

Media Literacy: tools

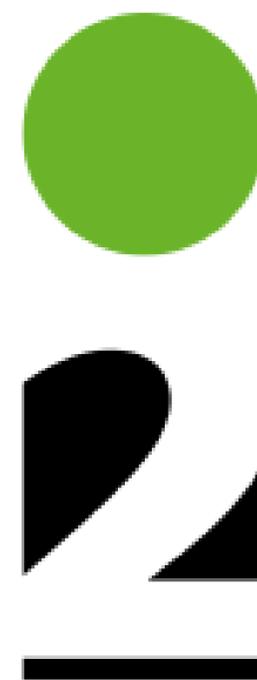
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MEDIA LITERACY TOOLS



IMMUNE INFODEMIC

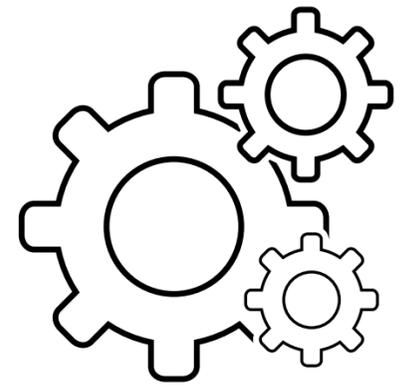


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the European Union



**Power and
control of
different
media actors**

Tools



1

STOP – THINK – CHECK

2

Media Diary

MILT - MEDIA LITERACY TOOL 1

Stop – think – check

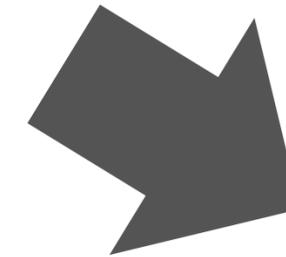
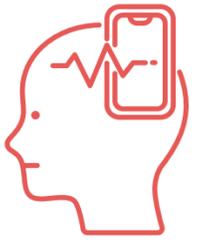
Rule-of-thumb for reacting to suspicious or emotion-provoking media content

When? When media provokes strong emotions or arouses suspicions

How?

- 1 Stop.** If a piece of content (claim, image, video., article...) causes a strong emotional response, stop. Disinformation lives out of strong emotions.
- 2 Think.** Evaluate – e.g. what motives are behind? Use your Critical Thinking skills, or use the “3 questions” (Tool 5)
- 3 Check.** Check credibility of the source and what other, independent sources say on the matter.

Level: ★★☆☆



MIL2 - MEDIA LITERACY TOOL 2

Media diary

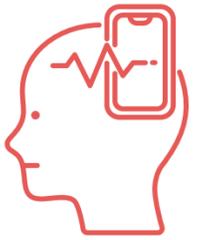
Keep track of your daily media exposure for a while to become more aware of its general influence on you

When? Whenever, for a week

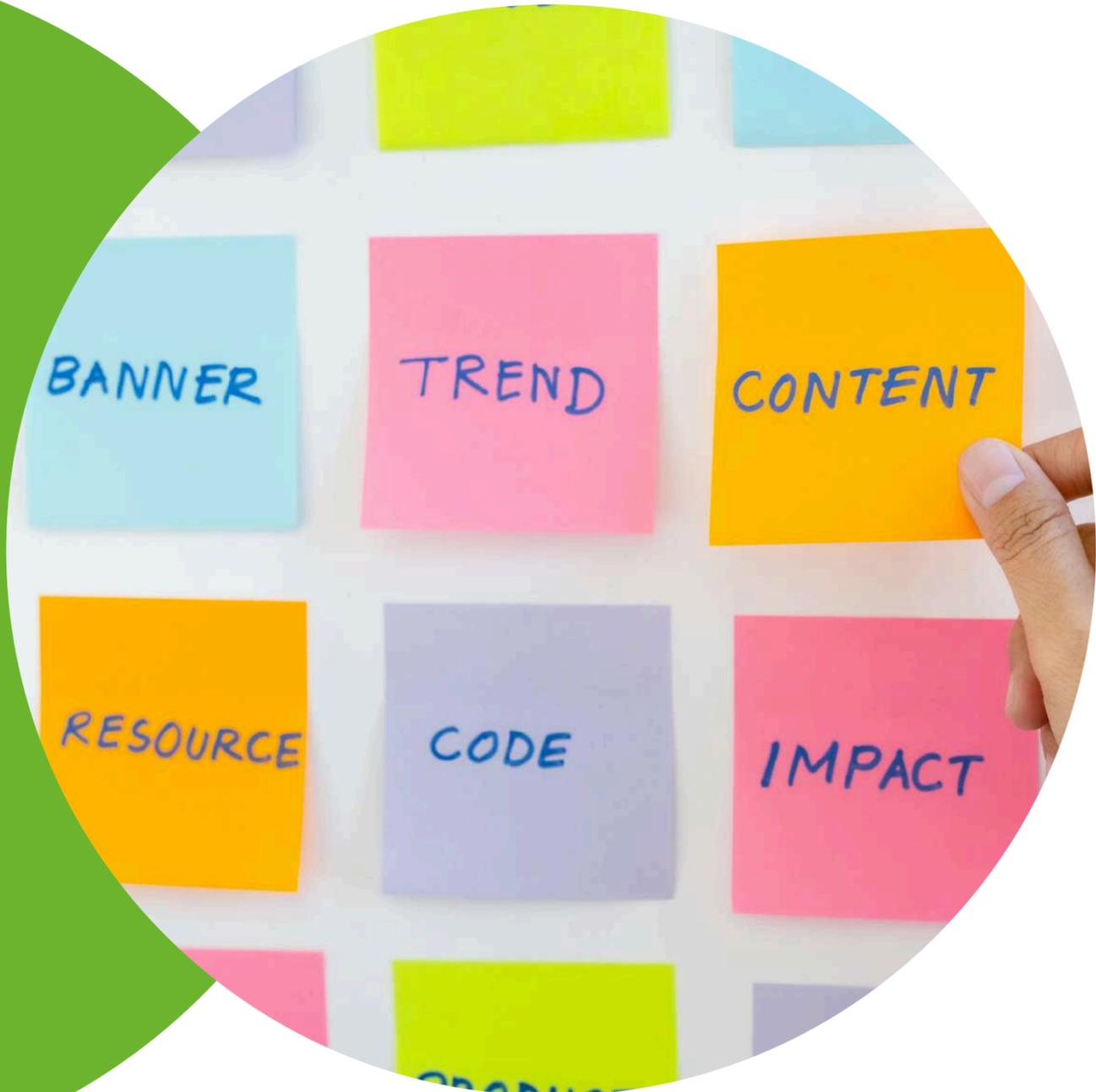
How?

- 1 Open a document** for gathering daily reflections on media exposure.
- 2 Write down** every day what media you have been exposed to, for how long, and what emotions did it evoke.
- 3** At the end of the week **review** your diary and think carefully, how your daily media exposure impacts you in the bigger scheme of things. Is it good? Bad? Both?

Level: ★★

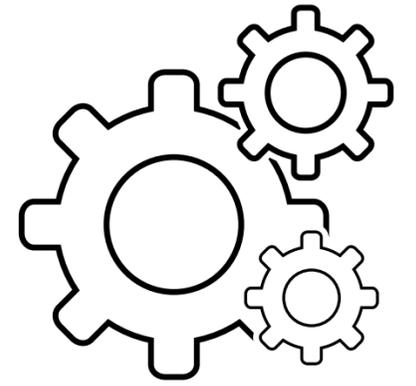


- What media?
- How much/long?
- Why?
- Emotional effects?



Different types of media content

Tools



3

LOOK BEHIND a publication

4

SEPARATE facts from opinions

5

CHECK with 3 questions

6

RECOGNIZE different media types

MIL3 - MEDIA LITERACY TOOL 3

Look behind a publication

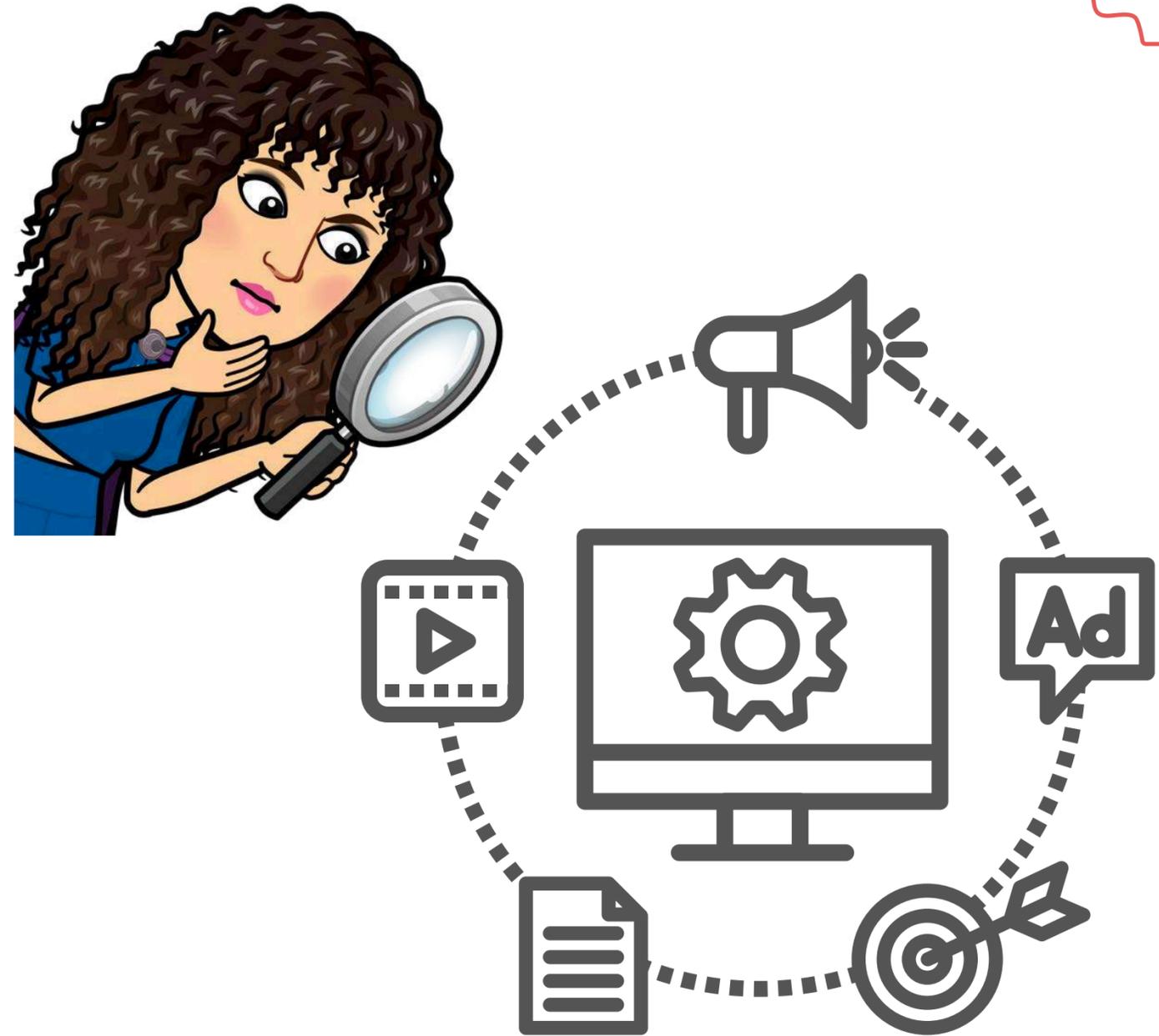
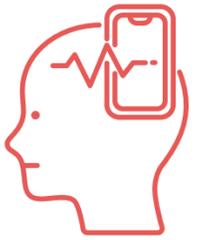
Check who is responsible for the media content – obscuring the creator is a disinformation red flag.

When? Always with unfamiliar media content

How?

- 1 **Look for contact details** and names. Can you find any?
- 2 **Do a web search on the source / publication.** What other sources tell you about the publisher / content creator?
- 3 Evaluate the tone of the content. Is it **neutral** or **emotionally biased** and attempting to persuade?

Level: ★★☆☆



MIL4 - MEDIA LITERACY TOOL 4

Separate facts from opinions

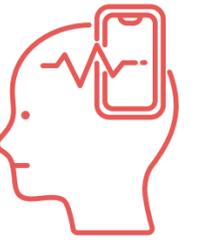
Both are present in media contents, and are easily confused with one another. Learn to distinguish between them.

When? Claims, arguments

How?

- 1 Facts** are neutral statements about matters that can be backed by *solid, undisputable evidence*
- 2 Opinions** are personal viewpoints, interpretations, intuitions and subjective preferences that can be disputed.
- 3 Facts exist independently of opinions;** they are not matters of preference or viewpoint.

Level: ★☆☆

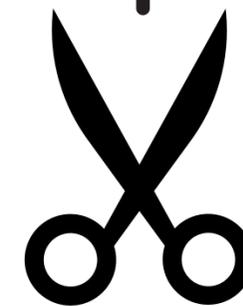


Facts:

- Verifiable
- Evidence-based
- Independent of preference

Opinions:

- Unverifiable
- Open to interpretation
- Subjective
- Disputable



MIL5 - MEDIA LITERACY TOOL 5

Check with the 3 questions

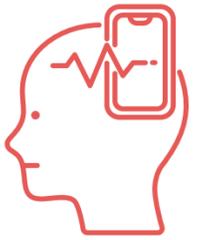
Three powerful questions can help to evaluate the reliability of claims present in media

When? Claims, arguments

How?

- 1 Who** is behind the claim? Is it clear or somehow obscured?
- 2 What evidence** is presented in support of the claims? By what sources?
- 3 What do other (independent) sources** say about the claim? Do they support it, or are they against it?

Level: ★☆☆



1 Check the publisher



2 Check the evidence



3 Check other sources

MIL6 - MEDIA LITERACY TOOL 6

Recognize media types

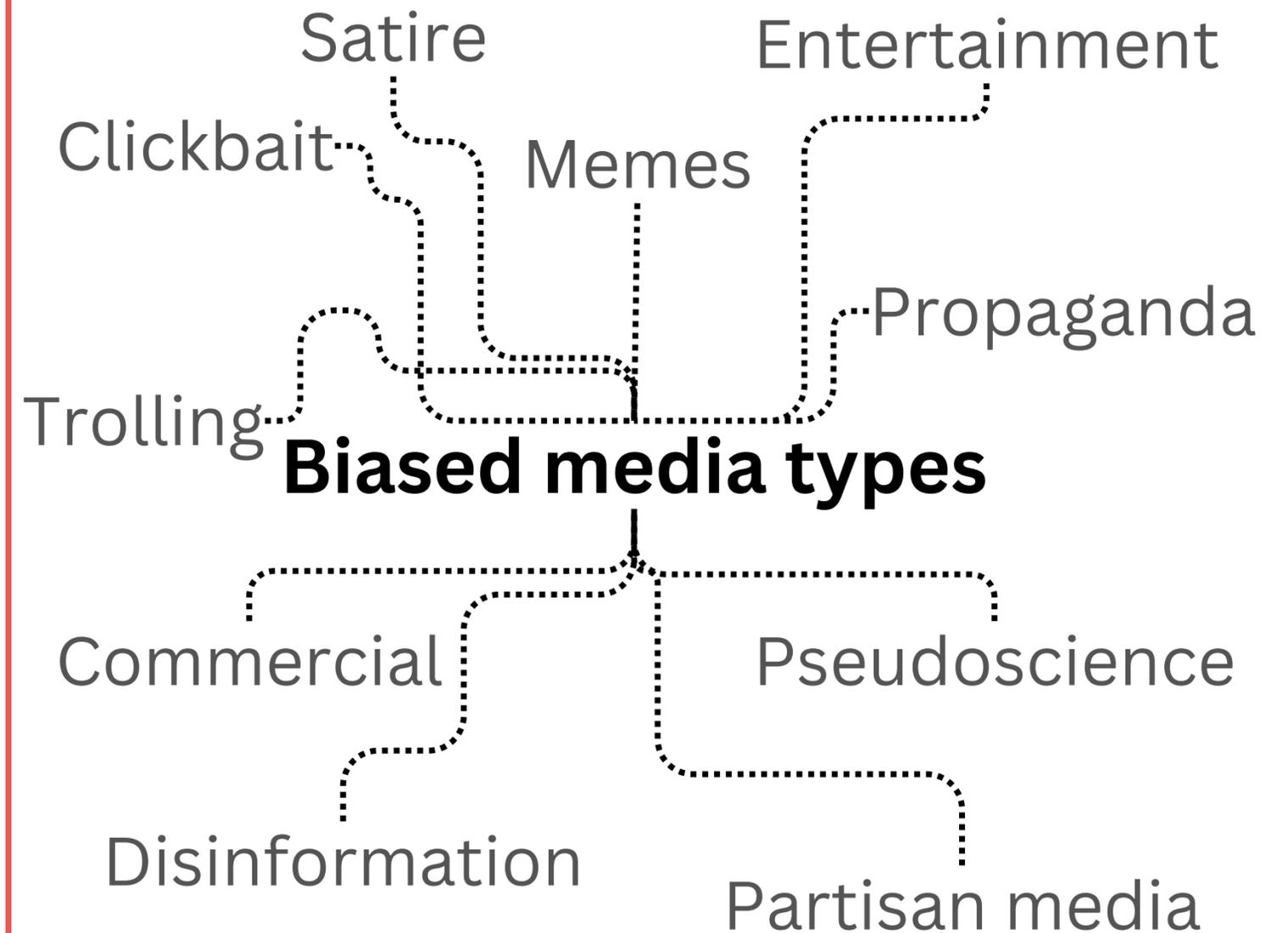
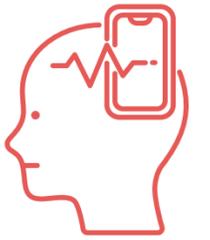
Be aware that there are numerous different types of media. Can you identify the type of media?

When? Media publication, social media

How?

- 1 **What is the motive** behind the publication: to inform, to persuade, to entertain, to disrupt, or to clickbait?
- 2 **What kind of policies** (e.g., content moderation) are in place to **ensure** its veracity?
- 3 **Do the publishers** or platform owners **take responsibility** for the publications and their consequences?
- 4 Is there an **identifiable bias** (partisan, demographic, negative)?

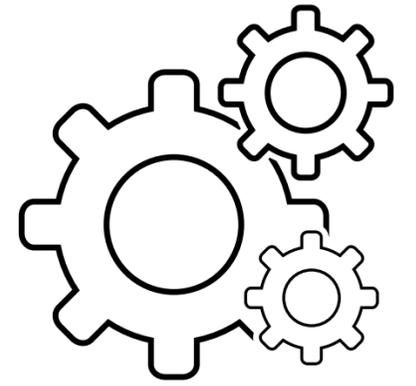
Level: ★★☆☆





Journalism ethical guidelines

Tools



7

IDENTIFY a reliable journalist

8

IDENTIFY a fact-checker

9

EVALUATE scientific claims

10

LIST and FOLLOW reliable sources

MIL7 - MEDIA LITERACY TOOL 7

Identify a reliable journalist

A reliable journalist is committed to seeking and reporting the truth. Can you identify one?

When? News media, journalism

How?

- 1 Professional journalism aims to **minimize harm**. Are they compassionate? Do they represent things and people objectively and neutrally?
- 2 An ethical journalist reports **independently of media ownership biases**. Who owns the media? Is it recognized as a quality news source?
- 3 Professional journalists are **accountable and transparent**. Does the newspaper correct mistakes? Is it open to criticism? Does it disclose its journalistic choices?

Level: ★☆☆



1 Neutrality, objectivity, fairness and harm-minimizing



2 Independence and commitment to truth



3 Accountability and transparency

MIL8 - MEDIA LITERACY TOOL 8

Identify a fact-checker

Fact-checkers are professional journalists who work to keep media accountable and reliable. How do you know one?

When? News media, social media

How?

Ask if the fact-checkers are committed to:

- 1 Non-partisanship and fairness
- 2 Standards and transparency of sources
- 3 Transparency of funding and organisation
- 4 Standards and transparency of methodology
- 5 Open and honest corrections policy

An **accountable and professional fact-checking organization is open** about all of these.

Level: ★☆☆



MIL9 - MEDIA LITERACY TOOL 9

Evaluate scientific claims

Often scientific claims are presented in media in an inflated or misleading manner. To evaluate them, you can use a decision tree method.

When? Scientific claims in media

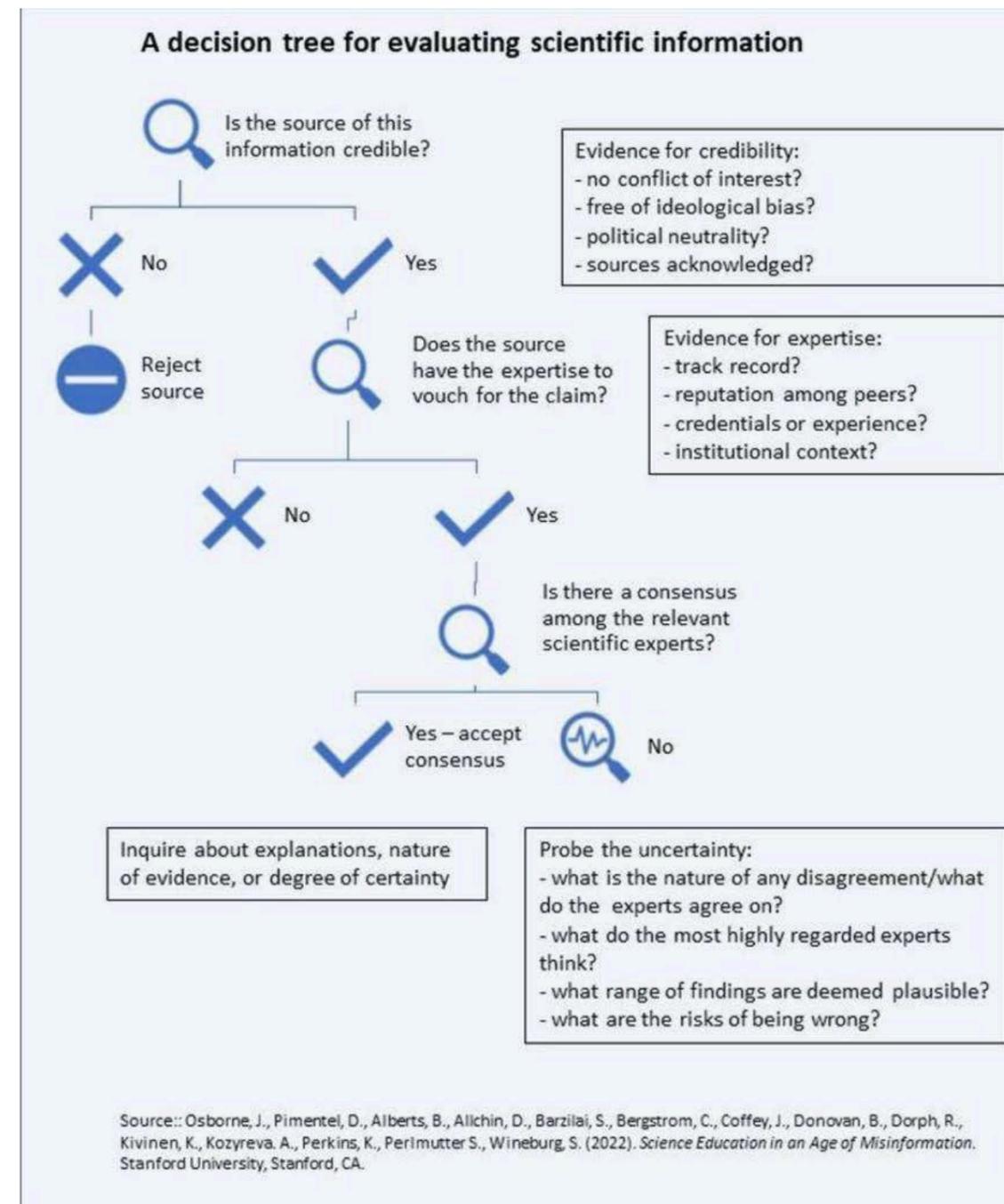
How?

A decision tree is a systematic, almost algorithmic way to approach complex problems. Simply proceed from one decision to another.

Ask yourself:

- 1 **Is the source** of this information **credible**?
- 2 **Does the source** have the **expertise** to vouch for the claim?
- 3 Is there a **consensus among** the relevant **scientific experts**?

Level: ★★



MIL10 - MEDIA LITERACY TOOL 10

List & follow reliable sources

It's better to focus on quality sources and media than waste time and energy trying to outguess everything online.

When? News media, social media, authorities

How?

- 1 Make a list** of news sources, media outlets and authorities that are recognized as **reliable and relatively unbiased**. How do you know this? Evaluate, think critically!
- 2** For online sources, **bookmark them** into your browser.
- 3** When you come across **suspicious or strange claims** in media, check what these reliable sources tell about them.

Level: ★☆☆

