

IO4

Webquest

University of Seville – Spain

Media Literacy



Media Literacy

Key competences: cultural awareness and expression; digital competence; social and civic competence; teamwork; collaboration; communication; critical thinking.

Key words: intercultural; online research; teamwork. Media, Citizen, Tolerance; immigration

Introduction

Western societies have the highest degree of cultural difference as a product of the migration phenomenon. It is no longer a return migration, as it used to be when immigrants bore their conditions while simply waiting to return to their homeland as soon as possible with a saved capital. Now, most of the immigrants arrive to Northern countries with the intention of staying, to become members of the societies, while preserving their cultural identity. This trend makes a lot of conclusive data emerge about the increment of new citizens with lifestyles, religious and cultural beliefs that are very different from others. That situation opens a hot debate about the limits of their community practices in a liberal society that guarantees individual rights. On the other side, this trend also provokes relevant questions about the existence of a national culture, together with a set of standard ethical values that might be recognized as boundaries for different communities' practices. In this sense, mass-media has to contribute both in the strengthening of cultural differences as a positive value, and in the establishment of a common ethical background based on human rights. Communication has to make a compromise with our model of democratic society, based on social pluralism and respect of individual rights as fundamental conditions for the legitimation of any "political" power, but for the legitimation of the media power as well. Media tyranny could arise when citizens are discriminated or mistreated by this new institution of social power, stronger than the law itself, that mass-media represent.

The aims of this webquest are:

- To be aware of our intercultural citizenship through media;
- To promote interculturality teaching as one of the key factors of the early age curricula at school;

- To reflect how the development of interculturality compete.
- To get to know how to read media outlets.

Tasks

Work in a group of two (an immigrant and an elderly person).

Since categories shape our thoughts in terms of contents, grammatical constructions and other non-verbal processes, each couple will consider the way media and journalists use storytelling about migrations. There is an internal discourse that is grasped through meta-discourse (all association of ideas, comparison and selection of the news) that builds collective imaginary about immigrants.

What are we going to do?

- We will collect comments on migrations news and analyse them.
- We will focus on how migrations are depicted in media:
 - o which pieces of news are selected by media for publication?
 - o to which topic are they related (politics, society, culture, arts, history, economy...)
 - o are they positive or negative? (in the same outlet/in different outlets)
 - o Generalizations and stereotypes about migrations
- Posts and comments in social networks (Twitter, Facebook, other).
- Develop teaching material to illustrate the treatment of immigrants in the media and social networks, in order to define a teaching strategy about media discourses.
- Your findings will be included in a *Lesson proposal about Media Literacy for High School students*

Process

Step 1: Reflection and Brainstorming in groups:

In groups of two discuss and answer the following questions: What does the term “intercultural” mean? What makes a society intercultural? What is the difference between “intercultural” and “cosmopolitan”? What are the chances and risks? How can interculturality work in a society?

Express your knowledge and ideas about immigration to each other. Think about what is important to include in a program of Media Literacy for making society more tolerant

and intercultural. The purpose of this brainstorming is to share what you already know and to help to analyse media treatment of immigration. Remember that you need to highlight the advantage and disadvantage of immigration for local population, so think about the different neighbourhoods to work on and the different cultural influences. Feel free to suggest anything that comes to mind. This can help you in generating new insights and ideas. Remember to write down what is said during this activity. You will also begin to determine what the final result should look like in order to best guide your research.

This brainstorming will help you to know each other. Once you have exchanged and discussed your ideas, then you can decide how much you can do in this experience of media analysis together with immigrants and the elderly.

There are two roles: teacher and learner, alternatively and interchangeable an immigrant and a national. Both will share and respectively teach traditions and customs of their culture, as well as expressions and ways of life that allow them to understand concepts such as the use of time, social relationships or the way of occupying public and private spaces.

Step 2: Online research

The purpose of this activity is to identify stereotypes on migrations in the media and how the media social discourses on migrants are built. At the end of this research, each member of the group will have as much information as possible to include in the project of Media Literacy for a tolerant society.

Before starting, take the ideas that came out of the brainstorming session (step 1) and according to your role (teacher or learner), discuss and try to go further, gain insights by researching more:

- 1.- Search using the resources provided below, try to check 3 or 4 different outlets, social media in general.
- 2.- Collect as much information as possible in certain period of time. Then, tag them or take the headline for the next task.

3.- Identify items that unite them and put comments, headlines or memes into those items in a Word/Excel document (i. e., if positive vs. negative; by topic: economy, politics, society; by stereotypes) ... Use the tags or headlines mentioned before.

Step 3: Presentation of results and content verification

Once the research is completed, your group should meet to discuss your findings that are going to be included in the lesson proposal about Media Literacy for High School students. Each member of the group should be prepared to explain why he/she has decided to include this particular news, film or TV series. Once you have presented your research, you should agree on what content should be kept or excluded. Then, each group member should take a topic and make additional research. The purpose of this activity is to illustrate how there is a soft discrimination through the informative treatment of migration on the media outlets.

Resources

The following resources can be used to complete your task:

Name	Link
Google	http://www.discourses.org/ . https://migrationobservatory.ox.ac.uk/projects/migration-in-the-media/ https://www.pewresearch.org/topics/immigration/project/media-news/
Wikipedia	https://en.wikipedia.org/wiki/Immigration
YouTube	https://www.youtube.com/watch?v=SLloJFyRyXY https://www.youtube.com/watch?v=TdypIWHa20c
Twitter & Facebook	<i>Different accounts.</i>
Newspapers by country	Check each outlet by "tags": refugees, immigration, the elderly... i.e, https://www.abc.es/sociedad/refugiados/ i.e., https://elpais.com/tag/refugiados/a Here is a list of newspapers by country: https://en.wikipedia.org/wiki/List_of_newspapers_in_Spain https://fr.wikipedia.org/wiki/Presse_en_France

https://pt.wikipedia.org/wiki/Lista_de_jornais_e_revistas_de_Portugal https://pl.wikipedia.org/wiki/Lista_polskich_czasopism https://en.wikipedia.org/wiki/List_of_newspapers_in_Finland https://en.wikipedia.org/wiki/List_of_newspapers_in_the_Republic_of_Ireland https://en.wikipedia.org/wiki/List_of_newspapers_in_Belgium https://de.wikipedia.org/wiki/Liste_deutscher_Zeitungen
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Evaluation

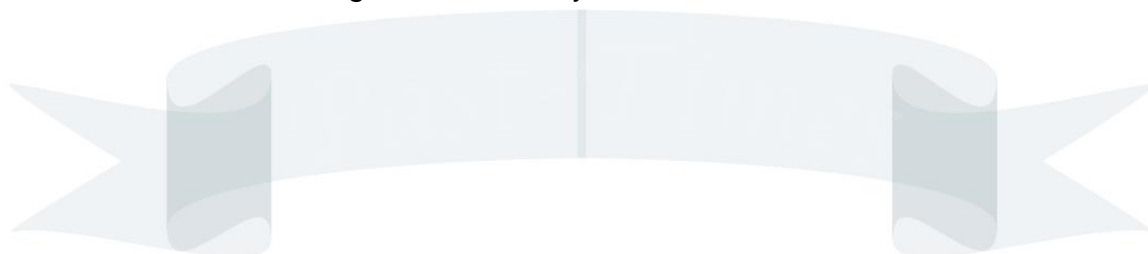
By completing this activity, you will acquire the following knowledge, skills and attitudes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> • Discover and better understand how news affect public opinion • Discover and better understand different social and political views on immigration • Discover and better understand social stereotypes about minorities groups • Learn about other culture values and customs • Learn important aspects of living in an intercultural society and how to respect diversity • Understand the meaning of integration in the formation of a intercultural community. • Recognise and understand how people 	<ul style="list-style-type: none"> • Develop creative and analytical thinking • Develop research skills to find out important and quality data/information • Use of software like Word and PowerPoint to develop an informative digital product • Use of the acquired knowledge to present an integrated product • Use of organizational skills to carry out the current activity • Selection of specific databases to find specific information. • Locate information by using electronic databases. • Develop information literacy skills 	<ul style="list-style-type: none"> • Raising awareness relating to soft discrimination on Media • Appreciation of Media Literacy to develop a tolerant society • Increase of confidence on immigrant people • Promote immigrant integration • Be agile • Willingness to cooperate and be open-minded • Feel free to express ideas and opinions • Feel more creative and able to innovate • Be more open to new methods of learning • Be more empathetic

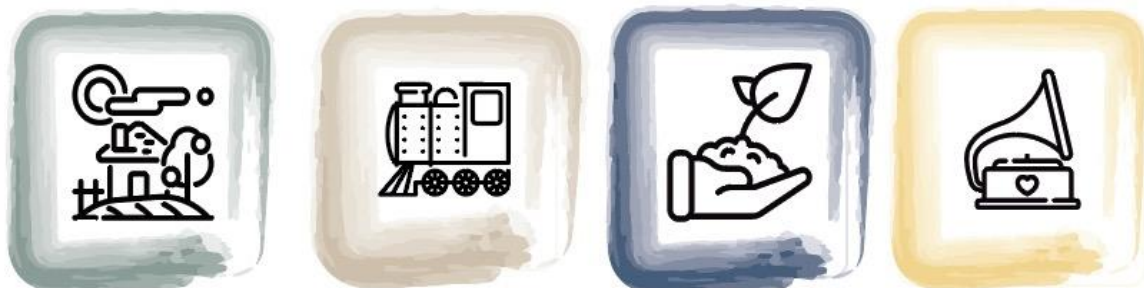
<p>with different ethnicities, cultural background and professions can live together in peace.</p> <ul style="list-style-type: none"> • Recognise and appreciate differences and similarities in cultural behaviour 		
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Conclusion

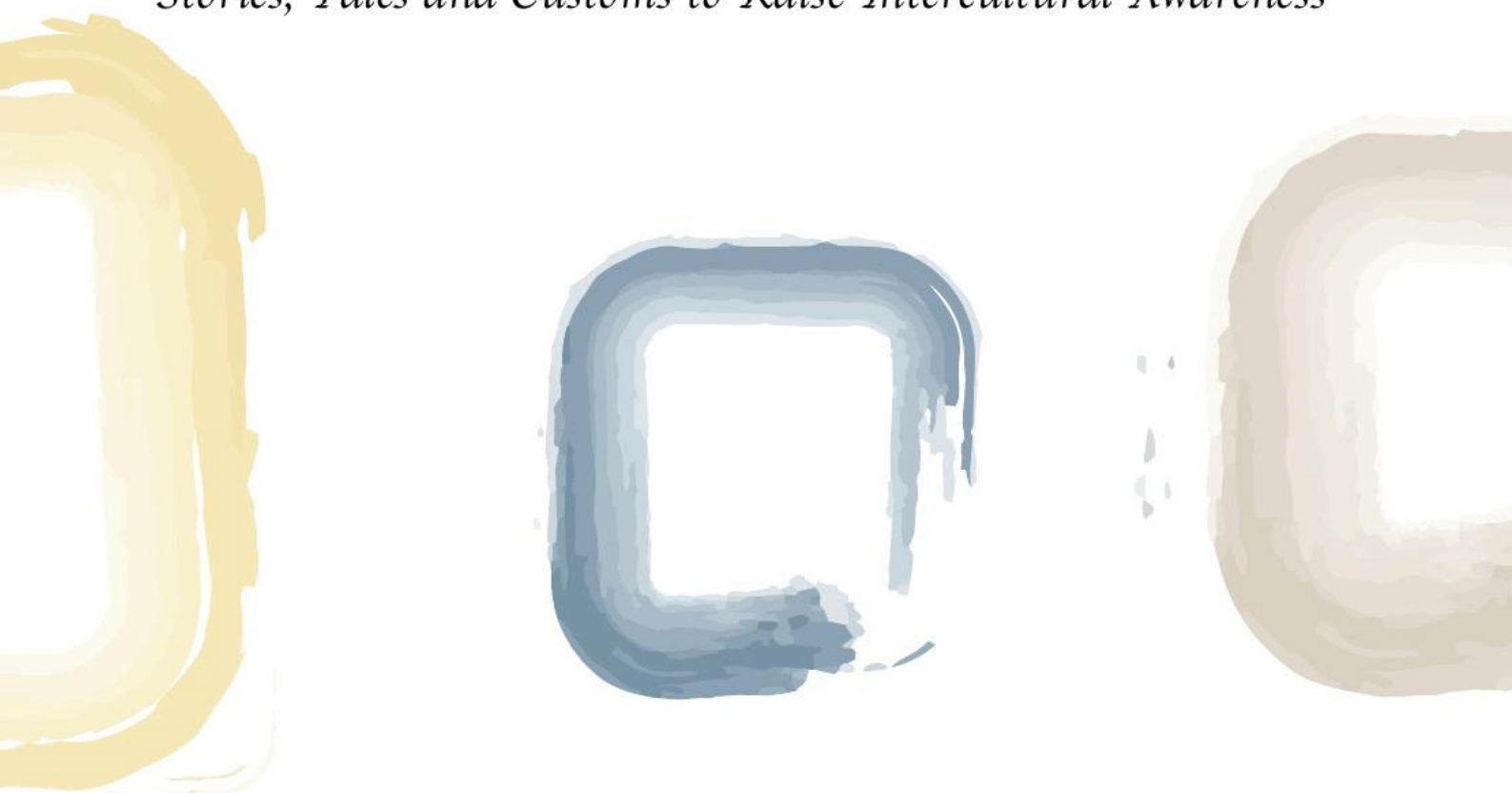
That's great! You completed your task successfully! You managed to collect a lot of information about Media and Immigration and to integrate them in a Lesson on Media Literacy that will help you and the students to better understand migration processes and contribute to their integration in society.



PAST-TIMES



Stories, Tales and Customs to Raise Intercultural Awareness



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