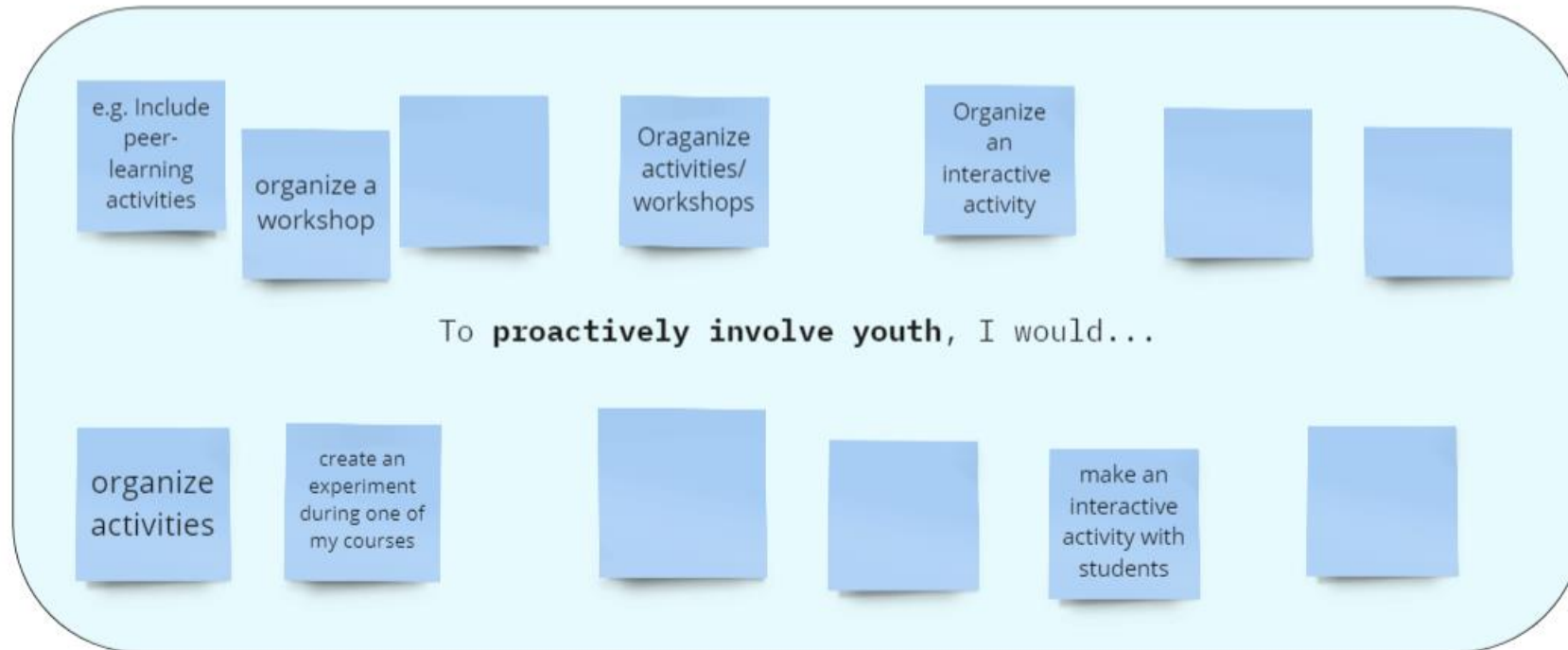
- Highlighted role of gamification
- Graphics and visual information
- Interactive sessions with activities
- Engaging own beliefs and local context
- Establishment of a safe space for knowledge exchange and collaboration
- Being mindful of special needs and/or disabilities (visible or invisible)



Training of Trainers (TOT)

- 5 implementing libraries
One TOT per country
- Approx. 3 hours per TOT
- About 50 facilitators in total
- TOT covered general themes of the 'Everywhere all the Time' intervention, some included activities & reflection on facilitation approaches.
End reflection encompassed 4 themes: **proactive involvement of youth, ways of prioritizing privacy and safeguarding, localization of content and facilitation of inter-generational dialogue**

Proactive involvement of youth



Prioritizing safety and safeguarding



Localizing content

involve young people who are aware of trends

go through local media to see what they are telling on these topics

show them how local library uses data and information about local needs

relate to local challenges and opportunities

To **localise to local contexts**, I would...

ask participants to contribute with own stories

references to local actors and contexts

being well informed about target audience

organize a debate with my studnets

tutoring students for organizing a students workshop

Involve in a youth-organized activity, for eg. in student's associations

To **localise to local contexts**, I would...

Inter-generational dialogue

e.g.promote
family
involvement

inter-
generational
communication
workshop

A discussion
on the subject
at a local high
school

Create an event
with a grate scale
of age> invite
students, children
and adults

ask youth
what they
need from
adults and
viceversa

find themes
that are
common
interests

To **invite inter-generational dialogue**, I would...

Let's tell our
own life story
in
intergeneratio
nal groups

workshops
with people
from different
professions

do an
activity in
the class of
my child

general
exchange
of ideas

Tutoring,
workshops

e.g. find
common
interests
between
generations

organise at least one
workshop for young
and older audience and
give them space to
exchange experiences
and ideas

invite an older
speaker to
a group of young
attendees and
vice versa

organize
some finansed
campaings

ask them to
exchange
experience
with young
people

To **invite inter-generational dialogue**, I would...



Thank you

