



**UNESCO
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Media & Information Literacy for All

Channelling Information Smog through Upskilling with Media & Information Literacy Skills

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EDUCABILITY
Final Conference and
Dissemination Event
“Building the Capacity of Educators
& Librarians in Information Literacy”



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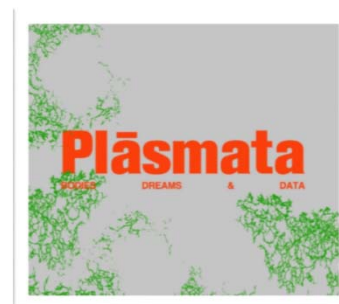
When Digital Well-Being meets with Media & Information Literacy

“eudaemony” of navigating & interacting online
vs
ensuring a protectionist approach

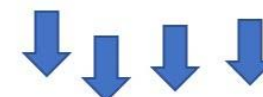
Need to engage a proactive perspective with the special focus:

- a) on the abundance of media choices and resources
- b) creative outputs we are challenged to do with them

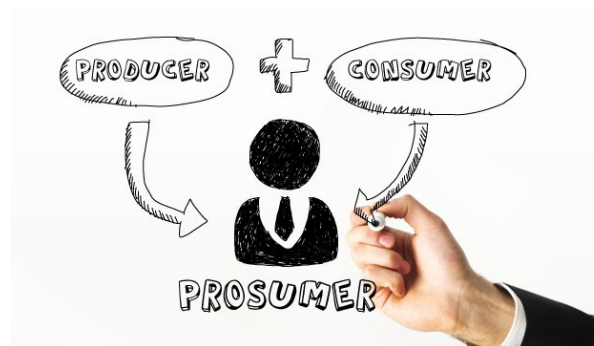
“Pro-sumers”: Users – Consumers – Producers (Toffler)



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Holistic
Interdisciplinary
Intercultural
Cross-cutting



We ARE going digital but ARE WE going media and information literate?

Navigating Through Digital Information Space

- Plethora of information
- Information Smog
- Disinformation & Information Disorder



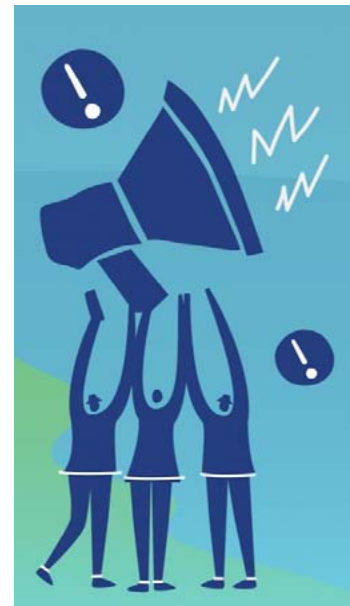
Disinformation or misinformation?
Know the difference!

DISINFORMATION
is false and intends to cause harm.

MISINFORMATION
is false but not deliberately created to harm.

MAL-INFORMATION
is based on reality but used to inflict harm.

milclicks
MEDIA AND INFORMATION LITERACY



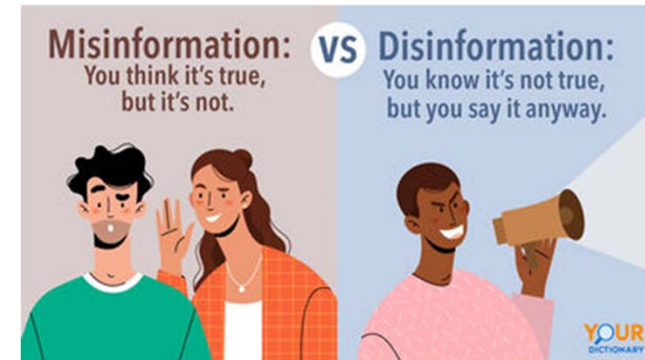
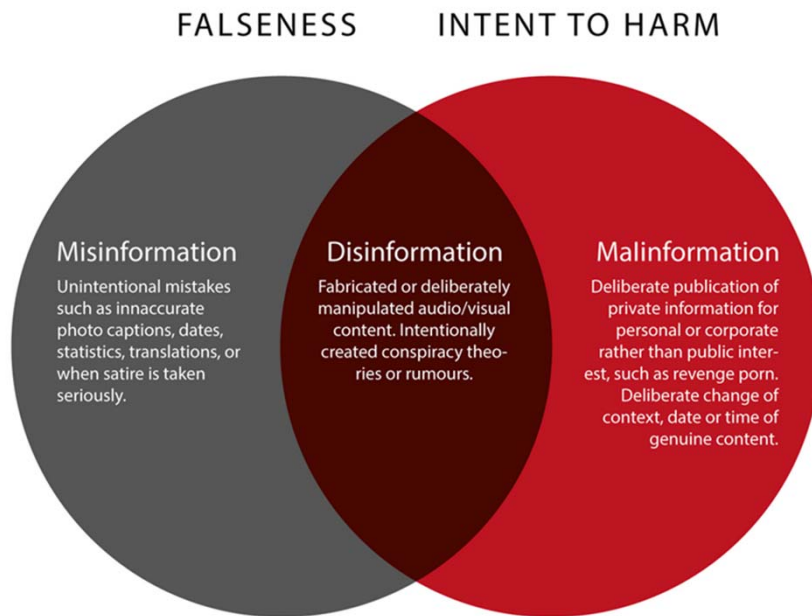
New media identities for children and youth

- Digital Natives (Prensky)
- Gen Z Ambassadors
- Screen-born nation (Andriopoulou, 2021)
- Digital Pioneers

Exploring Information Disorder



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- ❑ **Disinformation:** verifiably false or misleading information created, presented and disseminated for economic gain or to intentionally deceive the public. It can cause public harm.
- ❑ **Misinformation:** verifiably false information that is spread without the intention to mislead, and often shared because the user believes it to be true.
- ❑ **Mal-information:** factually correct information that is used harmfully.

EU Initiatives on Media Literacy & Disinformation

- ❑ EC 2022 Strengthened Code of Practice on Disinformation
- ❑ EDMO, EU Digital Media Observatory (1st June 2020), budget of €2.5 million: joint EU mandate on DISINFO & ML
- ❑ EDMO regional and national hubs, most recent being MEDMO
- ❑ EU Call for proposal (EUR 3.9 million) for actions to support media freedom and investigative journalism
- ❑ New Creative Europe /MEDIA program 2021-2027: emphasis on disinfo and digital skills and AI.
- ❑ e-Twinning thematic priority for 2021: Media literacy and disinformation
- ❑ New EC Guidelines for a) Educators b) policymakers “Combating Disinformation through Digital Literacy in education and lifelong learning”. Accompanied by a policy Report.



Who are they for?

- ▶ The guidelines are targeted at **teachers and educators** in **primary and secondary** levels of education, with **some or no prior experience with digital literacy or disinformation.**

How will they help teachers?

The guidelines support teachers:

- ▶ To better understand **disinformation** and how it can be addressed in the classroom.
- ▶ To navigate **key definitions and concepts** in the field of digital literacy and disinformation.
- ▶ To foster digital literacy in classrooms and schools by supporting learners to become **digital citizens.**
- ▶ **To get inspiration** on how to assess students in the area and evaluate digital literacy initiatives in their school.

What do they include?

- ▶ **Practical teaching and learning tips** on game-based learning, assessing digital literacy and engaging parents.
- ▶ **Activity plans**, which include how to judge information, trace digital footprints and master fact-checking.
- ▶ **Boxes with insights** on digital pedagogy and emotional dimensions of disinformation.
- ▶ **Cautionary notes** on topics that include discussing conspiracy theories and discussing controversial issues.





Recent MIL & Disinformation Policy Developments

UNESCO Abuja Declaration
2022 – 11th UNESCO Global
MIL Week

UN Transforming Education
Agenda Summit 2022:
MIL / Digital Skills

2020 Resolution
A/RES/75/267B encouraging
national MIL policies and
strategies to tackle
disinformation

EC Guidelines for Educators &
Policy Report for stakeholders
on how to tackle
disinformation through ML &
Digital Literacy in school and
lifelong learning

UNESCO OERs



Media & Information Literacy & Digital Skills

World Economic Forum: 8 Digital Skills

Digital Intelligence

1. Digital identity
2. Digital use
3. Digital safety
4. Digital security
5. **Digital Emotional Intelligence**
6. **Digital Communication**
7. **Digital Literacy**
8. Digital Rights



Media & Information Literacy ecology



Alas !

Personal beliefs, ideologies, prejudices, experiences hinder from proper deconstruction procedures of media message in its original form

- MIL is all about being able to critically reflect on the content, through a dynamic, subconscious mental process.
- Learn how to treat content as a “constructed set of meanings – obvious & latent- from early age.

How Much is “Too Much”?

MIL & Wise Content Management

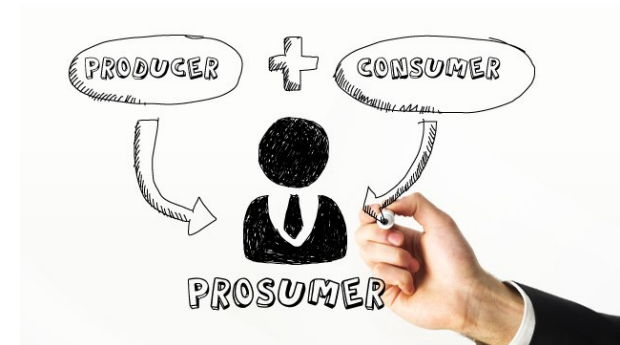
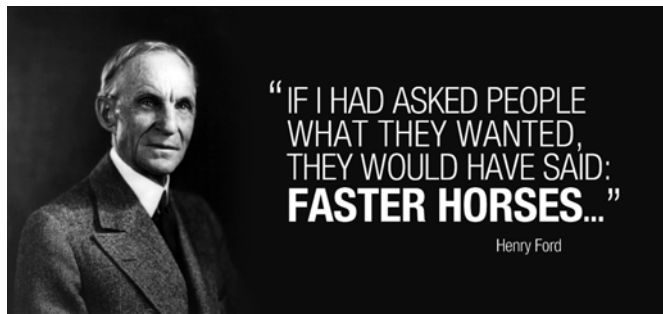
“content is the king” BUT “the medium is the queen”



Content creation: No 1 Challenge within digital media literacy for all users, minors and adults

In a more proactive level, a media literate audience should be encouraged to produce its own content as a means of self-expression and user empowerment.

3rd strand of MIL: engage creatively with the content, cultivate communicative & production skills to create quality content for an active citizenship, through UGC.



Towards an Informed Digital Citizenship

How to meaningfully engage with media and digital content & tools towards reaching knowledge societies?

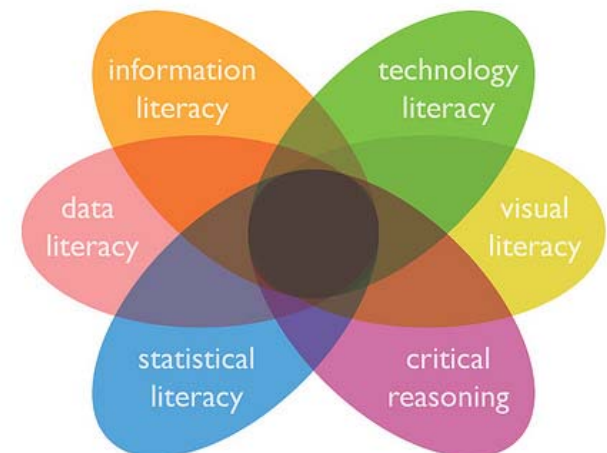
Need for **upskilling and re-skilling** traditional critical media skills.

Intersecting Fields

- ❑ **Education (School – Lifelong Learning):** Digital Communication. Digital Literacy. Digital Commerce
- ❑ **Protection:** Protection tools by the media industry. Promote Digital Rights and Responsibilities. Digital Health and Wellness. Digital Safety and Security.
- ❑ **Respect – Ethical Media Use:** Digital Etiquette. Digital Access. Digital Law.
- ❑ **Civic Engagement:** from grassroot to bottom up approach



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In need for a calibrated response

(UNESCO): *the desire to believe can outweigh the desire to be informed*



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Adopt a SWOT social policy approach → as “general precautionary principle” for wise content management and informed citizenry.



Towards Media Literacy Intelligence paradigm

(Buckingham): we need to address the “politics of the - now impossible – but soon possible”.





<https://dimle.org>

Let's Keep in touch!

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BUT...



**THROUGH MEDIA LITERACY SKILLS,
CITIZENS TURN FROM PASSIVE
RECIPIENTS TO ACTIVE "PROSUMERS"
MAKING WISER CHOICES TOWARDS
THE QUEST FOR QUALITY MEDIA
CONTENT**

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