MAJOR EU PRACTICES ON MEDIA LITERACY FOR BOOSTING STUDENTS' CRITICAL THINKING IN THE FRAME OF TARGET LANGUAGE LEARNING

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HANDBOOK

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The handbook was developed for students and lecturers of foreign languages within the framework of the Erasmus+ project Jean Monnet Module "EU strategies extrapolation for boosting students' media literacy in Ukrainian HE" to create a European-oriented discourse in the field of media literacy, theoretical and practical foundations of the formation and development of media awareness among the general public (including Ukrainian and international students, graduate students, urban and rural youth, high school students, etc.); disseminate knowledge about the EU media space, leading practices on media literacy; support a democratic society.

CONTENTS

PREFACE

Ukraine persistently follows the path of European integration, and the opportunities for the corresponding transformations are obvious and significant. In Europe of the 21st century, information and digital technologies penetrate and influence all aspects of public, private or professional life and education, and Ukraine is no exception even under the conditions of Russia's unprovoked military invasion of Ukraine.

The importance of media literacy was recognized by the European Parliament in 2008 (European Parliament Resolution "Media Literacy in the Digital World" of 16 December 2008) and defined as "an important key qualification in the information and communication society". It is indicated that the lack of information is as dangerous as its excess, since an uninformed user can choke on undifferentiated and false information. In general, it is noted that a high level of media literacy helps people to show active citizenship and improves their awareness of both rights and responsibilities; it contributes to the political maturity of citizens and supports a democratic society; it gives people a deeper understanding of the principles and values of ethical behaviour.

The handbook was developed and implemented within the framework of the Erasmus+ project Jean Monnet Module "EU strategies extrapolation for boosting students' media literacy in Ukrainian HE". The goal of the project is to create a European-oriented discourse in the field of media literacy, theoretical and practical foundations of the formation and development of media awareness among the general public (including Ukrainian and foreign students, graduate students, urban and rural youth, high school students, etc.).

The handbook was created for the educational course "MAJOR EU PRACTICES ON MEDIA LITERACY FOR BOOSTING STUDENTS' CRITICAL THINKING IN THE FRAME OF THE TARGET LANGUAGE LEARNING". It includes systematic educational activities and will contribute to the dissemination of knowledge about the EU media space, leading media literacy practices to support a democratic society and achieve personal success. Involvement of foreign citizens pursuing higher education in Ukraine (from the countries of Africa and Asia, etc.) together with Ukrainian students in educational activities will contribute to the dissemination of current knowledge and critical thinking, support solidarity and inclusion.

The handbook is based on the experience of the European Union and the understanding of media literacy "as a general concept that includes all technical, cognitive, social, civic, ethical and creative abilities enabling citizens' access to information and media and their effective usage, as well as safe, responsible and creative sharing media content through different platforms" (Council of Europe Conclusions on Media Literacy in a Changing World).

The concept of the training course states that media literacy should go beyond knowledge of tools and technologies, aim at providing people with critical thinking skills necessary to assess situations, analyze complex issues, and distinguish between opinion and fact. The mentioned skills give people the opportunity to join the activity in the economic, social and cultural spheres of society, as well as to contribute to the democratic process.

The handbook covers the following themes: essence of basic concepts (media education, media literacy, disinformation, manipulation, propaganda, fake, etc.); the history of the development of the media sphere, types of media in Ukraine and EU countries, their role in shaping the multicultural picture of the world; principles of EU policy in the context of media education, and media literacy; protection of human rights in the digital society; methods of influence of the media on the consumer; methods of manipulation in the media environment and methods of appropriate countermeasures; methods of analysis of media production; principles of information hygiene; methods of cyber security and safe interaction in the media environment; rules of etiquette and culture of communication; conditions and means of effective private and public communication; methods of development of critical thinking and creativity.

After mastering the course students will be able to analyze media space; evaluate media content, authors and sources of information; critically appraise media texts, audio and video products, the narratives and values they spread; identify disinformation, manipulation, propaganda, "hate speech", forms of cyberbullying, etc. and counteract them; create own media content based on the principles of cyber security and rules of communication culture in the media environment.

The learning objectives of the handbook are vectored to trainees' mastering the system of knowledge regarding EU policy in the field of media literacy, media development, theory and practice of media literacy

implementation in European countries and Ukraine; media security knowledge system; media ethics; communication culture in the media environment; trainee's willingness to apply acquired knowledge and their skills to create a responsible and safe media space; trainees' interaction with its objects and participants on the basis of critical thinking; their ability to spread knowledge and skills on media literacy, a component of which is the issue of media literacy and media education in the EU countries; fostering their ability to implement linguistic, communicative, socio-cultural and intercultural competences to ensure effective communication in the media space and beyond.

Theme 1

Media education, media literacy, digital literacy: nature of concepts, place and crucial role to contribute in the democratic society; critical thinking as a crucial skill for media space

Duration: 2 hours.
Key Sub-Topics
✓ Introduction to the educational course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning".
✓ The nature of the concepts "media education", "media literacy", and "digital literacy".
✓ Comparison of traditional and modern media.

Learning Objectives. Having mastered this topic, students will be able to:
✓ Give definitions to the following concepts: *"media",* "*media education", "media literacy",* and *"digital literacy".*
✓ Define the importance of media and digital literacies skills.

Methods: Interactive lecture, Open discussion, Expressing own opinion, Video material comprehension.

Nowadays communication is a necessary component of human and society life. Information can be transmitted and received in the society through the following channels of communication, namely: books, newspapers, radio, television, cinema, the Internet, tablets, mobile devices, video and computer games, billboards and other types of advertising. The channels through which information is transmitted are called mass media or media.

What is media? Choose the proper variant.
Media is ...
a. tools and means of transmitting any information for any purpose;
b. information accepted and understood by a consumer and recognized by him as important;

c. type of information designed for a mass consumer;

d. means of information dissemination for mass consumption.

The evolution of a democratic state, the formation of a civil society and an individual cannot be imagined without mass media. The fast development of information and communication technologies has made a person's perception of the world largely dependent on how it is presented in media (mass media). Information has become so accessible and voluminous that it is sometimes even difficult to comprehend it, to understand what is really important information and what is "garbage", so it is no wonder that we can sometimes get lost in it. The situation is further complicated by the fact that some information may be distorted, manipulative or even completely false.

Where do you usually get your news from?

Comment the following quotation: **"If you don't read the newspaper, you are uninformed. If you read the newspaper, you are misinformed." (Unknown author)**

Which category of media user do you belong to? Justify your choice.

1. I understand media passively.
2. I actively use media.
3. I interact with others through media.
4. I use media effectively.

Read the text and complete the reading comprehension exercises.

The mass media are means of communication, such as books, newspapers, recordings, radio, movies, television, mobile phones and the Internet, that can reach a large audience.

Although the first printed book has appeared long before in China, the term *'mass media'* we use today was coined with the creation of print media, which started in Europe in the Middle Ages. This is also considered the first example of mass media due to the large number of readers then. Since the mid-twentieth century new technologies have been developed, which helped to diversify mass media and make them an inseparable part of our lives.

The role of the mass media is not only to entertain and amuse the masses. Its most important role is to provide information and news about events in different parts of the world as they occur. Educating people about their rights and responsibilities is another function of mass media.

Until recently, mass media forms were classified into six categories according to the sequence of their advent: print, recordings, cinema, radio, television, and the Internet. Each form has its own characteristics content types, creative artists and business models. In the 21st century, with the explosion of mobile communication technology, the mobile phone has emerged as a new and unique media channel. Video and computer games have also developed into mass media form.

The Internet and mobile communication is now the most popular means of receiving information and interacting with people through email, instant messaging, applications, search engines, blogs, social networks, and other services. Most print and broadcast media have a presence on the web by having video adverts or Quick Response Codes (QR Codes) that link to specific websites.

Each form of mass media has had an important impact on society, for example, books have helped people to educate themselves while newspapers have recorded daily events. Magazines were the first visual medium before the advent of television, which together with radio, brought enternainment and news programmes into people's homes.

However, all these media had to change and adapt to the advent of the Internet and Digital Media Age. New digital media forms are more personal and social as they allow people to connect with each other, collaborate and share information and personalise their experiences.

Choose the best heading.

a. The history of print media

b. Forms of mass media

c. The advent of the Digital Media Age

d. Means of mobile communication

Read the text again. Decide if the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Mobile phones and the Internet are the only forms of mass media.			
2	The role of mass media is to entertain, amuse, inform, educate and unite people.			
3	The mobile phone is regarded as a unique means of communication.			
4	People nowadays prefer instant messaging and social networking to emails.			
5	Only digital media have influenced people's lives and society.			

Pull media type into the right category. Explain your choice.

magazines – blogs – TV – Social Media apps – newspapers – emails – radio – websites

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The growing flow of information requires a person not only to choose an adequate source of information, but also to perceive, understand and critically analyze any media product. That's why media education and media literacy are so important.

In democracies, the media is fundamental to political life. It provides facts to allow us to be better informed about the issues that matter to us. It provides criticism and debate to ensure that that information is tested and examined from all points of view. UNESCO played an important role in the formation and development of media education. UNESCO documents indicate that ***media education*** is the teaching of theory and practical skills for mastering modern mass media, which are considered

as part of a specific, autonomous field of knowledge in pedagogical theory and practice; it should be distinguished from the use of media as aids in the teaching of other fields of knowledge, such as, for example, mathematics, physics or geography.

Media education is considered to be related to all types of media (print, graphic, audio, visual, etc.) and various technologies. It should give people the opportunity to understand how mass communication is used in their societies, to learn how to use media in communication with other people; provides knowledge of how to:

1) analyze, critically interpret and create media texts;
2) determine the sources of media texts, their political, social, commercial, cultural interests, their context;
3) interpret media texts and values disseminated by the media;
4) select appropriate media for creating and distributing own media texts and acquiring an audience interested in them;
5) obtaining the possibility of free access to the media for both perception and production.

What is media education? Choose the proper variant.
Media education is ...

a. understanding the types of media and their impact on people and society
b. a set of spiritual values created by information and communication means functioning in society.
c. formation of media literacy on materials and with the help of mass media, the ultimate goal of which is critical perception of media messages.
d. a part of media education that enables consumers to critically analyze media messages.

Ukrainian society needs a broader development of media literacy skills in the conditions of the disinformation war. Nowadays in Ukraine the issues of media education and media literacy attract considerable attention and cause the introduction of a number of initiatives both by state bodies (Ministry of Education and Science, Ministry of Culture and Information Policy, Ministry of Digital Transformation) and by public organizations (Internews-Ukraine, Media Detector, Academy of Ukrainian Press, etc.).

Media literacy issues are highlighted in the context of the implementation of media education in the country (Concept of

implementation of media education in Ukraine, 2016). In particular, the range of issues related to the powerful and controversial impact of the media on the lives of the younger generation is pointed out.

The training course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning" is aimed at mastering skills of identifying disinformation, manipulation, propaganda, "hate speech", forms of cyberbullying, and counteracting them; developing the ability to analyze and evaluate media content, authors and sources of information.

What is media literacy?
Definition

➢ **Media literacy** is the ability to think critically; to access, analyze, evaluate and communicate information in a variety of formats, both print and non-print.
➢ **Media literacy** builds an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Media literacy and critical thinking will help to avoid manipulation which are two vital skills of the 21st century. Under the conditions of the "information war", when every day we are subjected to a real "bombardment" of fake and false information, this skill has become critically important. The task of mastering critical thinking skills has been recognized as a priority in many countries around the world. The benefits of wider access to increasing volumes of information are clear, yet in European countries this is also presenting challenges to their citizens, democratic processes, security, and 'social fabric'. 21st century Europe requires citizens to gain new skills; it is no longer sufficient to be able to read, write and count. It is now absolutely necessary that they learn how to read and write in the context of new media.

Watch the video "What is Media Literacy?"
https://www.youtube.com/watch?v=AD9jhj6tM50

➢ *How do we make sense of the diversity of information being presented to us?*
➢ *Traditional media versus new media: which one is beneficial?*
➢ *Why is it so important to be a media literate person nowadays?*

a. All information, except personal experience, is media.
b. The media influence the formation of values and behavioural patterns.
c. Media influences us without our being aware of it.
d. The media determine the political and cultural life of the country and the world.
e. Your argument

What is digital literacy?

With the world becoming more and more digital, it is more important for everyone to have digital literacy skills. The reality requires citizens to quickly adapt, accept challenges and be willing to learn. Digital literacy refers to an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology. Having an understanding about digital literacy means you're able to use technology safely and it helps you avoid its dangers.

There are five main reasons why you need digital literacy:

− "The state in a smartphone". Digital literacy is required in order to effectively use all online services and opportunities provided by the government. Online services are comfort, convenience, time saving.

− Personal development and solution of own needs. You have a unique opportunity to gain new knowledge and master new skills. And at 20, and at 30, and at 45, and at 60 years old.

− Competitiveness on the labour market. Possessing digital literacy, you will have more chances to find a job and build a career.

− Life-long learning. Thanks to digital literacy, everyone can improve themselves every day. Learn foreign languages more effectively, acquire new knowledge and skills.

− Online safety. Being safe online means that you have the knowledge to identify the potential risks and are conscious of your personal security while browsing, sharing or surfing the Internet.

Give the examples of digital literacy skills.
Which of the following is a digital literacy skill?

a. Being able to find sources of electronic information.
b. Being able to take electronic photographs.
c. Being able to find paper-based information

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Theme 2

Information environment evolution.
History of media: experience
of Ukraine and Europe

Duration: 2 hours.
Key Sub-Topics
✓ Information space: national and global contexts
✓ History of media
✓ European information space nowadays: the most influential
  information agencies

Learning Objectives. Having mastered this topic, students will be able to:
✓ Give definitions to the following concepts: "information space" and "national information space", comment on the specific features of the European information space;
✓ Define components and functions of a national informational space, realize the necessity of its defense;
✓ Present the stages of the evolution of media from the ancient times up to the present;
✓ Perform searching activity in electronic media

Methods: Heuristics, Interactive lecture, Group work, Matching activity, Open discussion, Expressing own opinion, Video material comprehension, Associations

Information space is an environment where information is formed, collected, stored and distributed; it includes information interaction of organizations and citizens, satisfaction of their information needs, individual and social consciousness, information and telecommunication infrastructure and information itself.

The Ukrainian scientist V. I. Vernadskyi was the first, who suggested the ideas of space filled with information or the formation of an "intelligent" space – the "noosphere". He singled out the following socio-cultural factors forming the noosphere: the spread of man over the entire surface of the planet; development of means of communication; discovery of new sources of energy (nuclear, solar, etc.); mass

democratization of the state system; the explosion of scientific creativity in the 20th century, and the information environment, that thanks to the cultural assimilation of technology, turns out to be an indispensable means of forming the unity of the human mind.
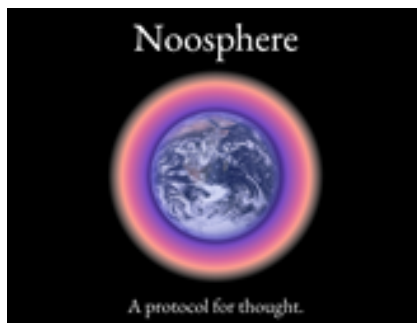
Do these two pictures have anything in common?

In particular, the national information space is understood as the entire set of information flows of both national and foreign origin, which are available on the territory of the state: newspapers, magazines, other periodicals, books, printed materials, news agencies, films, television, radio, other electronic media and communication services, all types of information storage and dissemination technologies.

The information space creates conditions for the participation of citizens in making significant decisions and determines the availability of legal information for various categories of people, the level of openness of the information space largely depends on the openness and public order for democratic changes. In addition, mass media provide representatives of various social groups with the opportunity to publicly express their opinions, find and unite like-minded people, clearly formulate their interests and represent them in public opinion. The mass media is "the brain of the nation, which thinks for the nation, ponders all its affairs, offers certain solutions... the heart felt by the nation beats to the beat of millions of hearts". The national information space ranks second in importance after state independence. If the state does not ensure the use of its information field in the interests of the state and its citizens, then its information space will be used against itself.

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                    ┌─────────────────────────────┐
                    │  National information space  │
                    └─────────────────────────────┘
              ┌─────────────┐            ┌──────────────┐
              │  Functions  │            │  Components   │
              └─────────────┘            └──────────────┘
    ┌──┐┌──┐┌──┐┌──┐┌──┐    ┌──┐┌──┐┌──┐┌──┐┌──┐
    └──┘└──┘└──┘└──┘└──┘    └──┘└──┘└──┘└──┘└──┘
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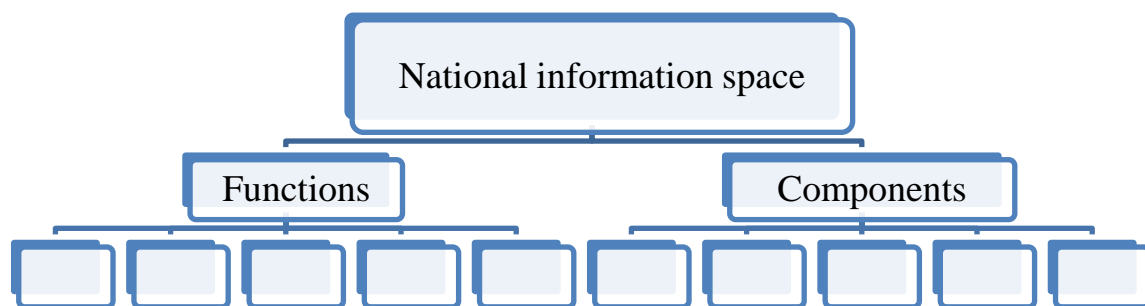
The new challenges facing Ukraine (armed aggression, dynamic development of information technologies) require a clear response in matters of information security. The information security of the state is supported by the "Information Security Strategy of Ukraine" adopted in 2021, which made it possible to limit the broadcasting of russian TV channels and Russian media products, control printed literature, introduce economic sanctions (restriction of the activities of some russian social networks), expel from the territory of the state employees of russian propaganda media, etc.

What do you think the author of the picture wanted to express? Write down a caption for it.

Ukraine has long chosen the path to European integration, which requires, among other things, the entry of Ukraine into the information space of the EU for the purpose of information exchange, ensuring information security and mutual cultural enrichment, popularizing Ukrainian culture and national values.

It is especially important to cooperate and integrate the information spaces of Ukraine and the EU now, during a full-scale war started by the russian federation. Due to cooperation, the whole world knows about war in Ukraine and actively helps Ukrainians to resist the aggressor, accept refugees, provide humanitarian aid, etc.

An accelerated procedure for accession to the EU has begun, during which Ukraine will have to accept a number of conditions and adapt a number of processes to the EU format. The European information space has a number of features that contain more stringent requirements for the quality and safety of the use of information products. Thus, there is a problem of entering the information product of Ukraine on European information resources.

For European citizens, mass media is the main source of information on integration topics, a resource for forming a personal opinion and a means of European identity approval. The mass media of the United Europe faced the task of finding the optimal model of functioning in the information field. Here, for the first time, the dependence between the political and informational spheres acquired not a declarative-theoretical character, but a real content.

In the European information space, there is a powerful legal framework that regulates the functioning of the space itself, the use of information products, the protection of intellectual property rights, as well as compliance with security requirements, ensuring information security, the procedure for the functioning of information in the mass media and other information sources, that contains requirements for the reliability of information.

Can you explain the meaning of the following words and word combinations? Match them with the following definitions:

1) Refugee	A. resources required to produce information, including hardware, software, technical support, users, facilities, data systems, and data.
2) Information resources	B. information worthy of confidence.
3) European identity	C. legal rights given to the inventor or creator to protect his invention or creation for a certain period of time.
4) Legal framework	D. a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

5) Intellectual property rights	E. the set of laws, regulations and rules that apply in a particular country.
6) Reliability of information	F. recognizing Europe as a cultural community of shared values (cultural identity).

Read the text, check if all pictures have the appropriate captions:

The media have come a long way in their development

We can claim that the media created man as such. When people began to exchange information, transmit, perceive it, it clearly distinguished them from the surrounding animal world. So, thirty-five thousand years ago, media already existed. These media were purely oral, that is, people simply told each other without recording their stories or other information in any way. This stage of human development is called the pre-agrarian era, because at that time people were satisfied only with what the environment gave them, without knowing how to cultivate the land.

The next stage was the agrarian era, when man learned to cultivate the land, and later, to transmit information on a certain medium. On the clay tablets of Hammurabi, the nodular script of the Indians of Central America, hieroglyphic writing in China and Japan, etc.

This period lasted approximately until the fifteenth-sixteenth centuries of our era, when industrial development began – the industrial era. The development of technology and industry required the rapid transfer of large volumes of information from mankind. We will associate this period with the invention of printing. Johann Gutenberg, who invented the principle of fixing letters in a typewriter, turned our world upside down. Before this invention, books were copied by hand, so they were extremely expensive and there were very few of them. Only very rich people could afford to buy them. Thanks to Gutenberg's invention, it became possible to print a large number of books quickly and with high quality. It was book printing that made it possible to widely distribute important information.

All types of media that appeared before the second half of the twentieth century were analog. About thirty years ago, a new era began, in which we now live – the digital or post-industrial era. It is distinguished, first of all, by the fact that the media have become very

dependent on modern technology, on electronics, on digital signal transmission. The main thing in the digital era is that information is transmitted, first of all, in the form of a digital signal, that is, a sequence of certain codes.
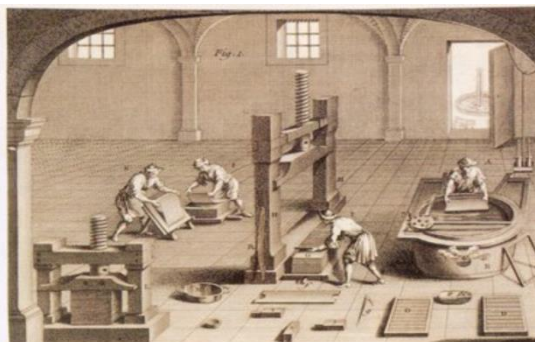
The agrarian era

The industrial era

The pre-agrarian era

The digital era

Make up a timeline, demonstrating the evolution of media; add information, that you have found by yourself and consider to be essential. Which of the inventions was the most important, in your opinion?

Read the text below. Choose from (A-H) the one which best fits each space (1-6). There are two choices you do not need to use.

EU information agencies

The EU media environment is formed by the information agencies, they are in charge of collection, processing, creation, storage, preparation of information for distribution, release and distribution of information products. The main providers of news are three global news agencies: The Reuters (Great Britain); AFP (Agence France Press, France); AP (Associated Press, USA). Each agency 1) .... . These agencies receive hundreds of thousands of words of news per day. Each agency, working around the clock, sends news to thousands of clients, national agencies, print agencies, TV and radio studios. They supply more than 80% of all

news that are distributed daily by the world media. However, the system of information agencies 2) .... .

The world's first news agency appeared in 1835 in Paris. Its founder was Charles-Louis Havas, who began his activity with the "Havas Translation Bureau", 3) ... . In 1853, almost all Parisian dailies had a section called "Telegraph Agency Notices", in which information from the Havas agency was printed. In 1944, the France Press news agency was established on the basis of Havas.

The Reuters, 4) ... , was founded in Aden in 1849 by the German Paul Julius Reiter. Nowadays, The Reuters is the world's largest international news agency. It has a wide network of its own correspondents working in almost all countries of the world, and widely uses the services of so-called freelance reporters, 5) .... in their countries of residence.

In 1858 a telegraph cable was laid under the Atlantic, connecting the American and European telegraph networks. The American Associated Press 6) .... . Currently, AP is a cooperative association of newspaper publishers. Now it has about nine thousand subscribers. Among them are 1,400 daily newspapers, 350 weekly newspapers and other publications, as well as 466 radio and television stations in the United States and 4,500 different publications and radio stations outside the United States.

A) being in charge of producing news content;
B) was the first news agency to receive income from this;
C) has offices in more than a hundred countries around the world and thousands of employees and correspondents;
D) who made many copies of them;
E) existed for not more than 150 years;
F) whose task was to provide translations of foreign press for the needs of local periodicals;
G) one of the largest and oldest news agencies in Europe;
H) who transmit information only in case of very important events.

Watch the videos. Which information agencies produced them? What do you know about them? If necessary, search for information in additional resources. Write a summary of a video B (10-15 sentences)

A) https://www.youtube.com/watch?v=r_TcRjZzVmI&ab_channel=Reuters

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Theme 3

The role of the media in shaping the multicultural picture of the world: the truthfulness of information, overcoming prejudices, stereotypes, discrimination; Council of Europe social campaign "No hate speech movement" (2013); The European Observatory of Online Hate (2021)

Duration: 2 hours
Key Sub-Topics

✓ Notions – information, fact, opinion
✓ Free speech vs hate speech
✓ Prejudices, stereotypes, discrimination and their overcoming
✓ European practices against misinformation and hate speech

Learning Objectives. Having mastered this topic, students will be able to:

✓ Distinguish the notions of information, fact, opinion.
✓ Distinguish the differences of free speech and hate speech
✓ Illustrate examples of hate speech, prejudices, stereotypes and discrimination content found in different media (media platforms).
✓ Introduce European practices against hate speech

Methods : Group work, Associations, Open discussion, Matching activity, Video analysis, Reading comprehension

1. Describe the word "information" and think of adjectives associated with information. Fill in the spider chart:
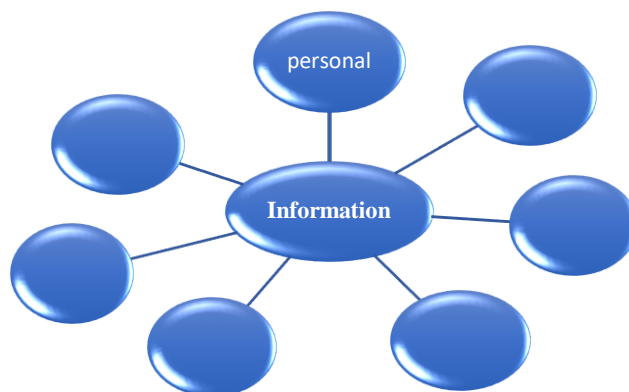
2. Think over the answers to the questions and get ready to participate in the discussion:

✓ How important is it for you to have access to the information?

✓ Do you trust the information you get? Why? Why not?

3. Can you explain the meaning of the following words and word combinations? Match them with the following definitions:

information		**fact**

opinion

1 information	A. is a piece of true information
2. fact	B. is a view or judgement formed about something, not necessarily based on fact or knowledge
3. opinion	C. facts about a situation, person, event, etc.

4. A) Read the text and complete it with words and phrases from the box.

B) Read the text again and discuss with your groupmates and then make the notes of three important aspects everyone should take into account dealing with information from different sources.

newspapers and news websites	credibility	money public	many ways
the government	information	news and current	audience
journalists	Facebook	affairs	source

1) _____ is anything that informs, for example knowledge, factual data, or instructions.

There are 2) _____ to get informed. Reading 3) _____, and listening to news reports on the radio or watching them on TV are good ways to stay informed about 4) _____. Different media outlets will report differently on some news stories, or they may choose to include

some news stories that others do not. 5) _____ work with information, analysing and verifying it to present their 6) _____ with a balanced view of a story. It is important to consider where the information is coming from, why it is being shared, and how much the information source can be trusted.

When considering the neutrality or 7) _____ of some media content, it might be helpful to look at whether the media outlet is owned by an entrepreneur, 8) _____, a private company, or whether it is independent. It can also be useful to consider what motivates an information source. Is the source most interested in making 9) _____, in pushing through its agenda, or in informing the 10) _____? You can also get informed by talking to people and reading posts on social media sites such as 11) _____, Instagram, X (Twitter), etc. This will give you an idea of what other people think about what is happening in the news. However, when gathering information, always consider the 12) _____: do you think you are dealing with facts, personal opinions, or a mixture of both?

Listening, Watching and Video Analysis

FREE SPEECH AND HATE SPEECH IN THE MEDIA
5. A) Look at the picture. What problem does it illustrate?

(https://www.kjt.lu/en/hate-speech-defenceless-against-digital-violence/)

B) Spend one minute writing down different words you associate with the term "freedom of speech", "hate speech". Share your words with your groupmate(s) and talk about them.

C) Express own opinion.

➢ **What is freedom of speech? Is complete freedom of speech a good thing? Are there any things you think should be restricted?**

➢ **Read the following and share your opinion. Do you agree or disagree? Why? Why not? Discuss with your group mates.**

Freedom of expression also applies to the Internet and social media. The same rules and regulations apply on X(Twitter), Facebook, Instagram or in comments on YouTube as in other parts of society. Actually, a person can say, write or show (almost) anything, and he or she does not need anyone's permission to do so. *But is there anything to beware of?*

➢ **Read the following and discuss with your groupmates what aspects of intolerance the definition of hate speech of the Council of Europe cover?**

The Council of Europe has been a pioneer in defining hate speech. Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers all forms of expression which spread, incite, promote or justify different forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants, as well as sexism and discrimination on the grounds of sexual orientation and gender identity

(*Bookmarks – A manual for combating hate speech online through human rights education, Revised edition, 2020* https://www.coe.int/en/web/no-hate-campaign *)*

6. Rank these with your groupmate. Put the worst kinds of hate speech at the top. Change partners often and share your rankings.

✓ racist attacks
✓ body shaming
✓ sexist attacks
✓ religious hate
✓ homophobia
✓ criticism of a nation
✓ slander of individuals

7. Read the phrases and mark them as true or false. Then watch the video and check your opinion.

FREE SPEECH AND HATE SPEECH IN THE MEDIA

https://www.youtube.com/watch?v=1_yrY2fOazE

		Your opinion before watching	Your opinion after watching	The actual answer according to the video
1.	Words could provoke a quarrel or even fight only in childhood but not in the adult world.			
2.	Even offensive comments cannot divide people and incite violence.			
3.	The boundary between hate speech and freedom of speech is not always simple to identify.			
4.	There is no international law protecting the right to freedom of expression.			
5.	The phrase "hate speech" refers to only verbal expressions.			
6.	If someone is indignant, dissatisfied or angry, they will likely go online.			
7.	Social media often becomes the subject of heated debate when it comes to facilitating terrorism using social platforms to call for hatred.			
8.	Social media do not have their own hate speech policies.			
9.	X(Twitter), Facebook and YouTube are supposed to remove comments that spread hate speech.			
10.	Ethical journalism network has developed criteria to assess media content in order to overcome the spreading of hate speech by journalists.			

8. Watch the video again and match the given questions with the paragraphs below.

A. What is the right to freedom of expression?

B. What measures can be taken to counteract hate speech?

C. What insults fall under what is called hate speech?

D. What forms of expression refer to hate speech?

1. Adults divide more into us and them inciting violence against others, entire nations, ethnic groups, and groups of people by skin colour, religion, sex, or abusive comments regarding weight and appearance.

These insults are amplified to such an extent that there are now laws throughout the world that govern what is called hate speech.

2. The boundary between hate speech and freedom of speech is not always simple to identify. According to a 2018 report by the OSCE, international law protects the right to freedom of expression. Everyone 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 inventing or in print in the form of art or through any other media of his choice. In other words, we have the right to disagree with others and this right is crucial to any democracy.

3. Indeed, do you see the difference how can we define hate speech? The European Court of Human Rights refers to hate speech as all forms of expression which spread, incite, promote or justify hatred based on intolerance also on the grounds of religion.

4. Frequent stereotyping can lead to discrimination or even violence. We should learn to recognise harmful stereotypes in offensive words and make efforts to counteract them if you see others spreading unacceptable content. Do not pass it by. Be sure to report it on the spot.

9. Match the criteria to assess media content and their descriptions or measures to overcome the spreading of hate speech.

1. The position or status of the speaker	A. A private conversation might not do as much harm as hate speech disseminated through mainstream media or the Internet.
2. The reach of the speech	B. Journalists should ask themselves: "Is the speech or expression dangerous?"
3. The objectives of the speech	C. When times are hard, journalists should avoid increasing the tension they can reflect on the content of the story but without directly quoting hateful speech.
4. The content and form of the speech	D. When people who are not public figures engage in hate speech, it might be wise to ignore them entirely.
5. The economic social and political climate	E. Who can become victims of such speech? Is the speech deliberately intended to attack or diminish a certain group of people?

10. A) Read the terms (1-4) and match them with definitions (A-D), consider the meaning of each, and think about how they differ from one another.

B) Match the examples (a-d) on the right to the corresponding term (1-4).

Terms	Definitions	Examples
1. Discrimination	A. Judging or forming an idea about someone or a group of people before you actually know them. Prejudice is often directed towards people in a certain identity group such as race, religion, gender.	a. A group of people posted a video on social networks where they spray-painted with swastikas and hateful graffiti about Jews a local synagogue.
2. Hate Crime	B. Unfair treatment of one person or a group of people because of their identity (for example, race, religion, gender ability, culture, etc.). Discrimination is an action that can come from prejudice.	b. Before the beginning of the sports season, a local blogger writes about the probable loss of one of the regional sports teams and does not recommend for competitions in the capital, as he believes that athletes could not afford the required expenses.
3. Prejudice	C. The false idea that all members of a group are the same and think and behave in the same way.	c. Fashion magazines rarely include photographs of plus-size models in a positive way.
4. Stereotype	D. A criminal act directed at a person or group because of the victim's real or perceived race, ethnicity, gender, religion, national origin, sexual orientation or ability.	d. While preparing a report on the company's work, the journalist does not want to interview the leading male specialist because he wears a turban as part of his religious and cultural tradition.

D) Look at the pictures and discuss with your groupmate(s)
- ➢ **the types of discrimination**
- ➢ **stereotypes and how media define male and female to be.**

Can you provide any additional examples or situations you have heard or read about in history?

C) Look at the picture and discuss with your groupmate(s) how media define male and female to be.
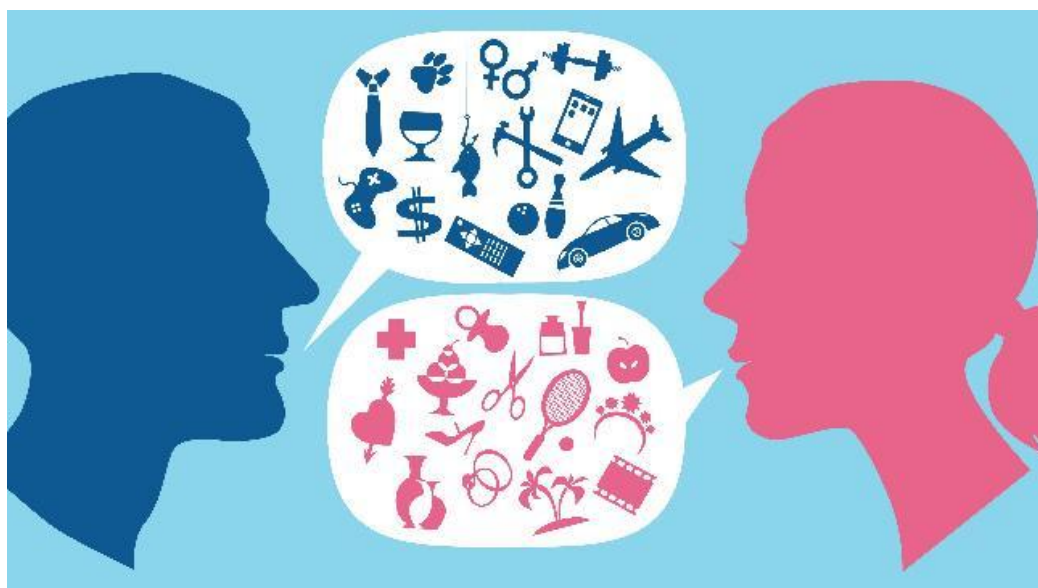
Reading

11. A) Read the text and answer the questions:

➢ **What EU projects against hate speech are mentioned in the text?**

➢ **Which project has already been completed, and which one is still ongoing?**

EUROPEAN PRACTICES AGAINST HATE SPEECH

No one would deny that the Internet provides us with remarkable new tools for communication, solidarity, organising social change and entertainment. And yet it must not be misused as an instrument of online torture and propaganda for the industries and ideologies of hate. Freedom of expression online must also mean freedom from fear online.

However, hate speech has become one of the most common forms of intolerance nowadays. The No Hate Speech Movement of the Council of Europe was launched to reduce the acceptance of hate speech online and put an end to it.

The Council of Europe's youth campaign against online hate speech ran from March 2013 to the end of 2017. This youth-led campaign mobilised young people to raise awareness of the problem of hate speech online, change attitudes towards it and call for action to stop it. The Campaign fostered respect for freedom of expression and valuing alternative responses to hate speech, including prevention, education, the development of self-regulation by users and encouraging support for victims.

The European Observatory of Online Hate is a project supported by the European Commission's Rights and other organisations. It will undertake a two-year investigation into and reporting on the dynamics of online hate, how hate manifests itself, the connections between the perpetrators and their influence as well as disinformation strategies.

At the centre of this investigation is the development of a monitoring tool using cutting edge AI which will be available in the 24 working languages of the European Union and integrate data from media platforms.

Throughout the project lifecycle, the landscape of hate speech in the EU will be provided. Core to the development, testing, implementation and the reporting of the monitoring tool will come from consultation with the network of high-level experts and organisations from

European policy, science, academia, law enforcement, social work, journalism and media.

(Bookmarks – A manual for combating hate speech online through human rights education, Revised edition, 2020 https://www.coe.int/en/web/no-hate-campaign; Welcome to the European Observatory of Online Hate https://eooh.eu/)

B) Find in the text the information on the following

1. What benefits of using Internet are mentioned in the text?
2. What negative misuse of online tools must society beware of?
3. What was the purpose of launching the No Hate Movement?
4. What aspects of intolerance does the definition of hate speech of the Council of Europe cover?
5. What was the role of youth in the No Hate Movement?
6. What is the European Observatory of Online Hate?
7. What will the European Observatory carry on?
8. What high-tech tool will be developed?
9. What does the abbreviation AI mean?
10. Who is supposed to participate in the project?

Writing in your own words

12. Write several sentences to express your attitudes to the situations using the expressions below.

- ✓ Factors making it more likely that hate will escalate: to tolerate hate behaviour; to reinforce stereotypes in the media; to agree with one another's prejudices
- ✓ Stopping hate spreading in social media: to safeguard our communities; to model respect; to promote respectful behaviour; to engage in efforts

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Theme 4

Mapping of media literacy practices and actions in EU-28. The Declaration on European digital rights and principles as a promotion of a digital transition shaped by European values. European Council conclusions on media literacy in an ever-changing world

Duration: 2 hours.

Key Sub-Topics

✓ The progress of media literacy in Europe.

✓ The Declaration on Digital Rights and Principles for the Digital Decade.

✓ European Council conclusions on media literacy in an ever-changing world.

Learning Objectives. Having mastered this topic, students will be able to:

✓ Give definitions to the following concepts: *"digital transition", "digital rights", "sustainability", "freedom of expression".*

✓ Define human's digital rights.

✓ Analyze and interpret media messages to find out their target audience and what discourse and background are represented in them.

Methods: Interactive lecture, Matching activity, Expressing own opinion, Video material comprehension.

In the last decade, media literacy has gained increased political attention at European level. The European Parliament and European Commission have played an active role in the progress of media literacy in the European Union, developing this concept to include the protection and promotion of human rights.

The importance of media literacy was recognized by the European Parliament in 2008 (European Parliament Resolution "Media Literacy in the Digital World" dated 16 December 2008). It is noted that a high level of media literacy helps people to show an active citizenship and improves

their awareness of both rights and responsibilities, it contributes to the political maturity of citizens and supports a democratic society, it gives people a deeper understanding of the principles and value of ethical behavior.

European countries (Great Britain, Finland, Germany, Sweden, and others) gained significant experience in large-scale implementation of media literacy at all levels. In the TOP-10 of European countries with the best developed media literacy Finland, Denmark, Estonia, Sweden, Ireland, Netherlands, Belgium, Germany, Great Britain, and Iceland are included.

Every state passes its way in the formation of relevant skills among citizens, and there is no universal recipe here. The European Commission has considered a systematic mapping of media literacy practices and actions across the European Union necessary for identifying good practices and for promoting the transfer of knowledge between member states.

For instance, Finland is one of the few European countries that has a government institution that deals with media literacy. Finns are convinced that media literacy should be taught from kindergarten, so children are instilled with the skills necessary for life in the information world from an early age. Libraries and museums are also involved in the promotion of media literacy. Since 2010, the country has implemented about 20 large-scale projects aimed at the development of media literacy.

On 28 March 2017, the European Audiovisual Observatory has published a noteworthy report entitled *"Mapping of media literacy practices and actions in EU-28"*.

This study has been financed by the European Commission with the goal of analysing the various media literacy initiatives on a national or regional level in order to provide an overview of what is currently being undertaken. This is the first major mapping exercise to survey the field in Europe.
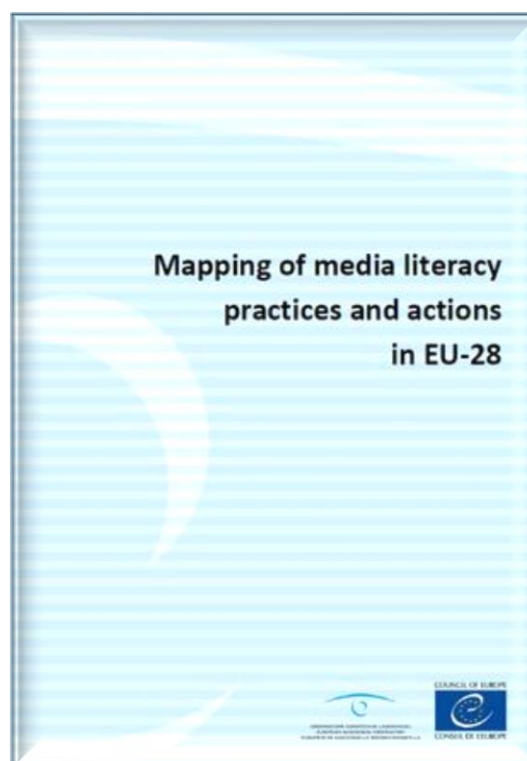
The purpose of this report is to provide an overview of some trends in media literacy projects carried out by stakeholders in the 28 European Union member states, highlighting some of the most diverse, interesting and innovative ones in the hope of encouraging future collaboration across Europe.

The results include an overall report looking at all 28 countries side by side along with 28 national reports answering questions like:
Who are the main stakeholders?
What media literacy skills are addressed by most of the projects?
What is the most common audience group?
A detailed analysis of the main trends is based on a selection of 547 projects imprelemented across EU member states. The authors found that initiatives to develop "critical thinking" were the most prevalent, followed by "media use" covering projects which aim to improve our ability to search, find and navigate and use media content and services.

Other major findings include the very active role played by civil society with "extra-curricular" projects aimed at "teens and older students" as the main target demographic for media literacy projects.

Why do we need to learn about European practices on media literacy?

The Declaration on Digital Rights and Principles
for the Digital Decade

On 15 December 2022, the European Parliament, the Council of the European Union, and the European Commission adopted ***The European Declaration on Digital Rights and Principles for the Digital Decade.***

Digital technologies should protect people's rights, support democracy, and ensure that all digital players act responsibly and safely. Digital rights, closely linked to freedom of expression and privacy, are those that allow people to access, use, create and publish digital media, as well as access and use computers, other electronic devices and communications networks. Digital rights are an extension of human rights for the Internet age.

Look at the screenshot of the document. When, where and by whom was the Declaration published?

The Declaration expresses the European Union's commitment to a safe, secure, and sustainable digital transformation that puts people at the centre, in line with the values and fundamental rights of the EU. It does this by fostering solidarity and integration through connectivity, digital education, training, and skills, fair and just working conditions, as well as access to online digital public services.

In the same way, it promotes solidarity and inclusion, freedom of choice, participation in the digital public space, security, protection, and digital empowerment, as well as sustainability. Its aim is also to underline that rights and freedoms must be respected both online and offline. This point seems to be aimed at bridging the gap between the online and offline worlds, thus recognising the regulatory convergence of both worlds.

Watch the video "The European Declaration on Digital Rights and Principles" and complete the listening comprehension exercises.
https://www.youtube.com/watch?v=cOIKo8TGPyw
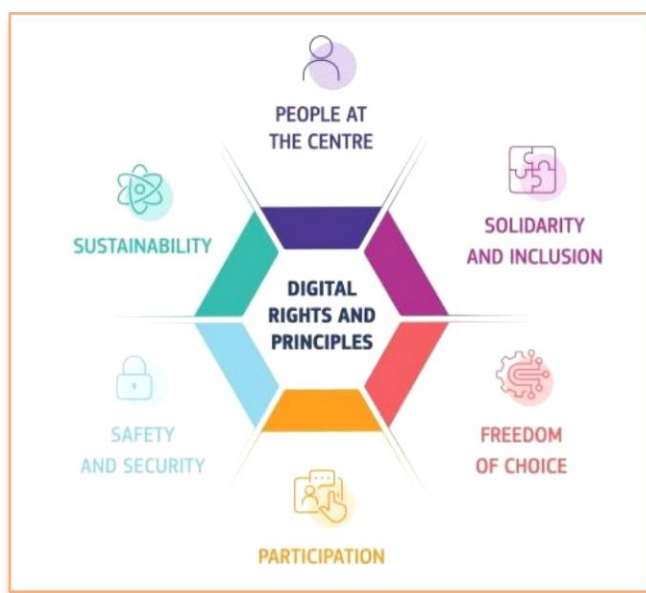
Look at the picture. Name the essential elements in the order according to which they were mentioned in the video.

In your opinion, why they are important?

What are your digital rights?

Can you explain the meaning of the following words and word combinations? Match them with the following definitions:

1) Human at the center	A. People should have freedom of choice online for objective, transparent and reliable information.
2) Inclusion	B. Participation of people in digital public space, based on diverse online environment and freedom of expression.
3) Freedom of choice	C. Digital services and products should be designed, produced, used, disposed of and recycled in accordance with the principles of circular economy and environmental protection.
4) Freedom of expression	D. The digital environment should be safe and secure for everybody.
5) Sustainability	E. People's rights should be protected at all times in the process of digital transformation whereas the technology should support democracy.

6) Cyber security and safety online	f. Everyone should have access to digital technologies, to digital skills, to digital public services, and to fair working conditions.

Read the text "Council Conclusions on Media Literacy in an ever-changing world".

The conclusions on media literacy in an ever-changing world published in 2020 recognise the importance of a systematic approach to the development of media literacy taking into account of the exposure of citizens to a large amount of disinformation, especially in times of major global crisis; emphasise the significance of collaboration between online platforms, experts and competent authorities as well as the importance of developing an independent fact-checking procedure in order to limit the spread of online disinformation campaigns, while respecting freedom of expression.

It is underlined that modern world requires the acquisition of a great deal of new knowledge and skills to enable citizens of all ages to access, select, understand and make sophisticated and responsible use of information and of different kinds of media, both professional and user-generated, on all kinds of channels and distribution or communication platforms.

It is noted that it is necessary to intensify work on empowering citizens with media literacy and critical thinking, while taking into account cultural diversity and significant differences in media literacy and digital competence in general among EU Member States. There is a need to develop new models of lifelong learning in media literacy, and to provide people of all ages with the practical opportunities to learn the skills needed to understand and operate within the highly complex media communication landscape, through programmes adapted to various target groups, which can be age-specific and/or context-specific.

Eventually, the Council of the European Union invites the Commission and Member States, within their areas of competence and in due compliance with the principle of subsidiarity, to continue and undertake further efforts in terms of a systematic, comprehensive and cross-sectoral approach to developing media literacy and raising awareness of the importance of media literacy; national efforts undertaken in this perspective, including funding initiatives, should be accompanied at EU level.

(The sourse: European Council. (2020). Council conclusions on media literacy in an ever-changing world. *Official Journal of the European Union*, C193/06, 23-28. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020XG0609%2804%29)

Where and when The conclusions on media literacy in an ever-changing world were published?

What kind of text is this?
a. scientific article
b. review
c. summary
d. report

Who is the target audience?
Write an essay about the resons of the development students' media literacy in Ukraine.

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Theme 5

Guide to human rights for Internet users by European Council. The European digital competence framework for citizens. Media and online activism for personal and social development

Duration: 2 hours.
Key Sub-Topics

✓ Digital human rights.
✓ The importance of digital competence.
✓ Digital and online activism.

Learning Objectives. Having mastered this topic, students will be able to:

✓ Define the concept of *"digital competence"*, make up the rules how to improve it.
✓ Define the pros and cons of online activism, illustrate it with their own examples in different aspects of life in society.

Methods: Interactive lecture, Matching activity, Open discussion, Group work, Expressing own opinion, Video material comprehension.

✓ *What role does the Internet play in people's life?*
✓ *What are your reasons for using the Internet?*

Match the parts of the information:

1) The Internet is one of the	A. new civilizations, travel to the past
2) Within seconds you can learn about	B. easily and buy anything you would like even abroad
3) You can go to	C. protect your information with a password
4) You can do online shopping	D. chat rooms and hear touching human stories
5) Some people are bloggers who	E. write an online diary and have their blog
6) But you should be careful and always	F. most powerful educational tools

Read the following text.

Is Internet access a human right?

Almost four in five people around the world believe that access to the Internet is a fundamental right according to a recent BBC poll.

The survey of more than 27,000 adults across 26 countries found plenty of support for net access on both sides of the digital divice. A few countries such as Finland and Astonia have already ruled that access is a human right for their citizens, while many International bodies such as the UN are also pushing for universal net access. Dr Hamadoun Toure, the head of the International Telecommunication Union, told BBC News that there is little disagreement that the Internet is the most powerful potential source of enlightenment ever created. He said that goverments must regard the Internet as basic infrastructure, just like roads and water, and that the right to communicate cannot be ignored.

Countries such as Mexico, Brazil and Turkey must strongly support the idea of net access as a right, all more than in any European country. Hardly any people would be surprised that the world's most wired country, South Korea, had the greatly majority, with 96% of favor.

The survey revealed a lot of division on Internet censorship. Web users in South Korea and Nigeria felt most strongly that governments should have no involvement. However, the majority in China and many European countries disagreed, accepting the government had a role to play. In the UK, for example, 55% believed that there was a case for some government regulation of the Internet. The survey also revealed that the Internet is rapidly becoming a vital part of people's lives in a diverse range of nations.

Few respondents in Japan and Mexico said they could cope with it. Most of those questioned also said that they believed the web had a positive impact, with nearly 80% saying it had brought them much greater freedom. However, web users also expressed concerns. The dangers of fraud, easy access to violent and explicit content and privacy worries were all alarming aspects for those questioned.

✓ *Why is it important to have access to the Internet?*
✓ *Should a government be responsible for providing all citizens with access to the Internet or is gaining Internet access an individual responsibility?*
✓ *Do you think governments have the right to censor material on the Internet?*

Guide to Human Rights for Internet Users by European Council

On 16 April 2014, the Council of Europe adopted a human rights based guide for Internet users. The Guide explains what your rights are and how they apply within the Internet environment. The Council of Europe recognises that human rights apply equally online and offline. The Guide to Human Rights for Internet Users was written to explain in user-friendly terms the rights and freedoms guaranteed to internet users by the European Convention on Human Rights.

In the Guide the Committee of Ministers of the Council of Europe laid down the basic framework of principles to protect the fundamental human rights guaranteed by the European Convention on Human Rights for all internet users.

The guide emphasises that the protection of the right to freedom of expression, access to information, the right to freedom of assembly, protection from cybercrime, the right to a private life, and the protection of personal data are all equally protected online and offline.

Human rights guide in brief:

1. Access and non-discrimination

Access to the Internet is an important means for you to exercise your rights and freedoms and to participate in democracy. You should therefore not be disconnected from the Internet against your will, except when it is decided by a court. Moreover, your access should be affordable and non-discriminatory. You should have the greatest possible access to Internet content, applications and services using the devices of your choice.

2. Freedom of expression and information

You have the right to seek, receive and impart information and ideas of your choice. You have the freedom to express yourself online and to access information and the opinions and expressions of others.

3. Freedom of assembly, association and participation

You have the right to peacefully assemble and associate with others using the Internet. This means that you have the freedom to choose any website, application or other service in order to form, join, mobilise and participate in social groups and assemblies whether or not they are formally recognised by public authorities. You have the right to protest peacefully online. However, you should be aware that you may face legal

consequences if online protest leads to blockages, disruption of services or damage to the property of others.

4. Privacy and data protection

You have the right to private and family life on the Internet which includes the protection of your personal data and respect for the confidentiality of your correspondence and communications. You should be aware that in using the Internet your personal data is regularly processed.

5. Education and literacy

You should have online access to education and knowledge in order to exercise your rights and freedoms on the Internet.

✓ *In your opinion, should access to the Internet be a fundamental right of all people?*
✓ *Does Internet censorship violate freedom of speech?*

The European Digital Competence Framework for citizens

Digital society needs digitally-competent citizens. Being digitally competent means using digital technologies in a confident and safe way for various purposes such as working, getting a job, learning, shopping online, obtaining health information, being included and participating in society, entertainment, etc.

Digital competence is one of the 8 key competences for Lifelong Learning by the European Union. What is digital competence? Digital competence is the set of skills, knowledge and attitudes to enable the confident, creative and critical use of technologies and systems in an increasingly digital world. Across the Europe, there are many incredibly inspiring programmes designed to boost digital competency levels for young people. The European Commission recently built its Digital Competence Framework to help define what digital skills are required for the future digital citizen.

The European Digital Competence Framework for Citizens (DigComp) defines digital competence as a combination of 21 competences grouped in five main areas: Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem solving. Reference frameworks such as the DigComp framework create an agreed vision of what is needed in terms of competences to overcome the challenges that arise from digitization in almost all

aspects of modern lives.

Version 2.2 of DigComp consists of an update of the examples of knowledge, skills and attitudes. For each of the 21 competences, 10-15 statements are given to illustrate timely and updated examples that highlight contemporary themes, which are relevant in today's society, such as:

➤ misinformation and disinformation in social media and news sites (e.g. fact-checking information and its sources, fake news, deep fakes) linked with information and media literacy;

➤ the trend of datafication of internet services and apps (e.g. focus on how personal data is exploited);

➤ citizens interacting with AI systems (including data-related skills, data protection and privacy, but also ethical considerations);

➤ emerging technologies such as Internet of Things (IoT);

➤ environmental sustainability concerns (e.g. resources consumed by ICT).

The DigComp 2.2 integrates the competence area, the respective skills, and the proficiency level. Thus you have a clearer overview of all three aspects in one place;. It contains 259 examples of knowledge, skills, and attitudes in order to help citizens engage confidently, critically, and safely with digital technologies (including systems driven by artificial intelligence).

The DigComp 2.2 contains use-cases on how to concretely apply the skill in a real-life scenario in the context of work or learning. For example, in the competence area "Safety", under the skill "Protecting personal data and privacy", at an advanced level you are able to apply different ways to protect your data and privacy in digital environments. The various examples under this competence area include how to identify suspicious e-mail messages that try to obtain sensitive information, knowledge about secure electronic identification, or the skill to assess the benefits and risks before allowing third parties to process personal data.

✓ *What are some ways for you to improve your digital competence?*

Media and online activism for personal and social development

Increasing accessibility and the ability to communicate with thousands of citizens quickly has made the internet a tool of choice for individuals or organisations looking to spread a social message far and wide. Independent activists the world over are using the internet and

digital tools to build their community, connect with other similar-minded people outside their physical surroundings as well as lobby, raise funds and organise events.

Online or digital activism is the use of technology, such as social media, email and/or websites, as a form of activism. It enables users to spread awareness and information about political and/or social change. As well as Instagram, Facebook, online petitions and even TikTok are all platforms young people have used to share, discuss and raise funds about social injustices. Some online campaigns have even successfully forced governments to pass certain laws on the back of them.

Watch the video "The power of online activism" and answer some questions.

https://www.youtube.com/watch?v=fp_LoZUEOf8&t=3s

✓ *Does online activism work? Is its impact positive for society?*
✓ *What tools are used in digital activism?*
✓ *How can social media be used as a form of activism?*

Read the text "The Promise of Digital Activism – and its Danger"
https://www.cfr.org/blog/promise-digital-activism-and-its-dangers

Blog Post by Catherine Powell
March 21, 2022

I have been fascinated by the role of social media as an organizing tool. From the subsequent uprisings in the Middle East to the Black Lives Matter and #MeToo movements in the United States to the role of social media in the Ukraine-russia information war today, it has become apparent that social media is a powerful tool for both those who seek to enhance and those who seek to limit freedom.

I was fortunate to speak with Brooke Foucault Welles, a coauthor of #*HashtagActivism: Networks of Race and Gender Justice.* Foucault Welles focuses on digital social justice activism in the United States. He states that while digital activism has the potential to create transformative and concrete change, there exist a plethora of factors that can limit hashtag activism's efficacy.

Foucault Welles provided some insights as to how hashtag activism influences mainstream media coverage, representing a "transformative

opportunity to inject new narratives or to change the narratives and the way we talk about things." The activists at the center of these digital campaigns are incredibly important. Activists tend to operate in digital networks that overlap with social justice movements that have a presence "on the ground," allowing activists to learn and develop effective strategies to spread their message. As a result, each subsequent movement grows larger and gathers steam more quickly.

Despite the power of hashtag activism to change national and international conversations, significant backlash to these online campaigns presents enormous risks to activists. Foucault Welles noted that "As soon as any marginalized group starts to have some inroads to power, you get the backlash." The real question is whether activists decide to endure that backlash or not. While the backlash activists experience is very serious and threatening, it should not be taken as "evidence that the movement is unsuccessful or should stop."

Recently too, we have seen a surge in both online and offline activism in response to russia's invasion of Ukraine. Russian activists have found creative ways to organize protests against russian president Vladimir Putin while Ukrainian activists have used the Internet to find evidence of russian war crimes. As a testament to the crucial role large tech companies play, some have observed that russia's usual disinformation campaigns, on display during russia's 2014 annexation of Crimea, are not as effective this time around. Tech companies have implemented new policies and devoted more resources to countering russian disinformation. Twitter's ban on ads in russia and Ukraine and Facebook parent company Meta's creation of an operations center staffed by russian and Ukrainian speakers are some examples of how tech companies have tried to combat russia's disinformation war.

Digital activism is not as simple as someone clicking "retweet" on Twitter – which all too often involves enormous risk to the activists themselves or can result in spreading disinformation. Foucault Welles reminds us that digital movements depend on the extent to which a few powerful companies are willing to defend free speech, even in the face of immense pressure from national governments.

✓ *Can online activism result in offline action?*
✓ *What kind of situations do you think people can change by using social networks? How do you think they might do this?*

✓ *What are the pros and cons of online activism and whether its impact is overall positive or negative for society?*

Work in groups. *Think of a situation in your town/country which are not satisfied with (environment/lifestyle/politics, etc) and discuss the questions.*
✓ *How could you use social media to try and change the situation?*
✓ *What would you do?*
✓ *Could you organise an online petition or try to raise some money?*

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Theme 6

Diversity of the media, diversity of content in the media; linguistic diversity; media representation of social groups; diverse mass media in education

Duration: 2 hours.
Key Sub-Topics

- ✓ Diversity of the media and its content
- ✓ Media representation of social groups and minorities
- ✓ Linguistic diversity and diverse mass media in education

Learning Objectives. Having mastered this topic, students will be able to:

✓ Define the concept of "diversity", illustrate it with their own examples in different aspects of life in society;

✓ Analyze and interpret media messages to find out their target audience and what discourse, agenda, vision, and background are represented in them.

Methods: Heuristics, Group work, Matching activity, Open discussion, Expressing own opinion, Video material comprehension

✓ *What is diversity? Can you suggest your examples?*

The fact that there are many different ideas or opinions about something:
There is a wide diversity of opinion on the question of unilateral disarmament.

The fact of many different types of things or people being included in something; a range of different things or people:	**The condition or fact of being different or varied; variety:**
Does television adequately reflect the ethnic and cultural diversity of the country?	*genetic/biological diversity; a wide diversity of opinion/ideas*
The fact of there being many different things existing together in a group:	***The fact of there being people of many different groups in society, within an organization, etc.:***
There seemed to be an infinite diversity of possibilities.	*cultural/ethnic diversity*
The mixture of races and religions that make up a group of people.	*We are an equal opportunities employer committed to diversity in the workplace.*

Can you explain the meaning of the following words and word combinations? Match them with the following definitions:

1) Diversity of the media

   a) Culturally Diverse English Classrooms (CDEC) as an education system engages learners' gender, race, ethnicity, religion and dogma, different abilities, socioeconomic status, various cultural and linguistic backgrounds by means of mass media application.

2) Diversity of content in the media

   b) any small group in society that is different from the rest because of their race, religion, or political beliefs, or a person who belongs to such a group and may cause others to treat them unfairly.

3) Linguistic diversity

   c) the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

4) Media representation of social groups	d) states promote the support of national minority languages as one of the main elements of their national identity.
5) Diverse mass media in education	e) a complex that encompasses three different elements: different types of media, diverse ownership of the media, and diversity of content, which refers to media output.
6) Minority	f) people of all ages and genders, from all strata of society, can access, understand, critically analyze, evaluate, use and create media content.
7) Discrimination	g) maintaining a balance and ensuring rational and fair satisfaction of the needs and interests of various language groups represented in society.

Read the following key questions, formulated to analyse and interpret a media message. Work with a video below, apply these questions as a plan for analysis:

1) Who is the author of the article (post) under review? This point enabled participants' realization that all media content is created by a diversity of authors, each of them having a unique discourse, agenda, vision, and background.

1) What technologies are applied to draw the attention of the audience? This questions helped participants to systematize their knowledge on various tools and means used by digital media to keep the audience interested in videos, commercials, or apps.

2) What multiple interpretations of one particular message are possible? Here, the participants could reflect on the point that different communities can perceive a specific message in different ways.

3) Whose discourses, traditions, lifestyles, positions, and values are expressed or absent? Sometimes, not all perspectives and voices are represented, especially from certain strata of the society. It was essential to find out what views were missing and why.

4) What reason is this message sent for? This point was brought up so participating students could try to understand the author motives in the creation and sharing of messages and how they benefited from them.

This piece of video is dedicated to disguised messages a child is acquiring from cartoons. Have you been ever of them before?

https://www.youtube.com/watch?v=57zKcmrT6M&ab_channel=jonesyy217

Which of the notions from the previous exercises is reflected in each unit of the text? Make up a heading for each unit.

A) States should ensure that all people, of all ages and sexes, from all walks of life, can develop the skills and abilities that will enable them to access, understand, critically analyze, evaluate, use and create media content, including online media and digital content.

States may use regulatory and other measures to promote the use of particular languages in the media, including the state/official language(s) or other languages, for example to strengthen social cohesion and integration or to ensure a common language of communication. States can similarly promote the support of national minority languages as one of the main elements of their national identity.

It is very important that the task of disseminating information and ideas also covers issues of interest to national minorities. However, targeting national minorities alone is not enough: when media content for minorities is actually produced by minorities themselves, including in their own languages, the content is more likely to successfully meet their information needs.

In carrying out the function of public control, mass media should also pay attention to abuses by political or economic forces that specifically affect the interests of national minorities. States are encouraged to take a number of measures aimed at supporting media initiatives that promote intercultural dialogue by offering content, programs and services for the whole of society and thus maintaining common points of reference. in particular, through mass media and through social networks; as well as educational activities (Tallinn Guidelines on National Minorities and Media in the Digital Age, February, 2019).

Look at the picture. Which concepts do you know? Which of them describe the topic? Analyze a video below according to the plane. Which of the concepts are mentioned in it?
https://www.youtube.com/watch?v=qpLQDsf9Sg&ab_channel=AdaOkechukwu

B) Exploring the role of mass media, as a form of the mass consciousness, it was found out that it performs a significant impact on the perception of the new reality, putting in people's heads certain stereotypes about the cultural characteristics of a country, to which a person migrates; or a nation, whose language a person learns.

Regarding the role of national or ethnic stereotypes in intercultural communication, researchers emphasized that peculiarities of the cognitive process categorization of culturally diverse people enabled the reconstruction of the ways how people perceived themselves and others. National stereotypes provoke expectations about representatives of another culture in the process of communication or a certain situation; they may reflect some realities, but in general they are not identical either with the national character or with the representation of the worldview of this people.

Racial and ethnic stereotypes are manifested at the level of individual behavioral reactions, which leads to neurotization of an individual and society as a whole. They belong to the category of stereotypes that discriminate against members of national, racial or ethnic minorities, singling out the following four stages of portraying racial and ethnic minorities in the mass media: non-recognition, ridicule, regulation, respect.

Non-recognition characterizes the complete exclusion of racial and ethnic minorities from television and the press. Ridicule means the glorification of the dominant group of their own image by humiliating and stereotyping minorities, portraying them as incompetent or uneducated. Regulation is depicting minorities, who appear as defenders of the existing order (for example, police, detectives, spies). Respect features giving national and racial minorities the full range of roles (both positive and negative), inherent in most heroes.

Watch the video and analyze it according to the plan.
https://www.youtube.com/watch?v=5nz12jy80mg&ab_channel=TrevViews

C) Typical stereotypes about women and femininity: objectification of the female body, infantilization, "glass ceiling", the image of the "woman-guardian of the family hearth". The objectification of the female body points out an important fact of gender stereotypes, that women are often portrayed as young beauties, whose duty is to remain always young and attractive to please men. At the heart of this critical attitude is the idea that a woman should not allow herself to grow old. This is most evident in advertising – in the field of mass media with the most stereotypical gender images. Infantilization of women introduces the transmission of femininity as the manifestation of virginity, vulnerability, naivety. In this regard, women are always victims of violence. Having a "glass ceiling" on the way to career success is a phenomenon characterized by the difficulty of women to reach higher positions in their careers, which are usually occupied by men. The image of the "woman-guardian of the family hearth" portraits women who dedicate their lives to their husbands and families, performing unpaid reproductive work.

Do you know this TV show?
Have you seen it?

Which women stereotypes are depicted in this show?

Who is your favourite character in the show? Why?

Watch the video and analyze it according to the plan.

https://www.youtube.com/watch?v=Q2tuIqShbo&abchannel=RenegadeCut

D) The need to study English language in multi-cultural society is an important aspect at the 21st century teaching and learning. The effectiveness of diverse mass media usage in Culturally Diverse English Classrooms (CDEC) is provided by using TV, radio, video, newspaper, books and Internet resources to foster four foundational skills of L2 learning.

With a drastic change of technology, educators continuously experienced various challenge in choosing the media platform which is mostly accurate and effective in reaching their students. In addition, instructors are able to develop personal media to convey the knowledge effectively and efficiently. Findings showed that mass media usage in English class and English proficiency were significantly associated with students' perceptions of using diverse mass media in CDEC. By implementing this new strategy, educators may occupy themselves with appropriate knowledge on social media. Mass media serves as a tool to assist students in adapting and experiencing flexible learning. In the classroom, educators provide the students with various language practices through activities that engage mass media: Internet, magazines, newspapers, movies, TV, radio, books, etc., which enable enhancing their skills in reading, writing, speaking and listening.

Look at the picture and single out the most important principles, according to which educational materials should be selected.
In your opinion, why they are important?

Make up a post, a reel or a TikTok video, illustrating the situations with diversity representation in your local media.

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Theme 7

Reporting diversity in the news media and their role in creating intercultural dialogue: media freedom and pluralism; the process of news selection; counteraction to fakes and manipulation in the media

Duration: 2 hours
Key Sub-Topics

✓ Information, news, elements of false and misleading content
✓ The process of news selection and checking
✓ Media freedom and pluralism

Learning Objectives. Having mastered this topic, students will be able to:

✓ Distinguish the different types of information and its introduction in media; the truthfulness of information including disinformation, misinformation, and mal-information.
✓ Apply methods of evaluation of information

Methods Group work, Associations, Open discussion, Matching activity, Video analysis, Reading comprehension

Defining News

1. Describe the word "news" and think of adjectives associated with news. Fill in the spider chart:

2. Think about the channel(s) of information you use for current affairs. Consider the list bellow and put numbers (1-5) for channels (A-E) from the least used to the most used. If you like, think of other ways to get information and write them down.

A) Goverment press/media

B) News agencies (private/commercial/ independent)

C) Social media (Facebook, Instagram etc.)

D) Talking to people

E) Vlogs on different media platforms (i.e. YouTube etc.)

3. Look at the flowchart and discuss the process of creating news with your group mates. Pay attention to the duties of different people in the process and their role in providing the credibility of information. What do you think the trustfulness of information depend on?

Vocabulary

4. A) What words do you think of or associate with the term "fake news" or "false information"? Discuss with your groupmate(s).

B) Watch the video "*Fake News: Fact and Fiction – what do you know about information?*" (0-3:17) (*https://www.youtube.com/watch?v=OLu4AcRaK_o*) and fill in the gaps.

The program is going to be about 1) *dangers of fake news*.

Grammatically information is an 2) _____ noun so we talk about 3) _____ of information or 4) _____ of information but not informations.

Information has a number of very closely related grammatical variations.

The verb 5) _____is quite formal and means to tell someone something and the adjective 6) _____ is used to describe information that is useful and interesting.

Information also appears in initialisms: I.T. – 7) _____, F.Y.I. 8) _____ and T.M.I. – 9) _____ . We use the phrase too much information when someone tells us something that is very personal and makes us feel a little uncomfortable.

When thinking about fake news we should be aware that information isn't always true and not all sources of information are 10) _____.

The expressions like 11) _____ and 12) _____ are both commonly used for the same thing – fake news.

Reading

5. A) Can you explain the meaning of the following words and word combinations? Match them with the following definitions:

misinformation	disinformation	propaganda
information influence operations	information	malinformation

1) information	A. is false or misleading content that is spread with an intention to deceive or secure economic or political gain and which may cause public harm
2) misinformation	B. is true information shared intentionally to cause harm
3) disinformation	C. facts about a situation, person, event, etc.
4) information influence operations	D. is false or misleading content shared without harmful intent, e.g. when people share false information with friends and family in good faith.
5) propaganda	E. refers to coordinated efforts by either domestic or foreign actors to influence a target audience using a range of deceptive means
6) malinformation	F. is information, especially of a biased or misleading nature, used to promote a political cause or point of view

6. Read the text and check your answers

Since the 21st century, the ever-growing stream of information and channels of information have changed how people do socialise. People increasingly use technology to communicate with each other. Nowadays, social media is one of the preferred streams for people of different ages to access and share information, communicate, get acquainted, entertain themselves, and spend their free time. The Internet and social media are the new public sphere.

However, propaganda, misinformation and fakes can polarise public opinion, promote violent extremism and hate speech and ultimately threaten democracies and reduce trust in the democratic processes.

Two-thirds of EU citizens report coming across fake news at least once a week. Over 80% of EU citizens say they see fake news as a problem for their country and democracy in general. Half of EU citizens aged 15-30 say they need critical thinking and information skills to help them combat fake news and extremism in society.

The terms 'propaganda', 'misinformation' and 'fake news' often overlap in meaning. They are used to speak on various ways in which sharing information causes harm, intentionally or unintentionally – usually in relation to promoting a particular moral or political cause or point of view.

As the word propaganda is used to refer to information, especially of a biased or misleading nature, which promotes a political motive or point of view, it is necessary to separate out three different uses of information. They are misinformation, disinformation and mal-information.

So, what do they mean?

Misinformation is false information shared with no intention of causing harm. For example, when people share false information with friends and family in good faith. However, the effects can still be harmful. Disinformation is false information shared intentionally to cause harm. Mal-information is true information shared intentionally to cause harm.

Although none of these phenomena is new, they have taken on new significance recently. It has happened due to the widespread of complex forms of information and communication technology. For example, sharing text, images, videos, or links online allows information to go viral within hours.

The ability to respond critically to online propaganda, misinformation and fake news is more than a safeguarding tool. It is also an important democratic competence in its own right. Analytical and critical thinking, knowledge and understanding of the world, including the role of language and communication, lie at the heart of the Council of Europe Reference Framework of Competences for Democratic Culture. They are central to Digital Citizenship Education and Media and Information Literacy.

(The Source: *DEALING WITH PROPAGANDA, MISINFORMATION AND FAKE NEWS – INTRO* https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/compendium/-/asset_publisher/V1l7nfhFNH6d/content/dealing-with-propaganda-misinformation-and-fake-news-intro?_101_INSTANCE_V1l7nfhFNH6d_viewMode=view/)

7. Based on the materials of the text and your own opinion, think and discuss with your group mates what is the basis of the difference between misinformation, mal-information and disinformation. After discussion, visualise your ideas and complete the chart using the following words and phrases.

Misinformation; No Purpose; Mal-information; *On Purpose*; Disinformation
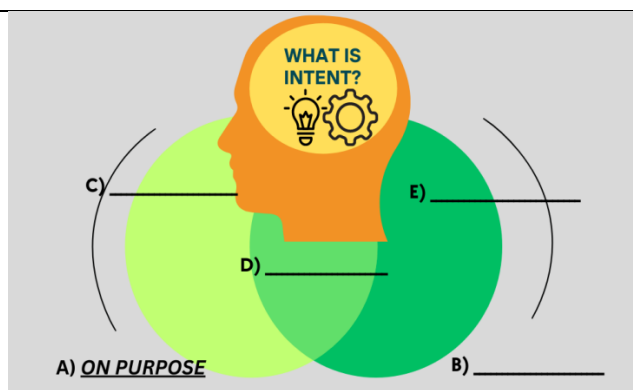
8. Read the following stories and try to identify the three main types of unreliable and inaccurate information. Share your ideas with your group mates.

1)_____

An owner of a network of chemists in a small city posts on her social media that people should not get the COVID vaccine because it has a 5G chip in it. Though she knows it is not true, she is spreading this information because of her intent to mislead local people and increase sales in her business.

2) _____

You have got a message on social media that says microwave cooking is harmful because the radiation kills all nutrition and shared it with your friends and family because you care for them. What are you spreading?

3) _____

Representatives of two opposing political forces are fighting for the position of mayor in the city. Shortly before the elections, one party posts on social media graphic images of a road accident with the participation of their opponent where several cars were damaged. The images are considered authentic, but they were made several years ago, and the time of their publication was chosen in such a way as to cause maximum harm to the opposing party, using people's emotions. Images exacerbate social conflicts between supporters of either side.

4) _____

The construction company wants to get exclusive access to the land plot near the river. It goes online and finds old photos of the garbage dump. It edits and then shares these photos in media resources and social media, stating that these are modern pictures. They prove that the plot is polluted and unsuitable for public recreation and should be handed over to the company to construct the plant.

5) _____

After several months of the relationship, the girl and the young man broke up. She makes new friends and lives a busy life. These events surprisingly hurt her ex. He decides not to allow her to start any new dating and to ruin her reputation by moving private information, such as secrets and intimate images, into the public sphere.

Watching and Speaking

9. A) Think about the possible impacts of different types of unreliable, inaccurate and misleading information and fake news on people's lives, and discuss your ideas with your groupmate(s)

B) Watch the video "*Fake News: Fact and Fiction – what do you know about information?*" (3:20-5:09)

https://www.youtube.com/watch?v=OLu4AcRaK_o

C) Answer the questions.

1. What does Samantha Bradshaw research?
2. What, according to Samantha, influences the consequences of disinformation spread?
3. What in the past prevented the spread of disinformation
4. What have fake news and disinformation led to in India or Mexico?
5. What negative impacts have fake news about vaccinating children caused?

D) Watch the video "*Fake News: Fact and Fiction - what do you know about information?*" (5:09-5:09) https://www.youtube.com/watch?v=OLu4AcRaK_o **and tick true information. Discuss your ideas with your groupmate(s). What actually caused the tragedy?**

1. Reha Kansara investigated the details of a tragic story that happened because of fake news.
2. It's a story of twenty-two men.
3. The men stopped to have launch.
4. They were arrested because someone at the school got suspicious.
5. They were arrested and police found empty beer bottles.
6. People started spreading the information about them on WhatsApp.
7. They were arrested because they were child kidnappers who were waiting outside of school to abduct children.
8. After their arrest the situation turned into something bigger because their story went from Whatsapp to Facebook.
9. People were angry, discussed the crime on Facebook but they didn't take the law into their own hands.
10. Arrested men were dragged from the police station to a town hall, doused in petrol and then lit on fire.
11. The whole lynching scene was filmed on Facebook.
12. The people of the small city easily believed things without fact-checking.

E) Watch the video "*Fake News: Fact and Fiction – what do you know about information?*" (7:56 – 9:41) (*https://www.youtube.com/ watch?v=OLu4AcRaK_o*) and match the parts to have tips for verifying the information.

1. Use double-sourcing.	A. If there is something involved in it that shows that it could have a reliable source of news then go to that source and find out what's happening.
2. Find a way to verify news.	B. It is making sure that you have two independent sources confirm the same information
3. If you see something on social media ask why people are spreading it - What's the agenda?	C. It means to check that something is true.
4. It's very important to verify before sharing.	D. If you see something in the news check another media organisation's coverage of that news to see whether they are following the same line.

F) Watch the video "*Fake News: Fact and Fiction – what do you know about information?*" (9:43 – 10:49) (*https://www.youtube.com/ watch?v=OLu4AcRaK_o*) and sum up your knowledge about information.

Quiz: Fake or real?

10. Are you good at distinguishing facts and fake? Follow the link and check yourself!

FAKE OR REAL? THE ALL-NEW NEWSWISE HEADLINES QUIZ!
(https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021)
Reading

11. Read the text, think of and formulate at least 7 important issues about media freedom and pluralism according to the text. Ask your questions to your groupmates.

MEDIA FREEDOM AND PLURALISM IN EU

In today's societies, the basic human right to freedom of expression and information cannot be properly exercised without the presence of a large number of rival media outlets which are free from the domination of political or commercial interests. Access to a great variety of media is not just necessary for free speech; it is also crucial to make democracy work. Only a sufficiently diverse media environment can keep the public aware of facts, views and debates which hold governments to account.

The media are pluralistic if they are multi-centered and diverse enough to host an informed, uninhibited and inclusive discussion of matters of public interest at all times.

Pluralism of the media means a media structure that is:
➢ comprised of competing media outlets which are independent from each other, a central owner, or other influence;
➢ diversified on ownership, political views, cultural outlooks and regional interests;
➢ able to communicate to all corners of society;
➢ capable of conveying a great variety of information and opinion;
➢ designed to draw information from a wealth of different sources.

Pluralism is an effect of freedom of speech but it is also a value associated with free speech itself. A diversity of media outlets is an

important prerequisite for free speech. Freedom of expression and freedom of information – the freedoms "to hold opinions without interference and to seek, receive and impart information and ideas" are basic human rights as set out in 1948 by the Universal Declaration of Human Rights (Article 19). Since then, international and local human rights standards have acknowledged that freedom of speech must be accompanied by media freedom and media pluralism.

Free speech and information are values that are achieved with the assistance of the free media. Whereas freedom of expression might be thought of as "the right to speak", and freedom of information can be characterized as "the right to know", pluralism of the media could be considered "the right to choose".

Free expression and the free imparting of information are individual rights. But media pluralism is the institutional guarantee of their fulfillment. Pluralism is a quality of democratic societies, as well as an individual human right that can be enforced through juridical, constitutional and international mechanisms.

So, the European Media Freedom Act (EMFA) was proposed as a tool that can be directly applied to all EU Member States and their citizens in order to safeguard media freedom and media pluralism.

(The Sources: *MEDIA PLURALISM AND HUMAN RIGHTS, 2011, https://rm.coe.int/16806da515; MEDIA FREEDOM AND PLURALISM IN THE EU, 2022,*file:///C:/Users/Acer/Downloads/European_Media_Freedom_Act__Commission_proposes_rules_to_protect_media_pluralism_and_independence_in_the_EU.pdf)

Writing in your own words

12. A) Look at the European Media Freedom Act factsheet, discuss with your group mates proposed key steps to ensure the flow of information in democratic society.

B) Write several sentences about the EU's media freedom policies. Express your opinion on pros and cons of media freedom and pluralism.

No interference in editorial decisions of media — No spyware against journalists — Independent and adequately funded public service media — Transparency of ownership

Transparent and fair audience measurement systems and allocation of state advertising — Establishment of a new European Board for Media Services — More protection for media against unjustified online content removal — Assessment of market concentrations and requirements on national measures affecting the media

The source: MEDIA FREEDOM AND PLURALISM IN THE EU, 2022, file:///C:/Users/Acer/Downloads/European Media Freedom Act_Commission proposes rules to protect media pluralism and independence in the EU.pdf; https://ec.europa.eu/commission/presscorner/detail/тen/ fs 22 5507)

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Theme 8

Navigating in media space: searching, analysing and using information from various sources; media and online resources for education and foreign-language learning (remote platforms, Google tools, online survey tools, tests and assessments, etc.)

Duration: 2 hours. Key Sub-Topics
- ✓ Searching, analysing and using information
- ✓ Resources for education and foreign-language learning

Learning Objectives. Having mastered this topic, students will be able to:
- ✓ Understand and operate with different sources of information for educational purposes;
- ✓ Recognize how media and online resources can support the learning experience;
- ✓ Effectively search, evaluate, and utilize information for educational purposes;
- ✓ Create and publish a written document in a public platform with open access

Methods: Teamwork, Brainstorming, Associations, Open discussion, Matching activity, Video analysis, Investigative story/report, Reading comprehension

Lead-in discussion

1. A) Look at the picture and identify any problems the person on it is facing. Can you suggest any potential solutions to overcome these problems?

(https://www.businessanalysisschool.com/post/3-key-mistakes-to-avoid-as-a-business-analyst)

B) Think over the answers to the questions and get ready to participate in the discussion:

✓ Can you recommend the most effective media resources, including Internet, for buying and selling items? booking tickets for events? ordering food deliveries? finding entertainment? Searching materials for thesis or course papers? How often do you use them?

✓ Have you ever attempted to learn a foreign language through online resources? If so, which specific resources did you utilize?

✓ What were the advantages of using online resources to learn a foreign language? Conversely, what obstacles did you face while using them, and how did you manage to overcome them?

✓ What advice would you offer to someone who is commencing their foreign language learning journey through online resources?

Mind-mapping

2. Brainstorm and complete a mind-map using the provided words and combinations. Feel free to contribute your own ideas as well.

Online survey tools	Citing sources	Evaluating accuracy	Sources of Information	Ethical considerations
Interpreting Information	Google tools	Privacy & security	Education	Assessing relevance

NAVIGATING IN MEDIA SPACE
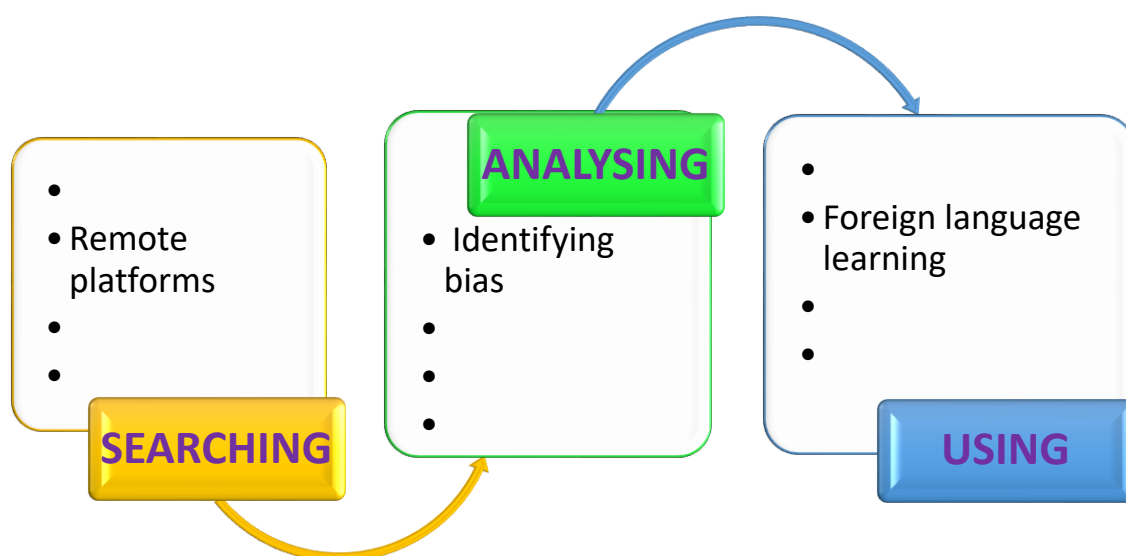
3. Can you explain the meaning of the words and word-combinations given in the left column? Share your ideas with groupmates. Find the corresponding definitions in the right column and match.

1. Navigate	A. A software program that searches for and identifies items in a database that match specified criteria.
2. Analyze:	B. The right to keep personal information and activities confidential, especially when using the internet.
3. Search Engine:	C. The quality of being trusted and believed in
4. Advanced Search:	D. To refer to a related or similar topic or item in order to provide additional information or context.
5. Credibility:	E. To find one's way through a system or process, typically using a combination of search terms, menus, and other tools.
6. Platforms:	F. To evaluate or determine the value, importance, or quality of something.
7. Cross-reference:	G. A phrase or set of words that appears exactly as specified in a search query.
8. Assess:	H. A search feature that allows users to enter more specific criteria to narrow down search results
9. Online Privacy:	I. A system or structure that enables or facilitates the sharing of information, resources, or services.
10. Exact Phrases:	J. To study or examine something in detail in order to discover the underlying principles, causes, or key components

4. Complete the sentences below by filling in the blanks with the provided words:

accuracy	*credibility*	*privacy*	*search*	*understand*
assess	*evaluate*	*read*	*security*	*validity*
aware	*media*	*safety*	*tools*	*verify*

1. Navigating in media space requires one to be able to _____, analyse and use information from various sources. 2. With the development of technology, the use of _____ and on-line resources for education and foreign-language learning has become increasingly popular. 3. Remote platforms, such as Google tools, online survey tools, tests and assessments, are great _____ to help students learn. 4. It is important to _____ the reliability of the information one is using when navigating in media space. 5. A great way to find reliable sources of

information is to _____ reviews from other users. 6. When searching for information online, it is important to be _____ of the potential risks. 7. It is important to be aware of _____ when using online resources for foreign-language learning. 8. To ensure accuracy, it is important to _____ the information one is using. 9. When using online resources, it is important to be aware of _____ and copyright regulations. 10. It is important to be aware of the _____ of the information one is using. 11. It is important to be aware of _____ when using online resources for education. 12. When using online resources, it is important to _____ the terms and conditions. 13. When navigating in media space, it is important to _____ the potential risks. 14. It is important to be aware of the _____ of the information one is using. 15. It is important to be aware of the _____ of the information one is using.

5. A) Read the text individually and underline any unfamiliar words or phrases.

B) Discuss the passages in pairs focusing on the main ideas and key information, share your understanding and thoughts about the content, think about the headline to the text.

C) Match each paragraph (A-L) with the corresponding subtitle. Arrange the subtitles in a logical order.

Subtitle	Paragraph
Use search engines effectively:	
Seek out authentic content:	
Maximize the use of Google tools:	
Define your objectives	A, B
Challenges of using media and Internet tools	
Stay organized and manage time effectively:	
Utilize online platforms and tools	
Conduct online surveys	
Evaluate sources critically	
Take online tests and assessments:	
Engage with online communities	

A. In today's increasingly digital age, the ability to navigate the world of media is more important than ever before. To do so effectively, one must possess a range of skills, including the ability to actively search for information, analyze data, and utilize resources from various sources.

B. This is particularly crucial for those who are interested in educational and foreign language learning purposes. To attain success, you must identify your desired outcomes for navigating different media platforms. Whether it's language acquisition, academic research, or studying a specific topic, establishing clear objectives will help you stay on track and succeed.

C. Luckily, you have access to numerous virtual platforms and online resources that can assist you with this task. One of the most powerful tools for gathering information is Google search engine. To maximize your search results, try using specific keywords and advanced search techniques. For instance, you can use quotation marks to search for exact phrases or utilize the site: operator to narrow your search to a particular website. Additionally, you can explore various search operators and filters provided by search engines to refine your results.

D. It's important to be cautious about the sources you rely on for information, as not all of them are reliable or accurate. To assess credibility, consider factors like the author's expertise, the reputation of the publication, and any potential bias. It's always a good idea to cross-reference information from multiple sources to ensure accuracy.

E. One way to enhance your education and language skills is by taking advantage of remote platforms and tools. For instance, virtual platforms such as Zoom, Skype, and Google Hangouts have revolutionized the way that students learn and collaborate with one another. These platforms enable live video and audio communication, making it possible for students to participate in online lessons and work on group projects in real-time. Additionally, online learning platforms like Coursera, edX, and Khan Academy offer courses on a wide range of subjects, including foreign languages. Interactive language practice is also available through language learning apps such as Duolingo, Babbel, and Memrise.

F. It's important to keep in mind that Google provides a variety of helpful tools that can improve your learning experience. For instance, Google Docs enables collaborative writing and editing, Google Drive offers cloud storage for your files, and Google Translate can aid in translating text or phrases. Utilize these tools to effectively collaborate, stay organized, and optimize your learning process.

G. To enhance your foreign language skills, consider participating in online communities such as forums, discussion boards, or social media groups that are relevant to your interests. Interacting with people who share your passions can offer valuable insights, opportunities for language practice, and access to extra resources.

H. Pay attention to using original media sources such as news articles, podcasts, videos, and online publications in the language you are learning. These resources offer a glimpse into real-life language usage and cultural backgrounds, which enhances your language proficiency and lexicon.

I. Online tests and assessments such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are widely recognized by educational institutions and employers as effective measures to evaluate one's language skills. So, if you want to assess your language proficiency, these tests are the way to go.

J. In addition to these resources, if you're conducting research, using online survey tools such as Google Forms or SurveyMonkey can be quite beneficial. They enable you to design surveys, gather data, and analyze responses in an efficient manner.

K. It's essential to keep yourself organized, especially when it comes to learning. You can use various productivity tools such as note-taking applications, project management software, or task managers to prioritize your learning tasks and monitor your progress.

L. However, it is important to be mindful of possible ethical concerns when using these resources, such as online privacy issues. It is essential to have a thorough understanding of how to navigate this space safely and effectively, while also ensuring that students' personal information and data are protected at all times. By developing a range of skills and utilizing a variety of resources, students can gain the knowledge and experience they need to succeed in today's digital world. Remember, while online resources and media can be valuable learning tools, it's essential to approach them critically, verify information, and create a balanced learning routine that combines various sources and approaches.

D) Using the information from the text answer the following questions:

1. Which skills are crucial for navigating the media landscape? 2. What are some specific goals that can aid in successfully navigating diverse media platforms? 3. What are the most effective tools for gathering information? 4. How can source credibility be evaluated during research? 5. What are some online resources and virtual platforms that assist with language learning? 6. In what ways can the Google search engine optimize search results? 7. What benefits do remote platforms and tools offer for language learning? 8. What Google tools are available to enhance the learning experience? 9. How can online communities and forums improve language proficiency? 10. Which original media sources can be utilized to enhance language skills? 11. What are some commonly used language proficiency tests? 12. What online survey tools are available for research? 13. How can productivity tools aid in prioritizing learning tasks and tracking progress? 14. What ethical considerations should be kept in mind when using online resources?

E) Have you ever come across or used any of the search engines listed below? Take some time to go through the link *(https://www.wordscoach.com/blog/top-educational-search-engines-for-students/)* **and decide if you want to try one. Why or why not?**

Words coach

TOP EDUCATIONAL SEARCH ENGINES FOR STUDENTS

1. Google Scholar
2. Microsoft Academic
3. Educational Resources Information Center
4. ResearchGate
5. Bielefeld Academic Search Engine
6. Virtual Learning Resources Center
7. Semantic Scholar
8. iSeek
9. PubMed Central

Speaking

6. Deliver a short speech on a topic, using the prompts provided under relevant headlines. It's important to consider both the advantages and disadvantages of the subject matter. Focus on introducing a balanced presentation.

A) Navigating in Media Space
- ✓ Utilizing search engines effectively
- ✓ Evaluating the credibility of online sources
- ✓ Fact-checking and verification techniques
- ✓ Ethical considerations in media consumption
- ✓ Digital media literacy skills

B) Online Resources for Education
- ✓ Remote learning platforms (e.g., Google Classroom, Zoom)
- ✓ Online libraries and databases
- ✓ Educational websites and platforms (e.g., Khan Academy, Coursera)
- ✓ Open educational resources (OER)
- ✓ Virtual simulations and interactive learning tools

C) Foreign Language Learning
- ✓ Language learning apps (e.g., Duolingo, Babbel)
- ✓ Online language courses and tutorials
- ✓ Language exchange platforms
- ✓ Digital flashcards and vocabulary builders
- ✓ Language proficiency tests and certifications

D) Google Tools for Education
- ✓ Google Drive for cloud storage and collaboration
- ✓ Google Docs for document creation and editing
- ✓ Google Slides for presentations
- ✓ Google Forms for surveys and assessments
- ✓ Google Classroom for online learning management

E) Online Survey Tools and Assessments
- ✓ SurveyMonkey for creating and distributing surveys
- ✓ Typeform for interactive and engaging surveys
- ✓ Google Forms for surveys and quizzes
- ✓ Assessment platforms for online tests and exams
- ✓ Data analysis tools for survey results interpretation

EVALUATING AND CHOOSING SOURCES
https://www.youtube.com/watch?v=bf8sLojHmlM
7. A) Fill in the gaps with the appropriate words:

1. Timeliness is concerned with _____.
   a) the author's expertise
   b) the entertainment value of the source
   c) the information's relevance to the topic
   d) the novelty of the information

2. Relevance is determined by _____.
   a) the source's popularity
   b) the author's qualifications
   c) the information's match to the topic
   d) the accuracy of the information

3. Authority refers to _____.
   a) the source's bias
   b) the source's popularity
   c) the author's expertise
   d) the entertainment value of the source

4. Accuracy is concerned with _____.
   a) the information's match to the topic
   b) the recency of the information
   c) the source's bias
   d) the reliability and correctness of the information

5. Purpose refers to _____.
   a) the recency of the information
   b) the author's qualifications
   c) the author's reason for creating the information
   d) the source's popularity

6. The purpose of a source can be to _____.
   a) entertain
   b) persuade
   c) inform
   d) all of the above

7. Bias refers to _____.
   a) the author's opinions in favor of a topic
   b) the author's opinions against a topic
   c) the author's neutral stance on a topic
   d) the author's expertise in a topic

8. TRAAPing a source involves evaluating it for _____.
   a) the author's expertise
   b) the source's popularity
   c) timeliness, relevance, authority, accuracy, and purpose
   d) the information's entertainment value

B) Watch the video "EVALUATING AND CHOOSING SOURCES" https://www.youtube.com/watch?v=bf8sLojHmlM

In small groups discuss and answer the question: *What are the main points covered in the video?* **Collaborate with your group to create a list of 4-5 essential subtopics from the video and present them.**

C) Indicate if these statements are true or false based on the video's content.

1. The TRAAP method helps evaluate potential sources.
2. TRAAP stands for Timeliness, Relevance, Authority, Accuracy, and Purpose.
3. Timeliness refers to whether the information is current.
4. Older information is always useful for any topic.
5. Relevance is determined by reviewing research questions.
6. There are two piles in the TRAAP method: Yes and No.
7. Authority refers to whether the author is an expert.
8. Accuracy refers to whether the information is biased.
9. Internet information does not need to be evaluated for authority and accuracy.
10. Purpose refers to the reason the information was created.
11. The term "bias" means an author's ability to present all aspects of an issue in an objective manner.
12. After evaluating sources using TRAAP, the potential sources will likely increase.
13. The table of contents helps determine the topics covered in a book.
14. Skimming through sources involves reading every paragraph or page.

15. Authority and accuracy are not important for evaluating web sources.
16. Purpose refers to whether the information is entertaining.
17. Sources intended to persuade readers are unbiased.
18. It is not necessary to read and take notes from the selected sources.

D) With the whole groups discuss and answer the questions related to the video:

1. What is the purpose of using the TRAAP method for evaluating sources?
2. What does the timeliness refer to in the TRAAP framework?
3. Give an example of a topic where older information can still be useful.
4. How can you determine the relevance of a source?
5. How can you determine the authority of a source?
6. Why is it important to evaluate Internet information for authority and accuracy?
7. What does bias refer to in the context of evaluating sources?
8. What is the purpose of the TRAAP test for purpose?
9. What should you do with sources that do not pass any of the TRAAP tests?
10. After evaluating sources using TRAAP, what should be done with the remaining sources?
11. What is the significance of the copyright date of a book in the timeliness test?
12. How can you assess the relevance of a book using its table of contents?
13. What elements should be considered when skimming through sources?
14. Why is it important to determine the purpose of a source?
15. Why is it beneficial to have a smaller pile of potential sources after using TRAAP?
16. Why is it important to evaluate Internet sources for authority and accuracy?
17. What is the final step after TRAAPing a pile of Yes sources?
18. Is it necessary to go through all five tests of TRAAP for every source?
19. Should the TRAAP tests be followed in a specific order?

8. With the whole group discuss the following questions related to the topic *Navigating in media space: searching, analyzing and using information from various sources; media and online resources for education and foreign-language learning*, **share your insights and opinions:**

1. When searching for information online, what methods do you employ to ensure its reliability? 2. How do you determine if the sources you come across are credible? 3. What are the pros and cons of utilizing online resources for education and learning a foreign language? 4. Can you share any useful tips for effectively navigating and analyzing media content? 5. What factors do you consider when selecting the most beneficial online resources for language learning? 6. How can you ascertain if the information you find is trustworthy and current? 7. In what ways can online resources assist with maintaining motivation and engagement in learning? 8. What recommendations do you have for fellow students seeking to use online resources to acquire a foreign language?

Writing

9. Create a Wikipedia article.

Form a group of 3-5 students to collaboratively create and publish a written document on an open access public platform. The topic can be documenting the history of your community or a topic of your choice.

To begin, collaboratively select a topic, conduct research, and gather reliable information sources. Then, write a Wikipedia entry that meets the platform's values and editorial elements. Please ensure the entry is unique and has not already been covered on Wikipedia.

Here are five steps for carrying out this activity:

1. Familiarize yourselves with Wikipedia's policies and requirements. You should write an original article, supported by citations and references. You can also check out videos on the Internet to see how others have written on the same subject.
2. Explore the "Help: Wikipedia Tutorial" section to learn how to edit, upload images, and format your article. https://es.wikipedia.org/wiki/Help:Tutorial.
3. Thoroughly read the "Wizard for creating Wikipedia articles" section, available at https://en.wikipedia.org/wiki/Wikipedia:Article_wizard.

4. Use Wikipedia test area at https://en.wikipedia.org/wiki/ Wikipedia:About_the_sandbox to practice and perfect your article.
5. If you feel lost, you can look for video tutorials on how to prepare Wikipedia articles on the web.

(The task has been developed based on Grizzle, A., Wilson, C., & Gordon, D. (Eds.). (2021). *Information literate citizens. Think critically, click wisely! Media & information literacy curriculum for educators & learners, 403 p. https://unesdoc.unesco.org/ark:/48223/pf0000377068*)

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Theme 9

Media literacy in the context of communication and collaboration: interacting, sharing, collaborating through digital technologies; netiquette

Duration: 2 hours.

Key Sub-Topics

✓ Interacting, sharing, collaborating through digital technologies.

✓ The nature of the concept "netiquette".

✓ Social media etiquette. Social media as a source of news and social interaction. Peculiarities of communication in social networks.

✓ E-mail etiquette. Communication via e-mail.

Learning Objectives. Having mastered this topic, students will be able to:

✓ Give definitions to the concept *"netiquette".*

✓ Define the importance of media and digital literacies skills.

Methods: Open discussion, Expressing own opinion, Reading material comprehension.

Can you explain the meaning of the following words and word combinations? Match them with their corresponding definition:

1. communicate	A. post something on X (Twitter)
2. social media	B. rules of conduct for respectful and appropriate communication on the Internet
3. digital	C. a regular record of your thoughts, opinions or experiences that you put on the Internet for other people to read
4. tweet	D. a picture representing a facial expression (example: a smile)
5. blog	E. websites and other platforms that enable users to create and share content
6. text message	F. storing, using, or sending information electronically in the forms of numbers
7. netiquette	G. share or exchange thoughts, ideas, or information
8. emoticon / emoji	H. a short way of writing, usually sent by a mobile phone or website

Speaking
✓ What do you text messages about?
✓ How many text messages do you send a day?
✓ Are you addicted to text messaging?
✓ What do you think about text messaging during driving?
✓ What do you think about text messaging during a meal with your friend?

Work in pairs. It is important to know the rules about sending text messages to groupmates and lecturers.

Answer the True or False questions with a partner about text messages. Express your opinion.

Statements	True	False
1. You do not have to use full sentences when you text your lecturer. Why or why not?		
2. It is Ok to send emoticons to your lecturer. Why or why not?		
3. You should re-read a text message before you send it. Why or why not?		
4. You don't have to sign your name in a text message. Why or why not?		
5. If your groupmate or lecturer doesn't text back right now, you should send the message again. Why or why not?		
6. You shouldn't send a text message to your lecturer after 9 p.m. Why or why not?		
7. Sometimes you should talk on the phone or use e-mail instead of texting. Why or why not?		

Writing
All the messages have mistakes. Rewrite the message and correct the mistakes.
➢ How you? you get home okay last night?
➢ Really enjoyed your company at the weekend have to do it again soon.
➢ Can we get a lift back with you tonight About nine.
➢ Sounds good. Meet you at the cafe 7 p.m.
➢ Can you send me roberts number viber
➢ What u doing 2nite! Lets go somewhere ok
➢ Text me when you're getting home

Answer the questions about the text messages.
a) Which text says 'thank you'?
b) Which text is asking for Robert's number?

c) Which message is asking for a lift?

d) Which message is arranging a meeting at 7?

e) Which message asks how you are?

f) Which message asks you out?

Look at the picture. Can you explain the meaning of the word "netiquette"?

Read the text and check your answers.

Netiquette

Netiquette, or net etiquette, refers to etiquette on the Internet.

Good netiquette involves respecting others' privacy and not doing anything online that will annoy other people. Newsgroups, online chats and e-mails are great ways to share information, meet new people, and have a lot of fun. If you're new to a newsgroup or online chat room, it may help to observe jumping in.

Here are some tips for you:

1. FAQs (frequently asked questions) – Everyone who is new in online world has a lot of questions. Access a library of FAQs and read them carefully.

2. Text messages – Don't waste other users' time sending messages like "Hello! Just testing to see if it works!"

3. Unwanted messages – Don't flood other users with unwanted e-mails or messages. This is very bad netiquette.

4. Stay on topic – If everyone in the forum is discussing music, for

instance, it's impolite to say, "Hey, did anybody watch the soccer game yesterday?"
5. Be tolerant – Don't correct other people's grammar or spelling. Nobody is perfect. Some users are better typist than others.
6. Capital letters – Don't use capital letters when you write. People will think you are shouting.

Complete the sentences:
1. The word "netiquette" refers to _____
2. The acronym F.A.Q.s stands for _____
3. Unwanted messages are _____

Match the acronym to the meaning.

1. BTW	A. Laugh out loud (That's funny!)
2. BFF	B. Talk to you later (Goodbye)
3. Gr8	C. Oh my god!
4. J/K	D. Best friend forever
5. TTYL	E. Too much information (That is too personal)
6. LOL	F. Just kidding
7. THX	G. By the way
8. OMG	H. Thank you
9. TMI	I. Hugs and kisses
10. XOXO	J. Great!

Read the following text messages. Try to guess their meaning.
CU   PLS   2NITE   L8   SRY   2MORO   2DAY   CUL8R

Reading
Read the following text and complete it with the missing words from the box.

> post (×3)   comment   information   create   photos   write   websites
> share   music   images   react   videos   applications   documents

Different types of media

Social media refers to _____ and _____ that are designed to allow people to _____ content quickly, efficiently, and in real-time. The ability to _____ photos, opinions, events, etc. in real-time has transformed the way we live.

Facebook:
This social media allows people to share videos, _____ and _____ to different "Friends" or "groups". Also, people can

_____ some status or opinions in their profiles and their friends can _____ to them with an emoji.

Tumblr:

In this social media, people can share different type of _____ with other people. They can _____ a recipe or they can also write about a travelling experience. In every blog, people include _____ , drawings or videos next to their written entry.

TikTok:

The main function of this social media is to _____ different types of _____ . You can edit the video by using some filters, _____ and recordings with your smartphone.

Then, you can _____ it and share it with your friends ot people in general. You can also _____ the videos.

Speaking
✓ What social media do you use?
✓ What are the advantages of social media?
✓ What do you do on social media?
✓ Why do you share photos?
✓ Have you ever posted something that you regret?

Read the paragraphs. Complete the beginning of each of them.
✓ Don't share photos or information that will taint your reputation
✓ Use it as channel
✓ Spread love and not hate
✓ Never announce you're on vacation
✓ Think before you post
✓ Avoid posting problems
✓ Always log out in shared gadgets

1. _____
Venting down your problem and publicly share it on social media is a BIG NO NO. Never ever post something that you will regret in the end eventually.
2. _____
Always consider the type of photos that you will post online.
3. _____
Keep it lowkey most especially that these kinds of posts will attract robbers who will think that your house is empty.

4. _____

If you have used another gadget.

5. _____

Never trash talk and bash anyone online even if you are anonymous or using a well-kept account. Be an inspiration instead of spreading negativity based on kami.

6. _____

Always think of the repercussion of your post before sharing it. Will it be offending? Have you got your facts straight?

7. _____

to raise awareness and spread helpful information.

Discussion in small groups:

Digital etiquette in wartime: Social media do's and don'ts. What should be avoided?

E-mail etiquette. Communication via e-mail.

Complete this tip list with the words from the box

reader	polite	simple	points	brief	complicated	direct

on the important _____ to write in your message.

Keep letters and e-mails _____ :
  – 1 page for letters
  – 2-4 short lines or paragraphs for e-mails.

Be _____ , yet use _____ and _____ words.

Don't write long, _____ sentences.

Write for the _____ , not for yourself.

Look at the following parts of e-mail. Arrange them in a logical order.

1. Reason for writing
2. Taking action
3. Conclusion
4. Opening greeting
5. Connecting with the reader
6. Closing greeting
7. Giving good/bad news; requests; agreeing or requests

Label the language example with the correct heading.

a. _____ Dear Mr. Brown

b. _____ In regards to your phone call …

c. _____ I would like to inform you …

d. _____ I would appreciate it if you could …

e. _____ I would be pleased to assist you.

f. _____ If you have any further questions, please do not hesitate to contact me.

g. _____ Sincerely

Mr James Smith.

Indicate which endings are appropriate or not.

1. Which phrases are an appropriate way to end a formal e-mail? (Three of them are not).

a. Yours truly,

b. With best regards,

c. For your information,

d. Yours sincerely,

e. For attention of:

f. Best wishes,

g. To whom it may concern:

h. Yours faithfully,

i. With many thanks and best wishes,

2. Which phrases are an appropriate way to end an informal e-mail? (Three of them are not).

a. Regards,

b. Cheers,

c. Hi again,

d. Rgds,

e. Bue for now,

f. CC

g. With best wishes,

h. See you soon,

i. How are you?

Match the informal expressions in the left column with the formal expressions in the right column.

1. Let us know if you are coming	A. Do not hesitate to …
2. Feel free to …	B. Regards
3. Can you please …	C. As requested
4. Best wishes	D. I look forward to seeing you
5. I won't be able to attend	E. Could you please confirm your attendance
6. As asked …	F. I will be unable to attend
7. I'm looking forward to seeing you	G. We would be grateful if you could

In the following e-mails there are some missing words. Fill in the gaps with the appropriate words from the boxes. There are two extra words in each e-mail. Decide which of the e-mails is more formal and which one is more informal.

> appointment   could   unable   hesitate   faithfully
> afraid   grateful   please   sincerely   forward   due to

Dear Mr. Perkins,

I am writing in response to the e-mail I received from you on 16 August, 2022. I am _____ I will be _____ to attend our meeting _____ a work meeting arranged on the same day. The only solution to discuss out differences would be to meet another day. _____ it be possible to arrange another _____ ? Do not _____ to contact me whenever you find a free day for our meeting. I would be _____ if you could inform me about the day as soon as possible.

I look _____ to hearing from you,

Yours _____ .

Malcom Bross.

> feel free   regards   happy   can   sorry   hello
> asap   won't be able   looking   tell   re   because

Dear Peter,

I write you because I have read your e-mail. _____ but I _____ to go to our meeting _____ I have a work meeting on the same day. We can only talk about our differences if we meet another day. _____ we see each other another day? _____ to call me when you find a free day to meet. I would be _____ if you could _____ me about the day _____. _____ forward to hearing from you, _____ .

Malcom

Work in groups: writing e-mail

✓ Your parents asked you to e-mail your aunt an apology. Write an e-mail to your aunt apologizing for missing Sunday dinner at her house. Blind copy your parents, so they know you sent it.

✓ You are working with a group on a project, and you have a question for your lecturer. E-mail your lecturer to ask the question. Copy all of your group members so they can be in the loop.

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Theme 10

Information hygiene; Reducing the negative impact of information on mental, physical and social well-being; Management of emotions; Culture of information consumption; Fact and judgment; Fact-checking technologies

Key Sub-Topics
✓ Notions – information hygiene, fact, judgment, fact-checking
✓ Fact, judgment, opinion
✓ Culture of information consumption
✓ Fact-checking technologies

Learning Objectives. Having mastered this topic, students will be able to:
✓ Understand and operate the notions of *Information Hygiene, Fact, Judgment, Opinion, Fact-Checking*
✓ Distinguish the differences between fact, judgment, and opinion
✓ Illustrate examples of fact, judgment, and opinion found in different media (media platforms)
✓ Apply fact-checking technologies while consuming information from different media sources

Methods: Group work, Associations, Open discussion, Matching activity, Video analysis, Reading comprehension, Case-study

Defining Information Hygiene
1. A) Consider various associations related to "Information Hygiene" and brainstorm with your small group (2-3) to share your thoughts. Take down notes as needed.

B) Complete the Association Chart using the provided prompts. Can you explain the given points? Compare this chart with your ideas:

Source Verification	Critical Thinking	Selective Sharing:
Continuous Learning	Fact-Checking	Misinterpretation
Informed Decision-Making	Media Literacy	Emotional Intelligence
Research Skills	Technological Challenges	Incomplete Information
Intellectual Empowerment	Protection against Misinformation	Time-consuming

INFORMATION HYGIENE
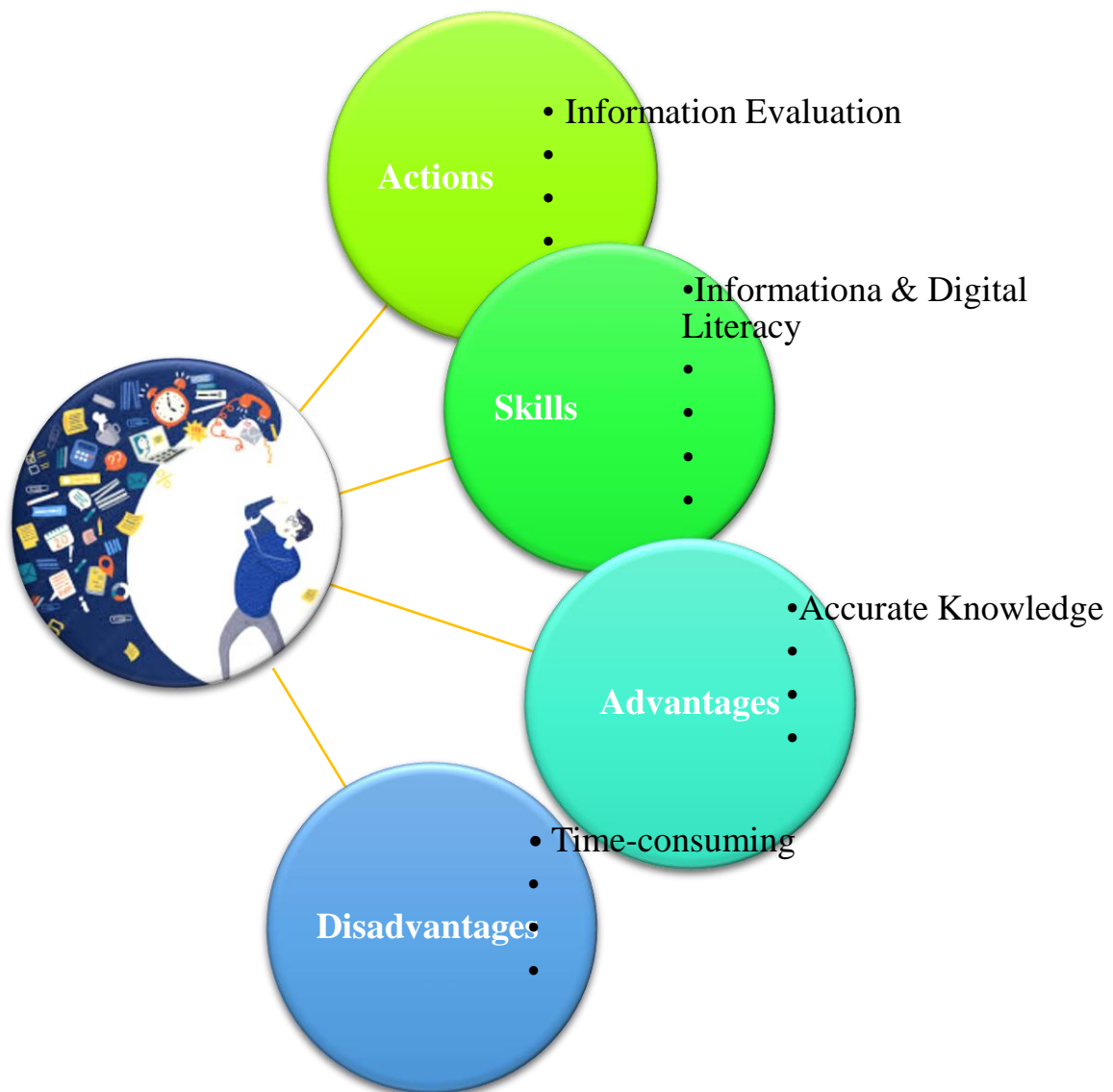
2. Fill in the gaps in the following sentences with the appropriate words.

1. Practising information hygiene can help reduce the negative impact of information on our _____ well-being.

　　a) mental, physical, social

　　b) emotional and intellectual

　　c) physical and emotional

2. Cultivating a culture of information consumption involves developing critical thinking skills and _____ the sources and credibility of information.

a) accepting

b) ignoring

c) questioning

3. It is important to develop a _____ approach to the information we encounter.

a) critical and discerning

b) passive and accepting

c) naive and trusting

4. Distinguishing between facts and judgments helps us make _____ decisions.

a) informed

b) hasty

c) emotional

5. Fact-checking technologies assist in verifying the _____ of information.

a) accuracy

b) popularity

c) complexity

6. Cultivating a culture of information consumption requires _____ action.

a) individual

b) collective

c) passive

7. Responsible information consumption involves being critical consumers of _____.

a) media

b) food

c) products

8. Fact-checking websites and _____ can help identify misleading information.

a) AI-powered algorithms

b) cooking recipes

c) social media influencers

9. Promoting a culture of responsible information consumption requires sharing _____ information.

a) accurate

b) biased

c) misleading

10. _____ individuals can actively participate in promoting information hygiene.

a) Passive

b) Ignorant

c) Active

11. Fact-checking tools help ensure that the information we consume is _____.

a) biased

b) reliable

c) irrelevant

Reading

3. A) Read the text individually and underline any unfamiliar words or phrases.

B) Discuss the passages in pairs focusing on the main ideas and key information, share your understanding and thoughts about the content.

C) Match each paragraph with the corresponding subtitle (A-H). Please note that there are two extra options.

A. Management of emotions
B. Strategies for consuming information
C. The significance of information in today's society   *1*
D. Cultivating a culture of information consumption
E. Technologies for verifying facts
F. The concept of information hygiene
G. Distinguishing fact and judgment
H. Advantages and disadvantages of information hygiene

Information Hygiene

1._____.

The role of information in our lives cannot be overstated. It has the power to shape our worldview, affect our choices, and impact our overall health. However, it is important to note that not all information is created equal, and how we consume and process it can significantly impact our mental, physical, and social well-being. That is why it is essential to prioritise information hygiene.

2. _____

The concept of information hygiene revolves around adopting practices and strategies that minimise the harmful effects of information

on our overall health. This entails learning to analyse and evaluate the information we come across, handling our emotions and responses, and promoting responsible information use. Let us explore some important aspects of maintaining good information hygiene.

3. _____

In today's digital world, we are frequently exposed to information that elicits different emotions. From news stories to social media updates and web-based conversations, we may feel anger, fear, sadness, or happiness. It is crucial to be aware of how we react emotionally and not let it control our behaviour. Taking breaks, practising self-care, and seeking out reliable sources of support can all contribute to effectively managing our emotions.

4. _____

It is essential to differentiate between facts and personal judgments to maintain information hygiene. Facts are objective and can be verified, while judgments are subjective and influenced by personal opinions or biases. Awareness of this distinction enables us to assess the information we come across and make informed decisions based on trustworthy evidence.

5. _____

In today's world, with the rampant spread of misinformation and fake news, it has become crucial to have access to fact-checking technologies. These tools can verify the accuracy of claims and help identify any false or misleading information. Utilising fact-checking websites, browser extensions, and AI-powered algorithms ensures that the information we consume is credible and trustworthy.

6. _____

Taking care of our information hygiene is not something that only individuals should be responsible for. It is a collective effort that requires everyone's participation. By promoting responsible information consumption, we can create a healthier information ecosystem. This includes sharing accurate information, having respectful and constructive discussions, and being critical consumers of media. By actively engaging in this culture, we can help reduce the negative impact of information on society as a whole.

D) Match the terms related to information hygiene (a-b) with corresponding definitions of key concepts (1-5).

1. Management of emotions	A. Reduces negative impact on well-being.
2. Fact and judgment	B. Distinguishing between objective and subjective.
3. Fact-checking technologies	C. Helps verify the accuracy of claims.
4. Cultivating a culture of information consumption	D. Requires individual and collective action.
5. Information hygiene	E. Refers to practices for reducing negative impact.

Case-study

4. A) Can you differentiate between facts, judgments, and opinions? Read the following passage and discuss the key points in pairs and summarise the information.

FACT, JUDGMENT, AND OPINION:
UNDERSTANDING THE DIFFERENCE

Being able to differentiate between facts, judgments, and opinions is of utmost importance when it comes to processing information. Each of these categories holds a varying degree of objectivity and verifiability, and it is essential to distinguish between them accurately. Here is a breakdown of the three categories to assist you in this.

It is important to note that a fact is a statement that can be objectively proven or verified. This means it is based on evidence, observations, or data that can be independently corroborated. Facts are unbiased and not influenced by personal beliefs or biases, providing information that is widely accepted as true and can be supported by empirical evidence. It's worth mentioning that historical events, mathematical equations, or scientific discoveries are some examples of facts. What sets facts apart from opinions is that they are not open to interpretation or debate.

In simple terms, a judgment is a personal evaluation or conclusion that is subjectively determined through individual interpretation. It is based on personal values, preferences, or opinions. As such, judgments can vary from person to person and are not necessarily based on objective evidence or universal standards. Examples of judgments include aesthetic preferences, moral evaluations, or subjective reviews of books or movies. While judgments can be informed, they remain subjective in nature and may differ among different individuals.

An opinion reflects an individual's personal viewpoint or belief regarding a particular matter. Opinions are based on subjective thoughts, feelings, or attitudes towards a topic, and they may not necessarily rely on verifiable evidence or objective criteria. Personal experiences, values, or biases can influence opinions. Unlike facts or judgments, opinions are not universally valid or verifiable. They can be debated or challenged by others and may range from political beliefs and religious convictions to personal tastes in music. Ultimately, opinions are subjective and open to interpretation.

summarise:

1. Facts are ...	A. subjective assessments based on personal interpretation or subjective reasoning.
2. Judgments are ...	B. personal beliefs or viewpoints that reflect subjective thoughts or attitudes.
3. Opinions are ...	C. objective statements that can be proven or verified through evidence.

B) It is crucial to be able to differentiate between facts, judgments, and opinions and critically assess information in order to make well-informed decisions based on reliable evidence.

Work in small groups of 3-4 people to analyse the following cases you can come across while media consumption and identify whether they are facts, judgments, or opinions. Provide an explanation for your reasoning.

The Weather Report

According to the news anchor, the temperature has peaked at 25 degrees Celsius today, marking it as the hottest day of the year up until now.

Movie Review

The latest superhero movie has been hailed by a film critic as the top film of the year. The film boasts impressive special effects and a captivating plot that truly stands out.

Political Debate

As per a politician's statement, it is highly likely that the policies proposed by the opposing party would result in a catastrophic economic downfall and a significant increase in the unemployment rate.

Scientific Discovery

A news headline reads, "Researchers discover a new species of butterfly with vibrant colours and unique wing patterns."

Food Taste Test

On his social media page, a food critic expresses that the pizza from XYZ Pizzeria is the most delicious pizza he has ever tasted. "It has perfectly balanced flavours and a crispy crust."

Sports Report

A sports commentator states, "Today's game was exceptional, with the home team showing outstanding teamwork and skill."

Election Results

A news headline states that the mayoral election has been won by Candidate A, who secured 60% of the total votes cast.

Music Album Review

According to a music critic, Artist X's latest album is a masterpiece that features exceptional songwriting and powerful vocals.

Economic Outlook

During a TV interview, an economist forecasts that the nation's GDP will increase by 3% in the coming year, reflecting a favourable economic outlook.

Scientific Study Findings

Based on a research article, it has been proven that engaging in regular exercise significantly improves one's cardiovascular health. The study, which included 500 participants, has shown that there is no denying the benefits of consistent physical activity. It is clear that making exercise a part of one's routine is crucial for maintaining a healthy heart.

Fashion Review

According to a fashion blogger, the current trend of wearing oversized sweaters is both fashionable and comfortable, making it a perfect choice for the approaching winter season.

Environmental Impact Statement

In one of its publications, an environmental group declares that the planned construction project will negatively impact the nearby fauna and flora.

Documentary Film

There is a documentary on YouTube that covers the Battle of Waterloo. According to a historian featured in the episode, the battle took place on June 18, 1815, leading to Napoleon's final defeat.

Film Box Office Numbers

A news report states that the movie titled 'Superhero X' had a highly successful opening weekend, grossing $200 million and setting a new record in box office earnings.

Video Analysing

5. A) Rank the fact-checking tips with your groupmate, prioritising the most important ones at the top. Remember, this is a condensed list and it's important to be thorough and critical when fact-checking information. Use these guidelines as a foundation to establish reliable fact-checking practices.

(https://elearningindustry.com/7-tips-fact-checking-elearning-courses-practical-guide-elearning-professionals)

FACT-CHECKING TECHNOLOGIES

➢ Cross-reference multiple sources.
➢ Check the credibility of the source.
➢ Investigate the reputation and reliability of the source.
➢ Evaluate the author's expertise.
➢ Examine supporting evidence.
➢ Fact-check quotes and statistics.
➢ Consult fact-checking organisations (Snopes, FactCheck.org, or PolitiFact).
➢ Be sceptical of unverified or anonymous sources.
➢ Watch for biased language or tone.
➢ Be cautious of clickbait and sensational headlines.

B) Watch the video "How to fact-check online information and news" (https://www.youtube.com/watch?v=7A55c_KaBpw) and complete the tips with provided words on how to spot and avoid misinformation on the Internet.

C) Match each tip with its corresponding detailed explanation.

Tips for fact-checking online

evidence   reverse
motivations   say
news   source
organisations verify
primary   Wikipedia

Tips for fact-checking online	Explanation
1. Who is the _____?	A. Examine the evidence provided, including photos, videos, primary sources, and accounts from people who were present at the event.
2. What might be the _____ for sharing this information?	B. Looking up the source on Wikipedia can provide a general overview of their background and expertise.
3. Google the source to _____ information.	C. Verify the information by cross-referencing it with multiple sources. Check if other reliable news outlets or reporters are reporting the same information.
4. Check the source's affiliations and _____.	D. Figure out who is behind the information. Check their affiliations, search their bio on social media, and look them up on Wikipedia for more details.
5. Use _____ for background information.	E. Reverse image searches can help determine if a photo or image has been previously debunked or used in a different context.
6. Check the footnotes for _____ sources.	F. Understanding the organisations, the source is affiliated with can provide insights into their credibility and potential biases.
7. Seek _____ from trusted sources.	G. When reviewing information on Wikipedia, checking the footnotes and references can lead to primary sources for further verification.
8. Look for _____.	H. Consider what the source stands to gain or lose by sharing potentially false information.
9. Perform _____ image searches.	I. It is crucial to rely on trusted sources for news and information,

	both in traditional media and social media posts.
10. Check what other sources _____.	J. Googling the source can help gather more information and background on their credibility.

Speaking

6. A) Complete the following conversations on the issues of information hygiene with the appropriate words.

1)

- Hey, have you heard about the latest news article?
- Yes, I did. But you know, I always practice 1_____ to ensure I'm not misled.
- That's a good approach. How do you determine the 2_____ of the information you come across?
- I usually use 3_____ tools to verify the facts and identify any biases.
- That's smart. It's important to avoid forming 4_____ based solely on opinions rather than facts.
- Absolutely! By practising 5_____, we can have a healthier relationship with information and minimise its negative impact on our well-being.

credibility
fact-checking
information hygiene
information hygiene
judgments

***

2)

- Have you heard about 1_____ technologies?
- Yes, they are 2_____ tools for verifying the accuracy of information.
- Absolutely! They help us identify 3_____ information and ensure that we consume reliable content.
- That's true. By utilising these tools, we can reduce the 4_____ impact of misinformation on our well-being.
- I think we also need to develop a 5_____ approach to the information we encounter.
- You're right. Being critical consumers of media and 6_____ between facts and judgments are crucial.
- And let's not forget about 7_____ our emotions while consuming information.
- Definitely. Being mindful of our emotional responses helps us 8_____ our actions and make

control
negative
fact-checking
essential
managing
critical
misleading
culture
distinguishing

informed decisions.
- It's important to promote a 9_____ of responsible information consumption too.
- Absolutely! By actively participating, we contribute to a healthier information ecosystem.

B) Discuss the matters related to information hygiene (Reducing the negative impact of information on mental, physical and social well-being; Management of emotions; Culture of information consumption; Fact and judgment; Fact-checking technologies, etc.). Share some personal examples of how you practice Information hygiene in your daily life.

Writing in your own words

7. Watch the video "Fact check: How do I spot manipulated images?" https://www.youtube.com/watch?v=75ErawNvXGI and write a passage (10-15 sentences) with recommendations on how to fact-check images on Internet. Remember to name useful toolkit and services and their functions.

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Theme 11

Safety in media space and the basics of cyber security: protecting personal data and privacy; different forms of cyber-bullyling (trolling, phishing, etc.) and counteracting to them

Duration: 2 hours. Key Sub-Topics

✓ The concept of privacy.
✓ Fundamentals of cyber-security. Internet security.
✓ Forms of cyber-bullying (trolling, phishing).
✓ Protection in the digital environment. Rules of safe behavior in the virtual world.

Learning Objectives. Having mastered this topic, students will be able to:

✓ Explain what cyber-security is.
✓ Define the importance of cyber-security.
✓ Deepen knowledge of Internet security, investigate the negative impact of the Internet on human development.
✓ Develop skills of critical analysis and systematization of information, skills.

Methods: Interactive lecture, Open discussion, Expressing own opinion, Reading material comprehension.

Warm-up

Describe the word "privacy" and think of word combinations associated with privacy. Fill in the spider chart:
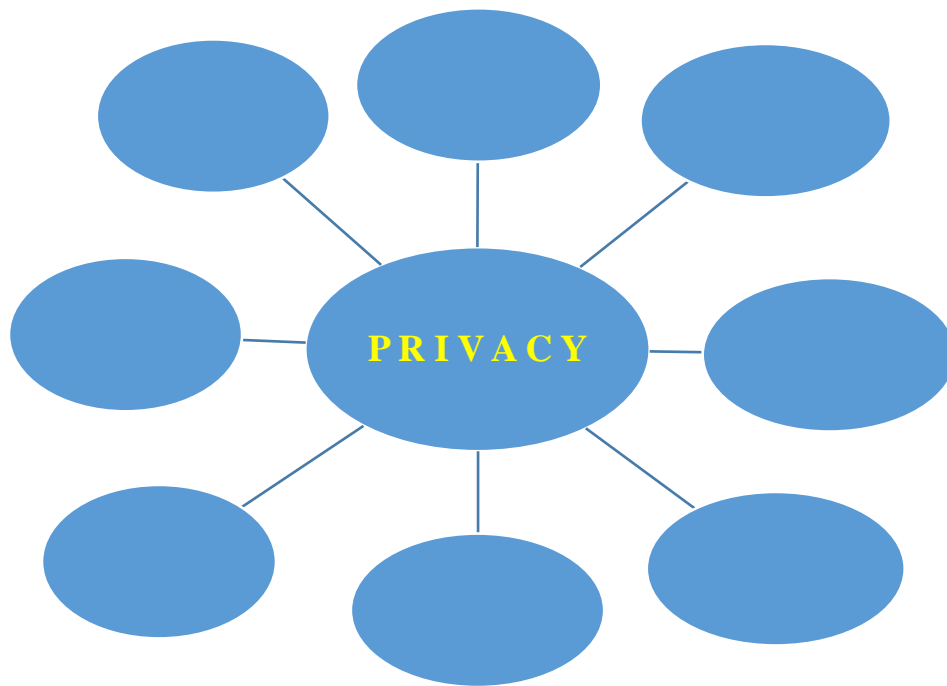
Look at the photos and answer the following questions:

✓ Do you know these people? What professions made them famous?
✓ Would you like to be a celebrity? Why?
✓ Do these people have any privacy?
✓ If not, how is it taken away?
✓ When are they entitled to privacy?
✓ When are they not entitled to privacy?
✓ Should this be happening?
✓ Could you imagine yourself in that situation?
✓ If you are not famous, can your privacy be taken away?
✓ Do you think we should protect famous people's privacy?

Read the following statements. Choose if it's personal or private information.

✓ My full name.
✓ My favourite food.
✓ My university address.
✓ Publish photos of my pets.
✓ My home address.
✓ A photo of myself.
✓ My birthday date.
✓ My favourite computer games.

Speaking

✓ What kind of information is your profile?
✓ Is your privacy important to you? Why?
✓ What is personal data for you?
✓ Whatever you put online is permanent. How do you feel about this?
✓ Have you ever been bullied online?
✓ Have you ever seen or heard of somebody being bullied online?

Discussion

✓ What types of personal information is it important to keep safe / private online?
✓ What type of information is okay to share publicly?
✓ How long can your personal information stay online?
✓ How can you protect your personal information and privacy online?

Cyber security

In the age of Internet, our lives are increasingly dependent on online shopping, banking, and socializing. We store photos and personal information on our computers and in the cloud. If somebody is not careful, he could be a victim of cybercrimes, privacy violations, and misinformation. This in turn could affect the individual's trust in online websites and apps and thus reducing his participation in the digital society. Without digital trust and safety, communities may be held back due to the constant struggle between danger and protection, bullying and support, harassment and freedom. And as digital technologies become further integrated into daily lives of people, new Internet users are potentially exposed to greater risks.

As more and more aspects of our lives move online, so does the risk of cybercrime. A steady rise in cybercrime highlights the flaws in devices

and services we've come to depend on. Thieves steal customer social security numbers from corporations' computer systems. Unscrupulous hackers grab passwords and personal information from social media sites or pluck company secrets from the cloud. For companies of all sizes, keeping information safe is a growing concern.

Cyber security is a set of principles and practices designed to safeguard your computing assets and online information against threats. The importance of cyber security comes down to the need and requirement to keep information, data, and devices secure.

These days your personal devices (mobile phone, tablets and laptops) store information of value to you, including your financial records, photos, medical records, personal documents and e-mails. Unfortunately, this information is of value to cyber criminals too. If your device is compromised or stolen it could lead to identity theft, bank fraud and /or fraudulent purchases to name a few problems.

Speaking
✓ In what ways is cyber-security important?
✓ Who is it important to?
✓ Why do you need to protect systems from attackers? Who would do such a thing and why?
✓ Name positive and negative factors of using the Internet.
✓ Name pros and cons of the fact that information about us is stored on the Internet.
✓ Identify what hidden problems occur when using the Internet?
✓ Are there any computer systems in the world that are safe from being hacked? Why or why not?

Read the text below. Match choices (A-H) to (1-6). There are two choices you do not need to use.
FIVE STEPS TO A GOOD PASSWORD

1_____ Before we begin, we must be clear on one major expectation: there is no such thing as a perfect password. A committed hacker can crack any password, given enough time and the right 'dictionary' or 'brute force' tools. But just like breaking into a car, if the protection is strong enough, the hacker will become discouraged and commonly give up before the protection fails.

2_____ A good password starts with a base word phrase. This means: choose two or more meaningful words, with the

spaces removed. Choose a word phrase that says something about you (easier for you to remember). The phrase might reflect your hobby interests or a personal passion of yours. You could try using your nickname, your personal taste in music (or food, or even a favourite saying). For example: Ilovecats; RedHonda; PuppyLovesCheese.

3_____ Passwords start to become strong at 6 characters long. While a long password can be annoying to type, a long password really helps to slow down brute force hacker attacks. You can do this by adding the website name or computer software name to the base phrase. For example: IlovecatsGmail; RedHondaWin7; PuppyLovesCheeseEbay.

4_____ Scrambling does not necessarily mean rearranging the letters. Rather, scrambling your password can effectively be achieved by swapping one or more of the password letters with a non-alphabetic character, and then purposely including uppercase and lowercase letters within the password. Using numbers as substitutes for letters is another strong scrambling technique. Examples of scrambling: !7ovecatsGmail; Red7ondaWin7; PuppyLovesCheese3bay.

5_____ At work, your network people will require you to change your password every several days. If you are using different passwords for different websites, you can do yourself a favour by rotating portions of your passwords every few weeks. Note that rotating parts of the password, not the entire passwords, will help deter hackers from stealing your phrases. Examples: !7ovecatsWin7; RedHonda3bay; PuppyLovesCheeseGmail.

6_____ There are several other resources for building strong passwords. You can employ a digital vault like Password Safe. This kind of software creates personal 'lockers' to keep all your passwords locked under a master password. Tools like Key Wallet Password Manager work well because you can avoid typing your passwords entirely, and just let your mouse do the data entry. You can also view other tips while surfing the Internet.

Which paragraph gives information about ...?
A. inventing something extraordinary
B. substituting your password regularly
C. lengthening the phrase
D. thinking of numbers

E. using the key expression

F. thinking of your password protection

G. jumbling the phrase

H. following some advanced password tips

Write an example of a secure password. Explain your choice.

Speaking

✓ Is your social media account public?

✓ Do you add people as "friends/followers" that you don't really know?

✓ Do you know what apps installed on your phone have access to your information (photos, contacts, e-mail address)?

✓ Is your location settings switched on?

✓ When you click agree to a website or apps 'terms and conditions' do you read them first or are you aware of what you are agreeing to?

✓ Do you regularly tag your location when posting on social media?

✓ Do you know who can view/access your photos on your social media profile?

✓ If you receive a message from someone you don't know, do you open it?

✓ Do your friends regularly tag you in posts including memes, articles, photos on social media?

Discussion:

✓ What can we learn about others by looking at their social media profiles?

✓ Do people who post about themselves really want us to know that much about them?

✓ Should all information be available to any user of the site?

✓ Which of these data are private?

✓ Would we like to share any information about ourselves?

✓ What information should we especially protect?

Complete with "should" or "shouldn't".

1. You _____ protect your personal information.

2. You _____ share private information with strangers.

3. You _____ be cautious about the information you share.

4. You _____ upload inappropriate content.

5. You _____ spend too much time on social media.

6. You _____ avoid posting your location.

7. You _____ log off when you leave a website.

8. You _____block and report who post upsetting comments or content.

Make up five "My Social Media Behaviour" tips.

Discussion in small groups

Read the situations and discuss what these people should do in the following situations.

Jennifer is talking to a friend online when she gets a message saying that there is trouble with her computer and she needs to type in her online password again. Should she do it? What should she do?

Jeff got an e-mail from someone he doesn't know, with a file attached. Should he open it? What should he do?

Watch the video "Is it cyber bullying or trolling?"
https://www.schooltube.com/media/Is+It+Cyberbullying+or+TrollingF/1_kjbak71p

Spot the difference between cyberbullies and trolls.

Speaking

What do the following terms mean when we use the term 'trolling'? Describe an example of how a person might 'troll'.

Explain what measures social media companies have in place to try to prevent trolling.

Describe what cyber bullying is and why people do it.
Identify the different types of cyber bullying.

Match the different types of cyber bullying with their descriptions:

Web site creating   Cyber stalking   Impersonating   Flaming Harrasing   Degradation/humiliation   Use of photos and images   Password theft

Description of the type of bullying	Types of cyber bullying
A very hostile and rude form of abuse where the bully uses vulgar and abusive language with the intention of starting a fight with the victim.	
Bullies will use this to spread rumours and hearsay with the purpose of embarrassing the victim.	

This can be described as the act of sending messages to frighten or threaten someone.	
After gaining these passwords, the bully enters the victim's sites and locks them out. In some cases, the bully will use these sites to bully others.	
The sending of insulting, threatening and harassing messages via the internet or cell phones. These messages are however sent persistently and tirelessly.	
Bullies will create websites and pages and load them with images, statements and insulting remarks for the sole purpose of tormenting and humiliating a person.	
The act of taking on an identity that is false for the purpose of tormenting a person and damaging their reputation. They may also pretend to be the victim by creating a false identity or profile.	
The sending of insulting, threatening and harassing messages via the Internet or cell phones. These messages are however sent persistently and tirelessly.	

Read the text and choose the best answer to the following questions.

Phishing

Phishing is a type of attack that happens over the Internet. Users receive an e-mail or text message that seems like it came from a trusted source. These users are being deceived. They are interacting with dangerous hackers. The attackers copy trusted companies. They send users to web pages that look like the ones we use every day. When users login or provide sensitive information, the attackers steal this data.

Attackers want your data for many reasons. They may use your data to commit identity fraud. This is when they use your identity to buy something with your credit. Then they receive the goods and you receive the bill. Or they may want your password to take over a computer network. They may want access to private e-mails. They may want customer records. They gain access by tricking people into giving them their login info.

Some phishing attacks are targeted. A targeted phishing attack is called a spear phishing attack. These attacks are dangerous because they are convincing. The attacker may know the target's name, address, etc. They may have gathered information from social networks, like the

names of friends or family. The attackers may use this personal information to craft a believable e-mail. The target will be tricked into clicking a link. The link will send them to a phony website. This site will look familiar, but it will be spoofed site built to steal data.

Phishing attacks are dangerous, but you can spot them if you pay attention. One thing to watch is your address bar in your browser. Attackers use domains that look like the ones that we trust, but they are not the same. For instance, in 2016 staffers from Hillary Clinton's campaign were spear phished. The attackers used the domain accounts-google.com. The domain looks like goggle.com, but it isn't the same. When logging into google, you should always do it from google.com. Likewise, when logging into any account, make sure the address matches what you expect. If you are unsure, search for the site and login from the root domain.

An even better way to secure your account against phishing attacks is to use 2FA (two factor authentication). 2FA means that your account is secured with two keys. The first is your password. The second key is a random code that changes every few minutes. This code may be generated by a 2FA app, like Authy. Or it can be sent to your cell phone on request. If you activate 2FA on your accounts, an attacker will not be able to get in even with your password.

Phishing attacks are scary and common. The reason why they are common is that they are effective. Many people accept appearances without suspicion. Browsing the Internet safely requires a healthy amount of suspicion. Not everything is what it appears. Nobody is trying to give you free money. Don't trust; verify.

1. What is the difference between a phishing and spear phishing attack?
    a) A spear phishing attack is targeted while phishing is random.
    b) A phishing attack is illegal while spear phishing is legal.
    c) A spear phishing attack involves theft or identity fraud and phishing does not.
    d) A phishing attack is more convincing than a spear phishing attack.

2. Which is NOT a motive or reason for phishing mentioned in the text?
    a) To steal private communication or records
    b) To commit identity fraud
    c) To gain control of someone else's computer network
    d) To disarm home alarm systems

3. How can 2FA protect users from phishing attacks?
      a) Nobody can log into account under any circumstances.
      b) The attacker needs a fingerprint or eyeball scan to access the account.
      c) Users need two keys to login, and the user can't give away one of the keys.
      d) Two people have to approve the login, so the attacker can't do it alone.

4. Why does the author discuss 2FA?
      a) He is trying to impress readers by using technical terms.
      b) He is trying to persuade readers to not use the Internet.
      c) He is trying to inform readers about how to protect themselves.
      d) He is trying to entertain readers by telling a short story.

5. Which is NOT discussed by the author?
      a) Reasons why people commit phishing attacks
      b) Which computers work best for phishing attacks
      c) How spear phishing is different from phishing
      d) How to protect oneself against phishing attacks

Can you identify a spam e-mail? Which of the following indicate the e-mail might be a spam?
      1. E-mail address is not professional.
      2. E-mail address has the same domain as yours.
      3. E-mail has no greeting or generic greetings.
      4. Spelling/grammar errors.
      5. E-mail is too long to read.
      6. E-mail creates the same of urgency.
      7. E-mail invites you to click on the link.
      8. E-mail does not have a proper salutation.
      9. E-mail suggests Zoom Meeting ID and Passcode.

Read the e-mails. One of these is a phishing e-mail. Find 5 differences between these two e-mails. Be sure to investigate carefully to find all 10 of them (5 on each e-mail).

From: Kelley Scout k***@scout.com
To: Entire Address Book
Subject: HELP!!!

I am writing this with tears in my eyes. Sadly, during my vacation to Japan, my backpack was stolen at the park bye the hotel where I am staying at. My wallet and phone were in my backpack, but thankfully, I had my passport in my jacket pocket.

My flight home leaves in a few hours but there is a problem with paying my hotel bills because of my stolen credit card. The hotel will not let me leave until my hotel bill is paid.

Please send me $200 to the Western Union closest to Mount Fuji right away, so I can pay the hotel and make it onto my flight to return home. I'll pay you back with as soon as I get back, I promise.

- Kelly

From: Kelley Scout k***@scout.com
To: Johnny@onemail.com, Jane@scouts.com,
Jamie@friendmail.com
Subject: HELP!!!

I am writing this with tears in my eyes. As you know, I am on my Japan vacation right now. Sadly, during my vacation my backpack was stolen at the park by the hotel where I am staying at. My wallet and phone were in my backpack.

Thankfully, I had my passport in my jacket pocket. My flight home leaves in a few hours, but I am feeling a bit scared because I am not sure how I will get to the airport without my wallet and phone.

Will one of you please call me at the hotel? If you call the hotel front desk and ask for me, they will connect you to my room. I am not sure what to do. I will pay you back for the cost of the phone call and buy lunch next time we hang out when I get back, I promise.

- Kelley

Speaking
✓ What do you think is the most successful technique used by the phishers and why?
✓ Who do you think phishing e-mails are aimed at and why?
✓ Is it better to report the phishing e-mails or just delete them? Why?

Writing
✓ Name one way to tell if you have received a phishing e-mail.
✓ Name one thing you can do if you have received a phishing e-mail.

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Theme 12

Critical appraisal of media texts and audio-visual content

Duration:2 hours.
Key Sub-Topics
✓ Sociocultural discourse and narratives in the film and television industry
✓ Critical perception of audio-visual content
✓ Analysis of representation in media
✓ Narrative analysis, its structure and tools

Learning Objectives. Having mastered this topic, students will be able to:
✓ characterize the concepts of "representation", "ideology", "culture codes", "narrative", "genre";
✓ develop the ability to search, systematize and analyze information;
✓ perform a critical analysis of media representations and ideological discourses in the media;
✓ evaluate one's own actions and the actions of others in terms of their social significance;
✓ express their opinions regarding the attitude of citizens to mass media;
✓ pay attention to the system of ideas/values that correspond to images depicted in the media products.

Methods: Heuristics, Interactive lecture, Group work, Matching activity, Open discussion, Expressing own opinion, Video material comprehension, Associations.
Equipment: multimedia projector, whiteboard, laptop, office equipment, digital camera, electronic and paper media, Internet resources, presentation materials, video materials.

Brainstorming. **Watch the video, answer the following questions:** *What is this video about? What is this story about? What is its genre? What historic period and what country are presented in it? What helped you to make such conclusions?*
https://www.youtube.com/watch?v=XV2O2fHfAnQ&ab_channel=Videoland

Introduction. One of the most important goals of media education is the development of a critical approach to perception, evaluation, understanding, and analysis of media texts and other media products. And the biggest obstacle on the way to the development of critical autonomous thinking is the gigantic achievements of the mass media in the skills and technologies of manipulating the behavior of the audience. And it does not matter what goals - commercial or ideological – they set for themselves. This chapter is devoted to an overview of the main methods of media text analysis.

The main methodological approaches to the analysis of media texts are presented here. All of them are tools of critical perception of the media and are aimed at different aspects of the structure of the media text, and therefore, in relation to each other, they are mutually complementary. Critical perception is based on the statement that our knowledge of the world should not be taken as objective truth. We know reality indirectly, with the help of certain categories. Therefore, our knowledge and ideas about the world are not a direct reflection of external reality, but the result of its classification using concepts and categories.

This approach is based on the proposition from the philosophy of linguistics that we always perceive reality through language. With the help of language, we create an idea about reality, which not only reflects it, but also constructs it.

The media are directly involved in the production and dissemination of knowledge about the world. Critical perception of media messages consists in understanding the historical nature of this knowledge and involves the analysis of its ideological structure.

Ideology can be defined as a set of ideas, values and ideas embedded in a particular media text. It is important to be able to identify various ideological discourses that are implicitly present even in the simplest media fragments. In the sociological sense, ideology is a worldview, a set of ideas and representations that are accepted "on faith", defining our "picture of the world" and conditioning social relations accordingly. According to a certain worldview, for example, certain types of behavior are considered "natural" and some – unacceptable.

The dominant ideology is the worldview of the ruling groups, which, becoming widespread (gaining hegemony), legitimizes their privileged position. Hegemony should not be understood as the result of coercion,

but rather as the organization of consent through the displacement of alternative ways of understanding the world. The establishment of hegemony is made possible by the fact that the ruling groups possess the means of controlling the cultural space. The media plays an extremely important role in spreading the dominant ideology and establishing hegemony.

Media analysis is also essential in the market context, because commercialization is a process in which the structures and content of media texts are reoriented to gain profit, reflect the commercial goals of the media industry, and obey the laws of the market. No industry is possible without the product or service it offers to consumers. For the media industry, such a product is content. In other words, the main business of the media is the production of content, filling airtime, printed pages, and websites. Due to time and space constraints, content selection is very important.

The target audience is the audience to which this or that advertisement is directed. Attracting the widest possible target audience is a necessary condition for selling advertising time/space, while advertising is the main source of income for most non-state media. One of the key tasks of the media as a commercial institution (business) is to generate audience interest, to intervene in the sphere of interest. Decisions about whether to take this or that information into account are made not on the basis of the criteria of truth, but on the basis of the criteria of novelty, sensationalism, relevance to popular/ "hot" topics.

1. Watch the video. Apply Key questions for the analysis of the ideological content of media messages: *https://www.youtube.com/watch?v=iaV6eoCHTL8&ab_channel=FollyCZ*
1. What dominant ideas in society supports the message?
2. What values does the message reinforce?
3. What social structures and practices does the message support?
4. What idea of "norm" does the message suggest?
5. Whose interests does the message support? How?
6. Note the use of words and expressions based on the assumption that the reader/viewer shares the same ideas/values as the author.

***Note:** Analysis of **representation** of reality from a certain position. Our perception of reality is always mediated by a certain set of knowledge that we possess about it. The concept of **representation** is based on the statement that we perceive the world through the prism of words and concepts that describe this world, as well as through the prism of images. It is important to understand that **representation** is always selective, because it involves selecting certain words and images and rejecting others, emphasizing certain aspects and silencing others, etc. Such selectivity always presupposes a certain point of view; it is motivated by certain interests and historically determined. This means that other representations of the same thing are always possible, which, say, correspond to the interests of other groups, reflect other historical circumstances, or serve other purposes.*

***Representation** always uses certain codes, and therefore, it can be read differently by different addressees. Therefore, media representations are the ways in which the media portray certain groups, communities, experiences, ideas, or topics from a certain ideological or value perspective.*

*2. **Read the text, watch the video and apply Key questions for the analysis of representation** https://www.youtube.com/watch?v=Q5eorwxcIuU&ab_channel=Settler*

Key questions for the analysis of representation

1. What is the object of representation?
2. How is it represented? What codes are used? Within what genre?
3. What makes this representation seem true, natural?
4. What is accentuated, and what, on the contrary, is obscured? What not?
5. Whose interests does this representation represent? How can it be detected?
6. For whom is this representation intended (who is the target audience, to whom does it appeal)? How can it be detected?
7. What codes make it possible to understand this representation?

Polish director Agnieszka Holland said: "For younger generations, series are a much more popular format than theatrically released movies." Babylon Berlin is a complex and beautifully shot series that plunges its audience into Berlin of the late 1920s, during the Weimar Republic. The series portrays the political unrest at the time in 1929 in Germany, showing the environment from which the Nazis emerged. Hitler and his party attained power only a few years later in 1933. The name of Hitler is though only mentioned once during the two seasons, and the Nazi Brown shirts appear towards the end of the second season. The series shows how Berlin was thriving in the 1920s, but also how the republic was struggling with rising poverty and inequalities, still scarred by the outcome of the war.

It stars a plethora of incredible actors. Volker Bruch plays Gereon Rath, a detective from Cologne, freshly arrived in Berlin on a specific mission. He is paired with Bruno Wolter (played by Peter Kurth) in the vice squad, in charge of stopping porn film shoots and confiscating porn/erotic images. He meets Charlotte Ritter (played by Liv-Lisa Fries), a young secretary, occasionally working nights as a prostitute in order to pay her rent or her mother's funeral, who will soon assert herself as his assistant in his investigations.

Based on the bestselling crime novels by Volker Kutscher, Babylon Berlin tells a very complex story, which is at times difficult to fully follow as there are so many strands that connect is some way or another to each other. This is perhaps what makes this series so well-crafted, as it leaves some gaps for its audience to fill. The series is also a great homage to the cinema of that era. The art direction, the costumes and make-up all reflect

the aesthetics depicted in the films of that time. German cinema was thriving during that period, creating its own distinctive style, just have a look at its most famous directors, Fritz Lang and Friedrich Wilhelm Murnau, and you'll spot the references. This noir-detective series reflects this German Expressionist style of the late 1920s, just before sound was introduced to film.

The two seasons, sixteen episodes in total, were created with a budget of €45 million, the most expensive in German TV history. The series premiered on October 13, 2017, on Sky 1, a German-language entertainment channel broadcast by Sky Deutschland. Netflix has released the first three seasons in the US, Canada, and Australia.

***Note:** The theory of communication defines a signal as a meaningful form, which the addressee must fill with meaning, and a **code** as something that allows you to associate one or another meaningful form with a certain meaning. Within the framework of media research, we can simply define a **code as a system of signals referring to a certain semantic or associative field, a certain spectrum of associations**. The connection of certain signals with a certain associative field is always culturally, historically, or even genre-based. According to different contexts, the same signals can have different meanings. Therefore, when analyzing the codes of media messages, it is important to pay attention to which semantic field or system of ideas they appeal to, which context is activated when reading certain signs and assigning them meanings.*

These are some examples of the use of codes in media messages:

Language: dialect, word choice, and slang can indicate a character's social or class background, education, or worldview.

Environment: The landscape or material environment can indicate what type of story will be presented, indicate its social or historical context, hint at a certain "lifestyle", refer to a certain image of "well-being", or vice versa.

Costume: the style of clothing usually serves as an indication of the historical period, social origin of the character, features of his character. The costume often refers to certain stereotypes inherent in a certain society about certain representatives of it.

Weather: Weather conditions can be used to create a suitable atmosphere, giving a certain mood to a scene.

Analysis of stereotypes: Media stereotypes are inevitable, especially in the advertising, entertainment and news industries, where it is

necessary for the widest possible audience to perceive information as quickly as possible, that is, to decode signs. Stereotypes work as fixed codes that give an audience a quick, general idea about a person or group of people, especially in relation to their class, race or ethnicity, gender, sexual orientation, social role or occupation. Stereotypes create a simplified picture of reality, reduce differences between people to the simplest characteristics. The danger lies in the fact that they transform assumptions about a certain group of people into "reality" and, accordingly, contribute to the maintenance of social prejudice and inequality and serve to strengthen the position of those in power.

3. Watch the video and make up a mind map of cultural codes on the example of the TV show Babylon Berlin

  a) https://www.youtube.com/watch?v=cWnCxbdpqK4&ab_channel=ARD
  b) https://www.youtube.com/watch?v=BjJ_copKQo8&ab_channel=Vintagebursche

*Note: **Plot (narrative) analysis.** Media texts present versions of reality, organizing certain events in history. **Narratives** can be complete (like movies, where a story is told from beginning to end), continuous (like news), or serial (like TV shows). There are also mini-**narratives**, which are limited to depicting a fragment of a story that viewers must complete on their own, a technique often used in advertising. Different types of **narratives** can be considered a joke, news, fairy tale, confession, instructive story, etc. All these **narratives** involve different views, different attitudes to events, different presentation styles, and can use different codes.*

*It is important to understand the difference between "**story**" and "**narrative**". **Narrative** is the way a story is told: the same sequence of events involving the same characters can be told quite differently, organized into different **narratives**. The concept of **narrative** indicates the relativity of the difference between "facts" and "fiction" in the media: both are organized, composed, "told" to the audience, according to a certain **narrative** structure.*

__Narrative structure.__ The most general structure of the narrative can be described as follows:

I is a state of equilibrium;

II — violation of the state of equilibrium by some action;

III — recognition that such a violation has occurred (reaction);

IV – an attempt to eliminate the violation;

V — restoration of balance. The dramaturgy of the narrative is usually based on the desire to restore balance.

Analyzing a particular media narrative, it is important to establish how events are placed in this structure. Depending on how this or that narrative is structured, the viewer may form an idea of a situation that should be considered as a "state of equilibrium" (desired state), which events should be regarded as "disruption of balance", and what actions should be considered as "restoration" of it. The narrative is always built around some change, the emergence of a problem and its solution.

__4. Restore the text matching narrative key elements and their definition:__

1. The point of view from which events and characters are presented	A. The one who organizes, selects, and comments on events and characters in a narrative. Usually the one who tells the story, but may also overtly or covertly evaluate or authoritatively comment on the material. Film and television narratives may give the impression of the absence of a narrator, as a visible narrator. However, the functions of the narrator are performed by the camera and editing, constructing the order of the story frame selecting and organizing images.
2. Narrator	B. It can be the subjective position of the narrator, his attitude to the events (for example, he is an outside observer, involved observer, direct participant, author, etc.), and, for example, the value

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	or ideological perspective from which the events are evaluated.
3. Heroes	C. It is important to understand what we, as viewers, bring to the story. Are we simply reconstructing the meanings laid down by the producer of the message, or is our perception of history mediated by some personal emotions, thoughts, values, ideas. The same events can evoke different readings, emotions and associations, and be evaluated differently by different viewers.
4. Addressee	D. It is worth asking yourself the question: what is more important in this or that narrative - the events or the characters? Heroes can be the drivers of the plot or just its functions; an analysis of any film or television program should reveal how these elements (or some of them) mediate the representation of "reality" within that film or program.
5. Audience	E. Certain type of audience that is familiar with the conventions of this or that narrative. Each media product is made specifically for a certain type of viewer and not to another one, accordingly, regarding certain gender, racial, social or age peculiarities. For narrative analysis, it is important what benefit or satisfaction individuals derive from programs/films.

*Note: **genre** is a category not only of artistic texts, but also of any media production. Therefore, when analyzing the media, it is important to remember that sometimes the specifics of the presentation of the material are primarily dictated by the "rules of the **genre**" and that it is precisely these rules of the **genre** that often determine the "meaning" of a particular story. The audience chooses texts or other media products on the basis of genre affiliation, because certain genres promise it certain specific pleasures. Some **genres** are focused on specific groups of consumers, on satisfying certain needs inherent in them. In this sense, in the system of media production, the **genre** is a means of attracting the audience, it has a significant commercial significance.*

*Genre analysis. Genre is a way of classifying texts or any other media products based on a set of recurring features. A text can be attributed to a certain genre by identifying in it a number of characteristic recognizable elements, **genre** features that also occur in other texts of the same **genre**. Usually, such recognizable elements belong to one of three types — **genre** iconography, structure elements, themes. **Genre** iconography — visual or audiovisual images, signs and symbols with a certain meaning attached to them; for example, the characteristic iconography of the Western is the landscape of the Wild West and the image of the cowboy. **Genre structure elements** are tools of constructing a narrative and a text in general that is characteristic of a certain genre; for example, the thriller genre involves a set of plot methods designed to generate tension, acute experiences. **Genre themes** — a set of topics and ideas inherent in a certain genre; sometimes a genre can be built around only one theme, such as a disaster movie.*

5. Read the text and perform a) narrative analysis of the show taking into consideration the structure and key elements; b) genre analysis of the TV show by singling out its genre peculiarities. Make up a plotline according to the narrative structure and a list of concepts that are peculiar for this genre.

Babylon Berlin – the expensive, and fantastic-looking, Weimer Republic-set German crime drama based on the books by Volker Kutscher – got off to a good start, thanks to a heady mixture of decadence, sexual blackmail, political unrest and post-war poverty. We were introduced to Kommissar Gereon Rath, a PTSD-suffering policeman sent to Berlin's vice squad from Cologne to investigate a blackmail plot. What

he landed in was significantly more dangerous and multi-layered than he even bargained for. Detective Gereon Rath is also dealing with a mystery of his own. As the opening sequence of the first episode announce, Gereon is searching for the source of his sense of guilt, buried deep in his subconscious, after the trauma of the First World War. In order to control his post-traumatic stress, Gereon becomes addicted to the drugs that appear to help him. During the eight episodes of the first season Gereon was searching for the negative of an amateur porn film featuring a prominent political figure from Cologne. At the same time, there is an intrigue around a wagon full of gold on a train arriving from Soviet Union.

We joined the action with Kardakov – the leader of the Trotskyist counter-revolutionaries and had survived the massacre of his chums after being betrayed by Swetlana Sorokina, his lover and supposed right-hand woman – escaping from his attackers and now walking naked through the streets, cold and covered in stinking shit; stealing clothes from hobos, escaping from the police and finally making his way back to Svetlana's opulent apartment. When she saw him she suppressed her surprise and managed to convince him that it wasn't her who had ratted on him.

It was quite an episode for Sventlana. We found out that the train manned by counter-revolutionaries was carrying huge amounts of gold… to their exiled leader who was in Istanbul. She tried to get the train diverted to Paris – why we do not know yet, but she was definitely trying to derail (pun intended) any plot to bring Trotsky back to Russia and, subsequently, back to power. This counter-revolutionary strand gives Babylon Berlin a real political weight and intrigue, and also context, which juxtaposes neatly with the decadence and ambitions of those frolicking inside Moka Efti.

The political unrest angle continued, this time with Rath and brutish partner Wolter, who were tasked with policing the May Day revolutionary protests. It was a brutal dispatch, the district they were sent to police soon descending into a war zone – tanks firing on civilians and protestors, innocent people shot and dying in their arms. We were being given a history lesson here, one that told us that Berlin during the 1920s was no safe place. It was a city that was on the brink of collapse, of opposing ideologies, anger and desperation; it was a city divided and ripe for manipulation. We all know who did the manipulating and what happened a decade later.

But back to Rath. And Lotte for that matter. There wasn't much talk of Rath's primary mission here or anything to be seen of the mobsters who owned Moka Efti and were behind the blackmail plot. No, these two episodes concentrated on bringing story strands and characters together. Rath had an encounter with the train driver who refused to Svetlana's request to change destination in his own apartment – an apartment, he found out later, that was rented before him by one Alexei Kardakov. The train driver, who he chased out of the flat, ended up face down in the Spree. It seems that Rath will soon stumble across the counter-revolutionaries very soon.

But what of Lotte? The murder squad stenographer wanted more and began to sub-contract her work out to a colleague and then took on another job, which allowed her to get out into the field more. There she ran into Rath again, who asked her to do some snooping on the dead train driver for him. This thrilled Lotte. Episode three took considerable time to show us more of her family in their cramped conditions. Her mother had just been diagnosed with syphilis (actually a heartbreaking scene), and her brother-in-law revealed himself to be a brute. No wonder she was ambitious and eager to get out. Her extra-curricular activities at Moka Efti continued, but she got a shock – her next customer was to be Bruno Wolter, who blackmailed her. He'd stay quiet about her little night job if she did some work for him: spy on Rath and find out what the real reason for his secondment to Berlin. He also expected free sex with her whenever he pleased. Lotte, who had her eyes on a job on the murder squad, was put in an impossible position and could not refuse.

Note: Performing Semiotic analysis and Contextual analysis. Semiotics is the theory and description of sign systems. Semiotics is concerned with the study of the processes and mechanisms of fixing meanings by signs and symbols of culture and the regularities of their functioning in the symbolic practices of society. A basic assumption of semiotics is the assertion that all symbolic systems in a culture function as a second-order language or text. Description of sign systems, from language to visual media and human constructs such as cities, enables the analysis of interpretations, social value structures, and ideological functioning of all types of information that surround us in our daily lives.

Contextual analysis is the analysis of a text taking into account the context of the historical and cultural circumstances that influenced its

*production. This type of analysis requires a systematic study of the social, political, economic, philosophical, religious and aesthetic conditions of the time and place where and when the text was created. An important component of **contextual** analysis is also taking into account the role of the author (his intentions), readers (both imaginary, those to whom the text appeals and real ones who could read it/have access to it) and commentators (critics, experts, as well as any non-professional commentators) in the reception of this text.*

6. Watch the video (A) and read the text (B) to perform semiotic analysis and contextual analysis of the Gereon Rath series, apply necessary tool for it. Make a parallel with events nowadays.

Key questions for Semiotic analysis and Contextual analysis

1. What does the text reveal about itself as a text?
2. What does this text tell us about its target audience (the readers it appeals to)?
3. What kind of reader does the author imagine, judging by the rhetoric and used vocabulary?
4. What is the author's intention? Why did the author write this text?
5. Is it written in response to a specific event? What kind of?
6. Is it the result of the author's more general observations about human actions and/or experiences?
7. What is the reaction to some specific set of cultural circumstances? Which ones exactly?
8. Is this text a call/incitement to certain thoughts/conclusions? When so, what is the author trying to convey to his readers, to what conclusions/decisions to push them?
9. Can we identify any extra textual circumstances that influenced the creation or perception of the text? Such circumstances can be historical or political events, economic factors, cultural or everyday practices, intellectual, religious, value or aesthetic ideas.

B) Kutscher began working on the Gereon Rath series in the early 2000s. Set in the Weimar Republic, the series are meticulously researched and confront fictional as well as non-fictional characters. Of course, Kutscher's works are the first German crime novels set in the "golden" 1920s. The series was an instant hit in Germany, was awarded the Berlin Krimi-Fuchs Crime Writers Prize in 2011 and has sold over one million copies worldwide.

The first book an international bestseller, *Babylon Berlin* centers on a police inspector caught up in a web of drugs, sex, political intrigue, and murder in Berlin as Germany teeters on the edge of Nazism. It's the year 1929 and Berlin is the vibrating metropolis of post-war Germany – full of bars and brothels and dissatisfied workers at the point of revolt. The strangest things happen here and the vice squad has its hands full. Gereon Rath is new in town and new to the department. Back in Cologne he was with the homicide department before he had to leave the city after firing a fatal shot. The Commissioner of Police orders the Vice Squad to ruthlessly enforce the ban on demonstrations, and a state of emergency is declared in the Communist strongholds of the city. When a car is hauled out of the Landwehr Canal with a mutilated corpse inside Detective Inspector Gereon Rath claims the case. Soon his inquiries drag him ever deeper into the morass of Weimar Berlin's 'Roaring Twenties' underworld of cocaine, prostitution, gunrunning, and shady politics.

The events of the second book *The Silent Death* take part in March 1930. Silent movie actress Betty Winter is killed on set after a lighting system falls on her. Talkies are destroying the careers of producers,

cinema owners and stars in a world that is already bubbling with studio wars and sexual politics. Inspector Gereon Rath suspects sabotage, possibly worse. Meanwhile, the murder of a Nazi named Horst Wessel leads to street riots and Rath's relationship with Charlotte Ritter is on the rocks. Then another actress is found dead, this time with her vocal cords removed.

The third book, *Goldstein,* is set in Berlin, 1931. A power struggle is taking place in Berlin's underworld. The American gangster Abraham Goldstein is in residence at the Hotel Excelsior. As a favour to the FBI, the police put him under surveillance with Detective Gereon Rath on the job. As Rath grows bored and takes on a private case for his seedy pal Johann Marlow, he soon finds himself in the middle of a Berlin street war. Meanwhile Rath's on-off girlfriend, Charly, lets a young woman she is interrogating escape, and soon her investigations cross Rath's from the other side. Berlin is a divided city where two worlds are about to collide: the world of the American gangster and the expanding world of Nazism.

The fourth book of the series, *The Fatherland Files* depicts events in 1932: a drowned man is found in a freight elevator in the giant pleasure palace on Potsdamer Platz, far from any standing water. Inspector Gereon Rath's hunt for a mysterious contract killer has stalled, but this new case will take him to a small town on the Polish border and confrontation with the rising Nazi party.

The fifth book, *The March Fallen,* is set in 1933: a homeless veteran is found dead under railway arches in Berlin, apparently killed by an army dagger. Gereon Rath is brought onto the case just as the Reichstag mysteriously burns down. Unsettled by the Nazis' tightening grip, he and Charlotte Ritter must also contend with their political colleagues. The new Germany is frightening, but police work must go on even among book-burning and marching, rising paranoia and fear.

Lunapark is the sixth book of the series. In 1934 tensions are rising in Berlin. The Nazis have made uneasy peace with the police and rule the streets through fear. When a brownshirt is found beaten to death, Inspector Gereon Rath is called in – but so is his estranged friend, Reinhold Graf, now a Gestapo officer. As their rivalry turns into a feud, Rath's new wife, Charly Ritter, chafing at the ties of domesticity, goes in search of her brother, a communist in hiding. Politics collide with the criminal underworld and danger rises with every move Rath makes.

The book series were highly praised worldwide. "The first in a series that's been wildly popular in Germany is an excellent police procedural that cleverly captures the dark and dangerous period of the Weimer Republic before it slides into the ultimate evil of Nazism." — Kirkus Reviews.

"James Ellroy fans will welcome Kutscher's first novel and series launch, a fast-paced blend of murder and corruption sent in 1929 Berlin. Kutscher keeps the surprises coming and doesn't flinch at making his lead morally compromised." — Publishers Weekly.

"Volker Kutscher, who wrote the novels on which the series is based, has a similar disregard for the sanctity of his characters' lives as Thrones' George R. R. Martin." — The Spectator (UK).

"Conjures up the dangerous decadence of the Weimar years, with blood on the Berlin streets and the Nazis lurking menacingly in the wings." — The Sunday Times (London).

"Gereon's inquiries drag him through the mire of Berlin's underworld and the chaos of the politics of the period. Riveting and atmospheric." — Library Journal.

"Gripping evocative thriller set in Berlin's seedy underworld during the roaring Twenties. A massive hit in its native Germany, Volker Kutscher's series, centered on Detective Inspector Gereon Rath, is currently being filmed for television." — Mail on Sunday (London).

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Theme 13

Propaganda Wars: From Social Media to TV Series. Aesthetics of information invasion

Duration 4 hours.

Key Sub-Topics

✓ The enemy as an important element of the propaganda system

✓ Interventions in information space

✓ Origins of aestheticization of information and virtual flows

✓ Narrative mechanisms of influence

Learning Objectives. Having mastered this topic, students will be able to:

✓ to acquaint students with the main factors of manipulating public consciousness, in particular by spreading unreliable, incomplete and biased information;

✓ characterize the concept of "information war", determine its causes and consequences;

✓ develop the ability to search, systematize and analyze information;

✓ to foster in students a sense of patriotism, national pride, love for the native land, understanding of involvement in the events taking place in the country;

✓ be critical of information received from mass media;

✓ evaluate one's own actions and the actions of others in terms of their social significance;

✓ to express their opinions regarding the attitude of citizens to mass media;

✓ navigate in the information space.

Methods: Heuristics, Interactive lecture, Group work, Matching activity, Open discussion, Expressing own opinion, Video material comprehension, Associations.

Equipment: multimedia projector, whiteboard, laptop, office equipment, digital camera, electronic and paper media, Internet resources, presentation materials, video materials.

Brainstorming. The lesson begins with the demonstration of the video clip **Fact check: 5 fakes of the war in Ukraine** by DW News

Video link:
https://www.youtube.com/watch?v=UO2F8nUi3oA&ab_channel=DWNews

✓ *After watching the video, answer the following questions:*
✓ *What kind of video have you just seen?*
✓ *What was the purpose of its broadcasting?*
✓ *What emotions did it call from you?*
✓ *Do you trust the information presented in it?*
✓ *What do you think, if this video is neutral or supports one of the fighting sites?*

Read the text, find out definitions to the terms in bold, make up a glossary for the topic.

Currently, war is not only front-line and military actions. It includes several important economic and political components. After all, an important component of war is an information attack. The current events affect everyone. Even when you are far from the war and your life seems to be peaceful, the front passes near each of us. And it is not necessarily a visible front...

We live in a society where information plays an important role. It is difficult to name a better strategic resource for achieving one's own goals. We are used to applying the mass media as a tool, where the theory of "**brainwashing**" can be applied. Knowing about this, we still come under their influence. The mass media have become the most powerful political and ideological weapon that can be used to erase people's historical memory.

A person who is not well versed in information and communication technologies, often gets lost in numerous terms and definitions. Information war, psychological war, information-psychological war, information struggle, meaning war, frame struggle, clash of narratives, propaganda wars, PR, strategic communications, influence operations, public opinion management, "mind control"...

Even if today it is called "**strategic communications**" or "public relations", still it always remains as **propaganda**. Approaches, technologies and names change, but the essence and tasks remain the same. The main methods of information and psychological warfare include propaganda, spreading rumors, provocations, disinformation, psychological pressure, diversification of public consciousness, etc. The most common method is propaganda, which involves spreading to the

masses and clarifying some beliefs, ideas, teachings, and knowledge.

For the first time, propaganda was defined as a special type of weapon that affects the moral and mental state of the enemy. Among the main goals of propaganda, the author identifies: arousing hatred of the enemy; maintenance of friendly relations with allies; maintaining good relations with neutral countries and, if possible, trying to cooperate with them; demoralization of the enemy.

The main techniques of propaganda include: forming in the **mass consciousness** the image of a victim from a figure who is actually a criminal, shifting responsibility and attributing one's own crimes to a rival, ignoring the facts and branding everyone who disagrees with the propaganda. Information influence is the organized use of forces and means of information struggle to solve the tasks of gaining the information advantage over the opposite party. **An information operation** is a set of coordinated information influences, attacks and battles, which are carried out according to a single plan to fulfill the tasks of information struggle in a strategic direction. An information battle is a set of informational influences united by a common intention, which are aimed at the performance of one operational task. Information attack is used for the purpose of performing individual tactical tasks of information struggle.

There are the following types of information weapons: mass media and special means of information and propaganda; global computer networks and software for distributing propaganda information materials in them; means that illegally modify the information environment, on the basis of which a person makes a decision; means of creating virtual reality; rumours; means of subthreshold psychosemantic influence; means of generating acoustic and electromagnetic fields.

Attention to the method of communicative influence gave rise to the use of truly scientific methods. What used to be intuitive has now become systematic and objective. At first it was in the hands of advertising and PR, then it passed to the military. Now the military themselves often become pioneers, or go along with business. Among the latest such new developments, where they went in parallel, were: developments in the field of narratives, as well as the use of neuropsychological data.

The development of information and communication technologies in the modern world has put them at the center of civilization. These new "muscles" were adopted not only by the military, but also by business, as

well as political technologists. Among strong and really working toolkits the essence of "**soft power**" and the concept of "**pushing**" can be singled out.

"Soft power" effectively moves the country forward. These are education, cinema, literature, and other cultural areas. They go without encountering resistance, because they are built on the principle of attraction for others. The concept of "pushing" is also called "choice architecture", when such a choice is created for a person so that as a result he/she chooses the best option for society. And here we can also attribute the emerging reliance on **neuropsychology**, as a result of which many regularities of human interaction become more understandable at a deep level.

Propaganda, advertising and PR are becoming more and more total today due to the rapid development of technologies. You can no longer hide from them. On the other hand, they are increasingly selective, targeted, and personalized. They affect the feelings, emotions and thoughts of a specific individual. They are very attractive aesthetically, hiding in art, cinema and literature (the so-called Propaganda 2.0). The development of neuropsychology, **BigData** algorithms makes them a very accurate and effective tool that is able to influence people, and change their behavior.

It is almost impossible to avoid the influence of modern technologies. More precisely, we can say that an individual person may be able to do something, but BigData gives results for 60-70%, it works and predicts the results of mass behavior. By the way, a person does not want to get rid of these informational and virtual streams. A person wants to live in the world of information, and the virtual environment is religion, ideology, art and literature. Take away television series from modern people, and the world will immediately impoverish for them, because many of them have already lost the ability to read long texts.

The propagandist is a **professional**; the receiver of information is an **amateur**. Nowhere and never has an amateur managed to beat a professional. In addition, professionals always try to remove the audience's resistance, that is, they cut off possible negative options in advance.

This topic reveals how to live in an information society and be able to distinguish true information from fake.

The students are to divide into three groups work out learning materials, conduct a research and create a presentation.

✓ First subgroup works on the topic: "***Information war – an invisible front***".

1. Match the pictures and corresponding text, draw a timeline of propaganda tools development:

A).The use of technologies to influence the enemy with the help of words was a typical phenomenon in Ancient Greece. Firstly, it was popular to spread rumors about the quantitative and qualitative advantages of one's troops in the enemy's camp. Secondly, during power confrontations, stone inscriptions with appeals to opponents were created. Thirdly, evidence of the use of psychological pressure on the opponent has also been preserved, for example: Alexander the Macedonian during the campaign to India (in 326 BC) almost exhausted the morale and combat capabilities of his troops. In order to prevent pursuit during the departure, he ordered to make samples of weapons (spears, swords, arrows, bows), ammunition (clothes, shoes), three times the normal size, and scatter them at the camp site on the banks of the Indus – as if all this had been forgotten accidentally. When the weapons and clothes were collected and handed over to the king of the Hindus Taxilus by his scouts, who were only observing the Macedonian army from afar, the king refused to pursue them, considering that Alexander's soldiers were all giants.

B). A powerful center for the development of informational influence technologies on allies and enemies in medieval Europe was undoubtedly the Vatican. The development of the concept of "holy war" and the very organization of the Crusades are a clear confirmation of this. Since the 15th century, a printing press has been operating in Europe. This technology of global influence on the masses was used by Martin Luther. He fought with the papal throne mainly through the editions of the Bible, translated into German, accessible to the people, as well as his theses and pamphlets, which were printed in huge numbers and instantly became popular.

C). In ancient Rome, methods of manipulative influence on people were used during elections, speeches in courts, when forming one's own pantheon of gods and pantheons of conquered peoples, in war. With the help of certain means (for example, the commander's speech before the battle), the fighting spirit of the soldiers was supported; the concept of "just war" was also formulated ("to be successful, the war had to be considered just"); in addition, "the triumphs that accompanied the victories of the Roman emperors had a significant propaganda effect." Politicians and generals of ancient Rome successfully used rhetoric as an art of persuasion against their enemies. "For example, Scipio Africanus, an active supporter of the war with the Carthaginian state, ended every speech in the Senate with the phrase: "However, Carthage must be destroyed." This technique is a repeated repetition of a certain thesis and is actively used today." The profession of "collectors of information" became popular, and with it the idea that with the help of certain information it is possible to serve people as well as to cause them tangible harm.

D). It has almost become a tradition to start a conversation about the methods of conducting information wars with the theses of a famous Chinese strategist of the 6th century BC Sun Tzu. His recommendations for psychological and informational means of conquest are actually still relevant today. So, in particular, he advised: 1) to weaken the power of the enemy's troops by preventing normal supply and maintaining order; 2) weaken the victim country as a whole by discrediting its traditions, faith, leaders, positive processes, corrupting the population, provoking internal conflicts. This can be achieved by buying information and accomplices; involve opponents in a

crime for the purpose of further blackmail and recruitment; involve scoundrels in cooperation; use misinformation, intimidation, psychological pressure, insults, ridicule; interfere with the effective operation of the opponent's government and encourage bribery.

2. Illustrate the usage of information warfare methods in the modern world:

A) Study the table, where the forms of propaganda techniques and methods as information warfare are distinguished.

1	Reference to authority.	Any cultural, let alone scientific, tradition is based on authority
2	Using indisputable truths	Appeal to common sense – everyone thinks like that
3	The use of word play	In particular, playing with semantic contexts, replacing negatively colored statements with positive ones and vice versa, example: mujahideen *(fighters for the faith) – dushmans (bandits)*
4	The following functions of information influence are defined as follows:	- Identifying military, economic, political and cultural potential, to counteract any types of enemy intelligence; - Providing computer reproduction of a real or virtual inappropriate situation; - Exerting informational and psychological, legal or illegal physical influence on personnel, objects, etc.; - Distortion, destroying, neutralizing or protection of information; - Performing radio electronic suppression; - Reduction of the visibility of objects, military equipment and weapons
5	Starving	An effective method of emotional influence on the electorate and psychological pressure on the authorities
6	"Catch a Thief"	The goal of the trick is to blend in with your pursuers
7	Halo effect	It is based on the psychological property of thinking with analogies and consists of widespread stereotypes
8	The primacy effect	One of the key principles of modern propaganda: "The person who spoke the first word to the world is always right"
9	The effect of presence	A series of tricks that should simulate reality. They are constantly used during "reports from the scene of events", fabricating the filming of the "real" capture of criminals with hindsight

10	Information blockade	Depriving the enemy of the opportunity to publicly express his position is one of the main tasks of the propaganda war

B) Watch videos. Which of the forms of information warfare from part A can be traced in the videos?

a) https://www.youtube.com/watch?v=ofe_w2dVENM&ab_channel=TheTelegraph;

b) https://www.youtube.com/watch?v=L5zBvj3WTd0&ab_channel=AlJazeeraEnglish

c) https://www.youtube.com/watch?v=sYpDw6sdlYA&ab_channel=VICENews

d) https://www.youtube.com/watch?v=H_djyPEfkSI&ab_channel=CNN

e) https://www.youtube.com/watch?v=JsRNTeo1hQE&ab_channel=MilitaryTimes

3. Read the text; work out your recommendations (up to 10) how to fight against the information treats.

There are three ways of fighting: force methods that are applied to traditional methods of struggle and objects of informational struggle of various kinds; intellectual methods are aimed at implementing reflexive management of the enemy; combined methods ensure the achievement of information advantage both in terms of volume and quality of information regarding the current situation. This is the description of some of them:

➢ Demotivator (demotivational poster) is a macro image consisting of a picture in a frame and an inscription-slogan commenting on it, composed according to a fairly strict canon;

➢ Distraction means that messages become more effective if, at the time of their transmission, the recipient is distracted from the content of the message;

➢ Eyewitnesses of the event are many random people that are interviewed from whose words the necessary information is formed (screaming women and crying children have a particularly strong effect).

Mass media are used in information operations in the following ways:

- Comments. Practically, a comment is a manipulation to form stereotypes and create a certain impression or attitude towards a particular fact or event.
- Framing. Emphasis is placed on the selectivity of a person's attention. For example, information printed in a newspaper in small print does not attract as much attention as printed in large or bold print. In radio and television broadcasts, the reduction of the importance of information is achieved by placing the message at the end of the broadcast.
- Fake news is completely or partially fabricated information about social events, phenomena, certain persons, which is presented in mass media under the guise of real journalistic materials. It often has a humorous or satirical nature and is created to ridicule or draw attention to important social problems or trends. Many events force us to return to the topic of fake (false) news, to the phenomenon of their amazing ease of dissemination. The problem is not in fake news per se, but in the fact that it does not stick to its niche and spreads like real news. The result is an uncritical attitude to information.
- Audible zombification is when you can be controlled by anyone using your phone, radio, television, or a video you watch on the Internet. People are bombarded much more intensively by traditional mass media – false advertising, frightening news and broadcasts that force ridiculous theories into our heads.

4. Present your project to the group.

✓ *The second subgroup works on the topic* ***"Social Media: information space invasion"***

1. Students are to conduct a questionnaire with their fellow-students and parents. They are asked the following questions:
- ✓ Which type of media is dominant for you?
- ✓ What information do you most often receive from the mass media: political; scientific; cognitive; entertaining?
- ✓ Do you always trust the information you receive?
- ✓ Do you prefer Ukrainian media or media from some other countries?

(Results of the questionnaire will be used in the presentation in the form of a chart).

2. Read the text; match choices (A-E) to (1-9); there are three choices you do not need to use; render the text to create a preface for your presentation.

A) Mass media is an extensive network of institutions engaged in collecting, processing, and distributing information. This network includes TV and radio programs, newspapers, magazines, news agencies, film documentaries, and the Internet. Traditional mass media increasingly work with Internet resources as sources of information and a means of influencing citizens' consciousness. Information on the Internet is becoming more and more massively in demand, it spreads quickly and is socially significant. At the current stage, it has become an obvious fact that if until recently the Internet had mainly an informational component, now the campaigning and propagandistic sector, characterized by pronounced aggressiveness, is increasingly gaining strength in it.

B) The purpose of the information war is to manage the process of changing people's consciousness, their worldview, attitude towards society and the state; the danger for people is the loss of their own will, and for the state – its sovereignty. This has always been the goal of any conqueror, but now the same can be achieved in a "soft" way (even the term appeared: "soft power", introduced by the American political scientist J. Nye). But "soft" means in some cases can be more dangerous than "hard" ones, because the victim of soft coercion may not be aware of the deception, may see the result only when, as they say, "the train has already left." At the same time, such a weapon has a mass effect. For obvious reasons, the free and uncontrolled dissemination of information

on the Internet creates many problems for the special services of all countries. An avalanche-like flow of information (and disinformation) is capable of harming any state (up to a revolutionary explosion and overthrow of the government).

C) Special web brigades are created to disseminate information on the Internet. They work in groups of 3 to 10 people. They are constantly present on the Internet, rarely limit them to one sentence in a post, adjust information depending on the customer's requirements. Their goal is to create the necessary information background. Their target audience, which is undecided, is not sufficiently informed on this issue.

D) On December 2, 2014, the Government created the Ministry of Information Policy. It was headed by Yurii Stets, former chief producer of Channel 5. "The sphere of information and communications remains fragmented, full of contradictions, the influence of foreign agents, and in the conditions of geopolitical wars, it becomes the weak point of the country, which is the first to be attacked by enemies," he wrote. As Stets noted, the Ministry of Information Policy should become an authoritative and effective tool for solving the following tasks:

➢ development and implementation of a unified information security program, including providing the population with reliable information from primary sources;
➢ promotion of Ukraine in the world, formation of image tools for this;
➢ active opposition to Russia's informational aggression;
➢ prevention of external influence on the internal information space of Ukraine.

E) Undoubtedly, the Ukrainian information sector has many shortcomings in countering the information industry war. In order to determine the effectiveness of the mechanisms used by Ukraine to oppose Russia in the information war, these negative points should be clarified more clearly. According to Ukrainian scientist I. Lubkovich, these include:

➢ inoperativeness (at the level of responding to specific disinformation and information provided by Russian media networks, as well as to levels of offering own details about events and phenomena);
➢ power and awareness. Power is the means of information warfare, and awareness is the effectiveness of their application;
➢ lack of informational countermeasures by state authorities;

> finances (most mass media do not refuse from the broadcast of Russian TV shows, series, films due to financial situation and unwillingness to lose money).

F) The combination of narratives, both true and false, originating from various state actors as well as millions of individual social media users has increased the role of technology platforms in shaping the dynamics of war and can influence its outcomes. The variety of social media platforms in use and their varying levels of availability in different countries make it difficult to coordinate efforts to combat disinformation, while creating different information systems in different geographic regions. War narratives emerging on social media take different forms depending on the platform and region, including in Russia and Ukraine. Facebook and Twitter are banned inside Russia, but Russian propaganda and disinformation aimed at foreign audiences still thrives on these platforms.

1) Countering information influences
2) Troll campaign
3) Banned platforms
4) Harmful narratives
5) Information attack
6) Invading information space
7) Changing main functions
8) Force in disguise
9) State regulation on information policy issues

3. Read the text, use it to create iconographic for your presentation.

Information warfare has become one of the most dangerous types of weapons. Using classified information, spreading dirt, spreading false information, trying to mislead with the help of information has become the meaning of life for many people. Information has an influence on the masses, that is, if the consciousness of the masses is successfully manipulated, it is possible to achieve almost any goal: to destroy the opponent, remove competitors from the road or start a war.

Russia's aggressive war against Ukraine is notable for the extent to which it is being waged and spread on the Internet. While social media has played a role in previous wars – for example, Russian soldiers were identified on the battlefield in Donbas during the 2014 invasion, and videos from the war in Syria were shared on TikTok – Russia's full-scale invasion of Ukraine illustrated how social media is changing the way in which one can conduct war disinformation, experience and understand it. This is largely due to the rapid growth of internet coverage and social media usage; 75% of Ukrainians use the Internet, and 89% of the population is covered by at least 3G mobile communication. In comparison, when Russia invaded Ukraine in 2014, only 4% of Ukrainian mobile subscribers had access to 3G or faster networks, and during the war in Syria in 2015, only 30% of the Syrian population was online. Thanks partially to this dynamic, the ongoing war in Ukraine has also made clear the scale of the threat of disinformation. While the use of disinformation as a weapon has always existed, the social media landscape has multiplied its reach and potential penetration.

The disinformation surrounding Russia's large-scale invasion of Ukraine in February 2022 marked an escalation of Russia's longstanding information operations against Ukraine and open democracies. Coupled with increased restrictions on disinformation in Russia's political opposition, the narratives have shifted from propaganda and historical revisionism – for example, insisting that Crimea has "always been Russian" after Moscow's annexation in 2014 – to false claims of neo-Nazi infiltration of the Ukrainian government and conspiracy theories about bioweapons laboratories in Ukraine and the United States. These efforts represent just a few of the ways the Russian government and related actors use disinformation as a weapon to distract, confuse, and undermine opponents.

At their core, the narratives presented by Russia and Ukraine are diametrically opposed. Russia presents the war in Ukraine, which Putin

calls a "special military operation," as a necessary defensive measure in response to NATO expansion in Eastern Europe. Putin also presents the military campaign as necessary to "denazify" Ukraine and stop the alleged genocide being carried out by the Ukrainian government against the Russian-speaking population.

In contrast, the Ukrainian narrative insists that the war is aggression, emphasizes its history as a sovereign nation distinct from Russia, and portrays its citizens and armed forces as heroes defending themselves from unjustified invasion.

Fake information and calls for violence were spread mostly through social networks, then through the newly created mass media captured by the separatists. The most "sophisticated" tools of manipulation of readers and viewers, according to the conclusions of the experts, were: the selection of "correct" words ("militias", "republics"), appeals to emotions (insults of children, women), calls for peace for any - what price. Russia's information war against Ukraine has led to the fact that more than half of the surveyed Russians are ready to fight with Ukrainians. The virus of hatred infects young people who have never been to Ukraine and have no contact with its citizens. Older people are scared by "thugs from Bandera" who came to power.

Both Russia and Ukraine make extensive use of social media to present their versions of the unfolding events and reinforce opposing narratives about the war, including its causes, consequences and continuation. Governments, individuals and government agencies are turning to various platforms, including Facebook, Twitter, TikTok, YouTube and Telegram, to post information. It is difficult to determine the exact amount of content uploaded by these various performers, but the scale of information about the war being uploaded to social media is enormous. For example, in just the first week of the war, TikTok videos from various sources tagged #Russia and #Ukraine garnered 37.2 billion and 8.5 billion views, respectively.

3. Case study: *Many celebrities in Ukraine and worldwide support the struggle of Ukrainian people.*

At the same time, some Ukrainian and Russian celebrities support military forces of aggressor. Is this collaborationism tolerated? In some Ukrainian mass media and social networks there was condemnation of such acts. But so what? Did our radio stations or television give up the songs and films performed by these celebrities? And should a talent, if it is corrupt, be tolerated by the nation? Watch videos and research, which celebrities support the enemy? Are they still represented in the media space of Ukraine? Enquire your fellow-students, friends, parents what media products they consume. Make up a chart for your project.

a) *https://www.youtube.com/watch?v=_ziT5p_Lvx8&ab_channel=%D0%9 F%D0%9E%D0%93%D0%9B%D0%AF%D0%94*

b) *https://www.youtube.com/watch?v=KQr9rbUex-Y&ab_channel=UkrainerinEnglish*

c) *https://www.youtube.com/watch?v=VDlgLL13RUk&ab_channel=BBCNe ws-%D0%A0%D1%83%D1%81%D1%81%D0%BA%D0%B0%D1%8 F%D1%81%D0%BB%D1%83%D0%B6%D0%B1%D0%B0*

d) *https://www.youtube.com/watch?v=uFAxGCf70GM&ab_channel=%D0% A3%D0%9D%D0%86%D0%90%D0%9D*

e) *https://www.youtube.com/watch?v=yK9Oh7R_iPY&ab_channel=%D0% A2%D0%B5%D0%BB%D0%B5%D0%BA%D0%B0%D0%BD%D0%B0 %D0%BBICTV*

4. Present your project to the group.

✓ *The third subgroup works on the topic* **«Aesthetics of information invasion».**

1. Read the text; complete the test to it; render the text to make up a preface for your presentation.

As the American researcher McLuhan said: "A truly total war is a war with the help of information." The Russian occupation did not begin with Russian soldiers and tanks on our land, but earlier – with Russian films and TV series on our screens. Information interventions are internal and external in terms of the source, where the impact comes from. But both of them should have their own aesthetics.

The aesthetics of war requires the very best technology to be displayed to intimidate one's opponent and to display strength in case of internal use. Modern analysis sees the following elements in propaganda: emotionalization (for sentimental people); demonization of the enemy; a war that will end all wars (for intellectuals and pacifists); the dishonesty that is always present in propaganda in times of war.

People live in a rather chaotic world; therefore they constantly need an explanation of the events taking place around them. This is helped by the formed pictures of the world, under certain points of which the "TV experts" sum up what is happening around for the viewers.

There is no resistance where no attack is expected. It is for this reason that films and television series are so actively used to promote the desired behaviors. In them, entertainment and the main plot are in the first place, so the secondary plots and the rationality behind them are not taken into account. The less intellectually complex a humanitarian object is, the more effective its impact on a mass audience will be, since all barriers to perception will be removed.

And as it turned out, it is the most effective way to place such necessary information in entertainment media. On the one hand, they are watched by the largest number of people. On the other hand, it is there that they will be the least noticeable, since all attention is absorbed by the main plot. Firstly, the plot itself is built around the struggle between good and evil. Secondly, people love to gossip, TV series allow them to do that with their characters. Third, people are looking for role models to follow. A TV show has the ability to repeat its message day after day, putting it into the mouths of different characters. On the one hand, the media influence directly. On the other hand, they affect the social environment, which, in turn, affects the change in the behavior of the individual. In any case, they are the tools of influence.

Scientists also identify three types of heroes in terms of performing influence onto the mass consciousness. The first two are carriers of positive and negative role models. They do not change in the course of the story, but are rewarded or punished for their type of behavior. The third type of behavior is transitional. It just matches the target audience and pushes them to change their behavior as well.

1. The Russian occupation began ____.
    A) with Russia's proclaiming the war.
    B) with cyber-attacks and provocations.
    C) with Russian soldiers and tanks on our land.
    D) with Russian films and TV series on our screens.

2. Modern analysis sees the following elements in propaganda ____.
    A) people's awareness about events in social and political life and their critical perception of information.
    B) truthful depiction of events that take place in the opponents' surrounding.
    C) emotionalization, demonization of the enemy; a war that will end all wars; the dishonesty.
    D) portraying opponents as mighty and willful people who are able to win, avoiding open aggression.

3. People living in a chaotic world constantly need ____.
    A) being thouroughly informed about the events around them.
    B) an active position in social life and critical thinking.
    C) support and pieces of advice from their friends.
    D) an explanation of the events from TVexperts.

4. Films and television series are so actively used to promote people's behaviors ____.
    A) because they show people how to correctly behave.
    B) because entertainment and the main plot absorb people attention and distract from critical perception.
    C) because they show in details historical events and life of celebrities.
    D) because people like discussing plot lines and powerful scenes.

5. The plot itself is built around ___.
    A) historically proved facts.
    B) bad situations that often happen in real life.
    C) examples of high morality and kindness.
    D) struggle between good and evil.

6. Types of heroes in terms of performing influence onto the mass consciousness ___.

    A) Positive and negative protagonists who show different role models.

    B) Real people who act as they actually do in the real life.

    C) Carriers of positive and negative role models that are rewarded or punished, the third one who changes behavior and pushes people to change their behavior as well.

    D) People who find themselves in different situations and try to cope with them.

2. Watch the videos. Have you seen this TV show? Do you know its title?

a) https://www.youtube.com/watch?v=mFsBFcu8cOs&ab_channel =SeriesFest

b) https://www.youtube.com/watch?v=cevDzLNqrp8&ab_channel =SundanceNow

Read the text and answer the questions after it using additional information from electronic sources; use it to illustrate main points from your project.

Le Bureau des Légendes instantly became Canal+ flagship series once it debuted on 27 April 2015. The program was an immediate breakout hit in France with its subtle mixture of office politics peppered with high octane action in such exotic and newsworthy locations as Damascus, Syria, Iran, Iraq, Algeria, Egypt, Saudi Arabia, Yemen, Cambodia, and Russia. The show presents a highly credible fictional landscape where the Cold War of the 20th century resurfaces and metastasizes into the Cyber war of the 21st century. Russia and China are clearly the prime antagonists of the West and the United States is neither as collaborative nor as dependable an ally as it once was.

Le Bureau des Légendes is carefully researched and therefore narratively informed by current events. The plot revolves around the life of agents of the General Directorate of the French External Security Service (Direction générale de la Sécurité extérieure, DGSE). The employees prepare agents for missions in different countries of the world; invent new personalities for them, reinforcing these biographies with fiction mixed with real facts, in the language of spies – legends.

Guillaume Debailly, an illegal employee of the French intelligence department, returned to Paris after a six-year stay in Damascus "under the legend" of a university teacher Paul Lefevre. He has to face the challenge of reuniting with his daughter, ex-wife, co-workers and old life. Returning to a "normal" life is proving difficult. In violation of all the rules of work, after returning, he did not break off relations with people who knew him in Syria and continues the affair that had begun in Damascus with a university teacher and daughter of high-ranking parents, Nadia El-Mansour, who also came to Paris.

The events of the second season take place four months after the first. Debailly was appointed to be a deputy chief of the department and at the same time contacted the CIA in Paris to get the means to rescue Nadia. After lengthy checks, he is recruited as an agent within the French intelligence. At the third season an illegal employee of the French intelligence department Marina Loiseau works as a trainee researcher at the Institute of Seismology in Tehran under the supervision of IRGC Security Service and is looking for candidates for recruitment at the institute and among Iranian acquaintances. As a result, she is captured by Iranian counterintelligence and awaits help from Paris.

The fourth season starts when one of the ISIS fighters in Syria who executes French hostages and publicly humiliates French authorities online turns out to be French. The Main Directorate and the Ministry of Defense are starting an operation to search for and eliminate him.

The fifth season begins with the appearance in the newspaper Le Figaro of information about the death of a French agent in an explosion in the Donbass. All colleagues of the Bureau of Legends are worried about the fate of Guillaume Debailly and ask questions about his death. However, the viewer soon learns that the French intelligence officer did not die, but fell into the hands of the FSB, with which he had connections in the past. In Russia, they give him a passport in the name of Pavel Lebedev and try to get information about the work of French intelligence through him. At the same time, in Paris, the DGSE intends to use its surviving agent Guillaume Debailly to conduct an operation codenamed "Kennedy" to recruit his own recruiter, senior FSB officer Mikhail Karlov, played by the Ukrainian actor Alexei Gorbunov. Episodes that seem to take place in Moscow were filmed in Kyiv with Ukrainian and Russian actors. In particular, in the role of the facade of the "Institute of Seismology named after Bulgakov" is performed by the corps of the Kyiv

Polytechnic Institute. Despite the Russian aggression against Ukraine, the Kharkiv conference of cyber specialists is attended by FSB employees. The exchange of agents takes place in the temporarily occupied territory of the Donetsk region.

The series received a large number of positive reviews, both in France and abroad, and won several awards. Critics recognize the good performance of the actors and the tense, well-written and realized, interesting script. Meanwhile, russian fans of Le Bureau des Légendes ambiguously appreciated the continuation of the story. On social networks, they write about their disappointment, about the fact that the series "lost the old rhythm", "action and adventurousness" and some stories seem completely implausible.

1. What do the concepts of "the Cold War of the 20th century" and "the Cyberwar of the 21st century" mean?
2. Which real situations of military agressions are depicted in the TV show?
3. Which narratives are translated in the TV show? For whom? Do they coincide with the official position of the French government?
4. Watch the video, presenting the dialogue between a French spy and senior FSB officer (the link to the video - https://www.facebook.com/watch/?v=270010606997840). Can you comment on it taking into consideration political events in the present?
5. Did you notice any facts mentioned in the show that would not be possible in reality?
6. What do you think was the reason that russian fans of Le Bureau des Légendes did not like the last seasons of the show?

3. Case study. Ulysses S. Grant, 18th US President is quoted many times as saying this: "I have never advocated war except as means of peace, so seek peace, but prepare for war. Because war... War never changes. War is like winter and winter is coming".

The ending of the quotation was frequently heard by millions of people while they watched one of the most famous TV shows of the last decade. Do you know how it is called? Watch the video to answer https://www.youtube.com/watch?v=KPLWWIOCOOQ&ab_channel=GameofThrones
Have you seen the show? Do you like it?

One of the key themes of the TV show is war. It provoked many quotations and interpretations. Read the quotations and think over your interpretations. What kind of changes in behavior or in attitudes are they meant to result? What is people's perception? Use your ideas for the presentation.

"Never forget what you are. The rest of the world will not. Wear it like armor, and it can never be used to hurt you." — Tyrion's sage advice to Jon Snow about being a bastard.

"*Any man, who must say, 'I am the king,' is no true king. I'll make sure you understand that when I've won your war for you.*" — Patriarch Tywin Lannister putting his grandson, Joffrey Baratheon, in his place after he threw a tantrum when Tyrion spoke to him disrespectfully.

"*The things I do for love.*" — Jaime Lannister to his sister Cersei, while pushing Bran Stark out of a tower when he sees the two siblings, um, getting intimate.

"*There is only one thing we say to death: Not today.*" — Swordsman extraordinaire Syrio Forel to Arya Stark, while teaching her how to fight.

"*If you think this has a happy ending, you haven't been paying attention.*" — A sadistic Ramsay Bolton to the subject of his torture, Theon Greyjoy.

"*You're going to die tomorrow, Lord Bolton. Sleep well.*"— Sansa Stark's drop-the-mic promise to her horribly abusive husband, Ramsay, ahead of the Battle of the Bastards.

"*Yes. All men must die, but we are not men.*" — A feminist-as-hell Daenerys Targaryen offering an upside to Missandei on the impending war.

"*The man who passes the sentence should swing the sword.*" — The honorable Ned Stark explaining to Bran why he had to kill a Night's Watch deserter.

"*I don't plan on knitting by the fire while men fight for me. I might be small, Lord Glover, and I might be a girl, but I am every bit as much a Northerner as you... and I don't need your permission to defend the North.*" — Lyanna Mormont shutting down Lord Glover when he opposes Jon's plan to train everyone from 10 to 60 to fight.

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4. Present your project to the group.

[Conclusion.](#) New media giants, regional communities, geopolitical doctrines are all working together to reshape the information space. The interaction of the images reproduced by mass media and the society that perceives them is marked by technical innovations, but the problems that initiate this interaction require resolution.

Many reports from a large number of sources carry the same interpretations in the mass consciousness. This, besides, still put television in the first place as a source of reliable information. It turns out that there is no such thing as a lot of information for a person. They will eagerly absorb everything. Moreover, in crisis situations, a person always chooses to trust information that is supported by the authorities.

After all, in order to present the truth, not even during war, but in peacetime, "infotainment" arose; such truth must be presented in an attractive shell for the consumer. It grew as a separate science and method of presenting a refutation. For example, you can't just ask for a propaganda message, and then you'll actually be reinforcing it.

Mass consciousness is not engaged in fact-checking, it either follows them or it doesn't. And then when facts are included in a wider context, when you hear them from authoritative lips... That is, considered to be true. A sign of an information campaign is its scale, when everything — television, newspapers, and social media — begins to work in a single mode, almost with a single point of view, which is strongly replicated. In the framework of television, in the news they say, on talk shows they are fixed, and in the final news programs, when it is "depicted" in detail. So the trap for mass consciousness closes. A person with a different point of view will almost automatically refuse it or remain silent. Only those people, whose point of view is generally accepted, actively express themselves. That is how television may impose such point of view, which may not exist in reality.

How to preserve your mental health in the conditions of constant negative pressure, during the times of wars, revolutions and socio-economic crises? How not to become a victim of information manipulation, not to go on the leash of political adventurers and populists?

Experts say that recently mass media have taken a disproportionately large place in our lives. We all need to learn to live our lives, while we live the life that the mass media format us for. When people have their goals, their concerns, they withdraw from problems coming from outside.

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Theme 14

The role of information in hybrid wars. Russian-Ukrainian propaganda conflict: stages and symbolization, analytical context. IPSO (Information-Phycological operations). Information war against Ukraine from European viewpoint.

Duration 2 hours.

Key Sub-Topics

✓ Notions – hybrid wars, propaganda, symbolization, Information-Phycological operations (IPSO)

✓ propaganda conflict: stages and symbolization, analytical context

✓ Information war against Ukraine from European viewpoint

Learning Objectives. Having mastered this topic, students will be able to:

✓ Define, understand and operate the notions of *Hybrid Wars, Propaganda, Symbolization, Information-Phycological Operations (IPSO)* and explain their characteristics

✓ Analyze and explain the role of information as a weapon in hybrid wars, the impact of information warfare and describe the stages of the Russian-Ukrainian propaganda conflict, objectives and strategies employed in it

✓ Analyze real-life examples of propaganda, Information-Phycological operations (IPSO), symbolization, etc.

✓ Analyze the broader political, social, and historical factors that shape information in the conflict and evaluate the impact of the information war on Ukraine and European countries

✓ Propose potential strategies and countermeasures to address the information war

Methods: Group work, Brainstorming, Open discussion, Matching activity, Context and Headline Analyzing, Associations, Video analysis, Reading comprehension, Context and Headline Analyzing, Case-study

Lead-in Activity: Discussion on Media Influence

1. A) Read the following quotes about media and information, choose one of them and discuss in pairs, share your interpretations and opinions about the power and influence of media and information in shaping public opinion:

➤ "The pen is mightier than the sword." – Edward Bulwer-Lytton (a British novelist, poet, and playwright).

➤ "Whoever controls the media, controls the mind." – Jim Morrison (an American musician, singer, and songwriter, best known as the lead vocalist of the rock band "The Doors").

➤ "The most effective way to destroy people is to deny and obliterate their own understanding of their history." – George Orwell (real name was Eric Arthur Blair, a British writer and journalist known for his novels "1984" and "Animal Farm").

➤ "Falsehood flies, and the truth comes limping after it." – Johnathan Sfift (an Anglo-Irish satirist, essayist, and political pamphleteer, best known for his novel "Gulliver's Travels").

➤ "The media is the most powerful entity on Earth. They have the power to make the innocent guilty and to make the guilty innocent." – Malcolm X (born Malcolm Little, was an American Muslim minister and human rights activist).

➤ "The truth is that information wars have become the wars of today, and the battlefield is the minds of people." – Michio Kaku (a Japanese-American theoretical physicist, futurist, and popular science communicator).

B) After the discussion, share your pair's critical points with the whole group.

C) In a brief class discussion, pay attention to answers to the questions:

➤ How do you interpret these quotes in the context of the Russian-Ukrainian propaganda conflict?

➤ What role do media play in hybrid wars?

➤ How can the manipulation of information impact the outcomes of conflicts?

➤ Can you think of any real-life examples where the media significantly influenced public opinion during a conflict?

Vocabulary enhancing

2. A) Brainstorming Key Concepts:

In groups of 2-3, brainstorm key concepts and terms related to the topic. Think broadly and creatively about the role of information in hybrid wars and the Russian-Ukrainian propaganda conflict. You can brainstorm concepts, terms, or even questions that come to mind. Write down your ideas. After the brainstorming session, share one or two key concepts you have come up with.

B) Paying attention to the small groups' concepts, discuss all together:

➢ What connections do you see between the different concepts?
➢ How do these concepts relate to the role of information in hybrid wars and the Russian-Ukrainian propaganda conflict?
➢ What questions do these concepts raise for you?
➢ How might these concepts be interconnected or influence each other?

C) Match each key notion related to the topic with its corresponding definition.

Key Notions:	Definitions:
1. Hybrid war	A. The strategic use of information as a weapon to achieve military and political objectives.
2. Propaganda	B. The examination of the broader political, social, and historical factors that shape information in a particular conflict.
3. Symbolization	C. The organized use of information to influence public opinion and promote a particular ideology or agenda.
4. Analytical context	D. The use of symbols and images to convey messages and manipulate public opinion.
5. IPSO (Information-Psychological Operations)	E. The perspective of European countries on the information war against Ukraine.
6. Information war	F. A form of warfare that combines conventional and unconventional tactics, including information warfare.
7. European viewpoint	G. The processing and organizing of information and symbols to shape perceptions and influence behaviour.

Reading

3. A) Pre-reading task – answer the following questions:

1. Have you heard about the Russian-Ukrainian propaganda conflict? What do you know about it?
2. How do you think information can be used as a weapon in warfare?

3. What role do you think symbolization plays in shaping public opinion?
  A. Symbolization
  B. Propaganda
  C. IPSO (Information-Psychological Operations)
  D. Information war
  E. Hybrid war
  F. European viewpoint
  G. Analytical context

The Russian-Ukrainian propaganda conflict is a complex and ongoing part of a _____ (1) involving tactics to manipulate public opinion. The key point of it is _____ (2), which is engaged in disseminating biased information to shape narratives. In this context, _____ (3) is important as it uses symbols and emotive imagery to evoke specific sentiments among the audience. Moreover, _____ (4) is employed to affect the minds of individuals and communities. To understand this conflict better, it is necessary to examine the _____ (5) of propaganda dissemination. This helps grasp motives and potential results. In such a situation, the unbiased _____ (6) is vital as it influences how the conflict is perceived globally, impacting international responses and actions.

4. A) Read the text "The Role of Information in Hybrid Wars: Analyzing the Russian-Ukrainian Propaganda Conflict" individually and underline any unfamiliar words or phrases.

B) In small groups (3-4), discuss and get ready to answer the following questions.

1. What are the distinct stages of the Russian-Ukrainian propaganda conflict?
2. What is the role of symbolization in the propaganda conflict?
3. What is IPSO, and how is it related to hybrid warfare?

The Role of Information in Hybrid Wars:
Analyzing the Russian-Ukrainian Propaganda Conflict

Information has emerged as a potent tool in modern warfare to influence public opinion, shape narratives, and achieve strategic goals. A noteworthy instance of the impact of information in hybrid warfare is the propaganda conflict between Russia and Ukraine. This conflict is marked by the use of propaganda and information warfare tactics, distinct stages,

symbolization, and using IPSO (Information-Psychological Operations).

The Russian-Ukrainian propaganda conflict has been observed through several different stages. Initially, misinformation and disinformation are disseminated to create confusion and shape what people think. Then, the propaganda is spread more widely through various channels, including social media platforms and state-controlled media outlets, to reinforce false narratives and make the false stories seem true. Finally, false messages become part of what people believe, and it is hard to change their minds leading to long-lasting effects on public opinion.

Symbolization plays a crucial role in the Russian-Ukrainian propaganda conflict. Symbols, such as flags, logos, and images are used to create emotions, identity, and loyalty. For example, in this conflict, symbols such as the Russian flag, Ukrainian national symbols, and military marks are used to strengthen certain narratives and encourage loyalty in targeted groups. Symbolization is a powerful tool in shaping public opinion, as it attaches significance and emotional impact to important messages.

Have you ever heard of IPSO? It stands for Information-Psychological Operations and is often linked to hybrid warfare. IPSO is all about using information and psychological tactics to influence and manipulate how specific groups of people perceive, feel, and act. This can involve spreading fake news, manipulating emotions, and creating false stories. The goal is to give those engaging in hybrid warfare an advantage in shaping the course of the conflict.

The information war against Ukraine is considered to be of great significance from a European perspective. This conflict is closely monitored and assessed by European countries as it impacts regional stability, security, and the principles of democracy. European governments and institutions are making efforts to counteract disinformation, promote media literacy, and provide support to Ukraine in its resistance against propaganda. The European viewpoint highlights the significance of safeguarding democratic values and taking measures to counteract the harmful effects of the information war.

Analysing the broader context and bigger picture is vital in comprehending the motives and strategies employed in the Russian-Ukrainian propaganda conflict. Historical tensions, politics, economics, and geopolitics all shape the information being spread.

By doing this, we can uncover why propaganda is used and its effects on power and politics.

The Russian-Ukrainian propaganda conflict demonstrates the significant role of information in hybrid wars. To understand this type of warfare, it is essential to know about stages, symbolization, analytical context, IPSO, and the European viewpoint. These things affect people's thoughts and emotions about the war, shape the information available, and affect public opinion. Furthermore, it is important to promote critical thinking, learn how to read media wisely, and resist manipulation.

B) Individually reflect on the following questions. Share your insights.

➢ How has your understanding of the role of information in hybrid wars evolved after reading the text?

➢ What aspects of the Russian-Ukrainian propaganda conflict do you find most interesting or concerning?

➢ How can individuals protect themselves from misinformation and critically analyse information in the current digital era?

Context and Headline Analyzing: Unveiling the Stages of the Russian-Ukrainian Propaganda Conflict

4. The Russian-Ukrainian propaganda conflict has been a protracted battle fought through the manipulation of information, narratives, and media channels. By analyzing key samples from various stages of this conflict, we can gain valuable insights into the strategies employed and their impact on public opinion. In small groups of 3-4 students, explore some key stages of this propaganda conflict (a-e) and match each stage to the appropriate description (1-5). Pay attention to identifying and analyzing narratives, tactics, and strategies that represent each stage.

Stages:	*Description:*
A. Pre-Conflict Period	1. During the protests in Ukraine in 2013, Russia spread false information through their media to discredit the Euro movement. They claimed the protests were a Western-backed coup and portrayed Ukrainian nationalists as extremists. Russian media also promoted the idea of a historical and cultural reunion, depicting the annexation as a just cause to protect Russian-speaking populations and counter supposed Ukrainian

	fascist movements. Ukrainian media responded by emphasizing the illegal nature of the annexation, as well as international condemnation and the violation of Ukraine's territorial integrity. This reinforced the narrative of an aggressive Russia.
B. Euromaidan and Annexation of Crimea	2. During this stage, disinformation campaigns and hybrid warfare tactics escalated. Russian-backed media spread false narratives, such as blaming Ukraine for the tragic downing of Malaysia Airlines Flight MH17, which shifted the blame from Russia. Ukrainian authorities actively exposed Russian disinformation efforts, countering with their own narratives. Media highlighted efforts to uncover Russia's involvement and support for separatists, with the aim to discredit the Russian propaganda machinery.
C. Donbass Conflict	3. In this stage, Russia used broadly state-sponsored media outlets such as RT and Sputnik to spread its version of events and challenge mainstream narratives. These pro-Putin media outlets focused on influencing international opinion and shaping global perceptions. Meanwhile, Ukraine sought international support and utilized social media to counter Russian propaganda. They emphasized the importance of rallying global solidarity against Russian aggression in an attempt to counterbalance Russia's media influence.
D. Disinformation and Hybrid Warfare	4. During this period, propaganda efforts aimed to shape public opinion. Russian media frequently portrayed Ukraine as a failing state, highlighting political instability, economic challenges, and societal divisions. Conversely, Ukrainian media emphasized Russia's interference in Ukrainian affairs as a key concern. They portrayed Russia as a threat to Ukraine's sovereignty and independence, emphasizing the need for attentiveness and resilience.
E. International Influence and Polarization	5. Russian media framed the conflict in eastern Ukraine as a "civil war" initiated by Ukrainian nationalists, portraying Russian-speaking populations as victims and justifying Russia's intervention to protect them. On the other hand, Ukrainian media highlighted Russia's aggression and its support for separatist movements in Donetsk and Luhansk regions. They promoted the idea that Ukraine was defending its sovereignty and territorial integrity against external aggression.

6. A) Read the following headlines and identify which side they introduce in the Russian-Ukrainian propaganda conflict:
1. "Crimea: A Glorious Reunification with Mother Russia!"
2. "Defending Ukraine: Confronting Russian Aggression!"
3. "Exposing Russian Disinformation: Unmasking the True Aggressor!"

4. "International Outrage: Russia's Violation of Ukraine's Territorial Integrity!"
5. "RT and Sputnik: Amplifying Russia's Narrative Worldwide!"
6. "Russia's Interference Threatens Ukrainian Sovereignty!"
7. "Ukraine: A Failed State on the Brink of Collapse!"
8. "Ukraine's Civil War: Protecting Russian-Speaking Populations!"
9. "Ukrainian Provocation: MH17 Disaster Orchestrated to Frame Russia!"
10. "Unite Against Russian Aggression: Ukraine's Plea for Solidarity!"

B) Complete the table with appropriate headlines to illustrate the stages of the Russian-Ukrainian propaganda conflict.

Stages:	Headlines:
a. Pre-Conflict Period	
b. Euromaidan and Annexation of Crimea	
c. Donbass Conflict	
d. Disinformation and Hybrid Warfare	
e. International Influence and Polarization	

C) Analyze the following headlines from the Russian-Ukrainian propaganda conflict, identify and match the strategy or narrative employed in each.

Headlines	Strategies/Narratives
1. "Ukraine: A Failed State on the Brink of Collapse!"	A. Framing the conflict in eastern Ukraine as a civil war and justifying Russia's intervention.
2. "Crimea: A Glorious Reunification with Mother Russia!"	B. Leveraging state-sponsored media outlets for international influence and shaping global perceptions.
3. "Ukraine's Civil War: Protecting Russian-Speaking Populations!"	C. Spreading disinformation and diverting blame from Russia regarding the downing of MH17.
4. "Ukrainian Provocation: MH17 Disaster Orchestrated to Frame Russia!"	D. Portraying Ukraine as politically unstable and economically challenged.
5. "RT and Sputnik: Amplifying Russia's Narrative Worldwide!"	E. Seeking international support and countering Russian propaganda through social media.
6. "Unite Against Russian Aggression: Ukraine's Plea for Solidarity!"	F. Promoting the narrative of historical and cultural reunion.

Symbolizations in Russian Propaganda in the War Against Ukraine

7. A) Look at the following pictures and reflect on what you associate them with. Match them with the appropriate caption.

B) Discuss in small groups (3-4) what role these symbolizations have played?

1. "Little Green Men" or "Polite People"
2. "Novorossiya Map"
3. Donetsk Airport Ruins
4. Gas Pipelines
5. Hammer and Sickle
6. Humanitarian Aid Convoys
7. St. George Ribbon
8. The Donetsk and Luhansk People's Republic Flags
9. War Memorials and Monuments

B) Discuss in small groups (3-5) symbolizations in Russian propaganda in the war against Ukraine. Complete the propaganda narratives below with appropriate symbolizations which stand behind them. Can you add any of your own samples?

1. "Little Green Men" or "Polite People"	2. Historical Victories	3. Hammer and Sickle	4. St. George Ribbon
5. Maps	6. Flag of Novorossiya	7. Gas Pipelines	8. Ethnic and linguistic identity

A. _____

This flag was used in Russian propaganda to show the region's desire for independence from Ukraine. It represented a unique identity and supported Russia's efforts to protect Russian-speaking communities.

B. _____

In the conflict, a striped ribbon in black and orange was used as a symbol of support for Russia's actions in Ukraine. People who sympathized with the Russian narrative wore it on clothes, vehicles, and buildings as propaganda.

C. _____

This term was used to refer to the Russian soldiers who appeared in Crimea during its annexation. These soldiers, who wore unmarked uniforms, were widely believed to be Russian military personnel. The symbol of these covert soldiers represented Russia's denial of direct involvement while exerting control and undermining Ukrainian sovereignty.

D. _____

This symbol, associated with Soviet communism, was occasionally used in Russian propaganda to evoke nostalgia for the Soviet era and to portray Russia as a defender of traditional values. It served as a reminder of the historical ties between Russia and Ukraine and suggested a shared heritage.

E. _____

These things were a symbolic representation of Russia's aspirations for greater influence and control. They were used to support the idea of a greater Russian sphere of influence and to challenge the legitimacy of Ukraine's borders. Moreover, these things were used to promote the idea of historical and cultural unity between Russia and Ukraine. They often depicted Crimea and parts of Eastern Ukraine as integral parts of Russia.

F. _____

Russian propaganda often emphasizes the presence of Russian-speaking populations in Ukraine, particularly in regions like Crimea and Donbass. They want to show Ukraine as a country that suppressed Russian language and discriminated against Russian-speaking communities. By framing the conflict as a defense of Russian-speaking minorities, Russia seeks to justify its intervention and assert its role as a protector of these communities.

G. _____

Russian propaganda celebrated historical military victories, such as World War II, to evoke nationalistic sentiments and create a sense of pride and loyalty towards Russia. These symbols were employed to strengthen support for Russia's actions in Ukraine.

H. _____

These specific things were used in Russian propaganda to highlight Russia's economic power over Ukraine and its ability to exert control through energy resources. These things were symbols of Russia's economic influence.

Video Analysis: "Fact check: How to see through Russia's war propaganda"

8. A) Before watching the video "Fact check: How to see through Russia's war propaganda" (*https://www.youtube.com/watch?v=xUpVHg72riQ*) focus on the vocabulary. Match the words that will appear in the video with their corresponding definitions.

1. Spoofing	A. A deliberate spread of false or misleading information to promote a particular political cause or point of view.
2. Sanctions	B. False or misleading information presented as news.
3. Propaganda	C. A deceptive technique where a digital identity is faked to gain credibility.
4. Misstatement	D. An increase in intensity or seriousness, especially in a conflict or situation.
5. Inflation	E. Official penalties or restrictions imposed on a country to enforce international laws or policies.
6. Fake news	F. A general increase in prices and a fall in the purchasing value of money.
7. Escalation	G. An incorrect statement or false claim made by someone.
8. Documented	H. A type of bomb that releases a cluster of smaller bombs, causing widespread damage.
9. Cluster bombs	I. Recorded or verified information that serves as evidence or proof.

B) Watch the video "Fact check: How to see through Russia's war propaganda" (https://www.youtube.com/watch?v=xUpVHg72riQ) and decide if the following statements are true or false based on the information from the video:

1. The Russian Embassy in Madrid claimed that the video of a Russian attack in Ukraine was authentic.
2. The Ukrainian war movie "Region of Heroes" was being produced in Hostomel, among other places.
3. The video about the criminal refugee "Petro Savchenko" was a DW production.
4. Russia's propaganda aims to influence only the Russian population.
5. The BBC confirmed the video's authenticity, claiming Ukrainian troops fired a missile at their own population.
6. The claim made on Russian state television about the spread of parasites in Europe due to the energy crisis was supported by the European Centre for Disease Prevention and Control (ECDC).
7. The Russian president denied any attacks on civilian objects by the Russian army.

C) Discuss the following questions with your groupmates:

1. According to the Russian Embassy in Madrid, what was claimed about the video that went viral with 1.2 million views?
2. What did the video actually show?
3. How does Russia use propaganda to influence national and international audiences?
4. Give an example of false information spread by Russia targeting international audiences.
5. How can videos be manipulated to gain credibility, as mentioned in the video?
6. What topics have Russia's propaganda campaign shifted towards recently?
7. Describe an example of a comical and invented claim made by Russian state television.
8. As mentioned in the video, how does propaganda influence people during the war?
9. According to the video, what is the main goal of propaganda?
10. How can you recognize propaganda, as suggested in the video?

Case study: Information-Psychological Operations (IPSO)

9. The war between Russia and Ukraine includes both military actions and efforts to influence public opinion. These efforts are called information-psychological operations and aim to create confusion and shape global opinions. Moreover, psychological operations can lead to fear, confusion, and demoralization among people, potentially affecting their ability to make decisions and act effectively.

Work in small groups of 3-4 people to analyze the following cases of information-psychological operations (IPSO) used in hybrid warfare and discuss the case's key points according to the given questions; freely provide an explanation for your reasoning.

Case Study 1: Troll Farms and Misinformation Campaign

During the ongoing Russian-Ukrainian conflict, a significant disinformation campaign has emerged targeting international media outlets and social media platforms. The Russian state-sponsored actors have disseminated false news articles and manipulated images to influence public opinion, both domestically and internationally. Besides, a pro-Russian troll farm has created numerous fake social media profiles to spread false narratives.

One notable incident involved a fabricated story alleging Ukrainian forces' use of chemical weapons against civilians. The story quickly went viral on social media, creating widespread fear and condemnation, leading to increased international pressure on Ukraine.

1. *In what way did the misinformation campaign affect the world's view of the Ukrainian conflict?*
2. *What methods were used to spread misinformation in this case?*
3. *How can social media platforms and news outlets prevent the spread of such misinformation in the future?*

Case Study 2: Psychological Warfare through Disinformation

In the midst of the war, the Russian military used psychological operations against Ukrainian soldiers on the frontline. The operations involved spreading demoralizing audio messages that portrayed themselves as Ukrainian commanders. These messages falsely instructed Ukrainian troops to surrender and claimed their situation was hopeless, with their leaders abandoning them. This tactic aimed to weaken the soldiers' morale and resistance.

1. *How do psychological operations, such as disinformation, affect the mental resilience of soldiers in a warzone?*
2. *What measures can military forces take to counter psychological warfare targeting their troops?*
3. *Should international treaties or agreements address the use of psychological warfare and disinformation in armed conflicts?*

Case Study 3: The Propaganda Telegram Channel

A Telegram Channel backed by Russia shared propaganda content into both occupied and controlled territories in Ukraine with the aim of influencing public opinion and causing unrest. The channel produced and spread news and comments falsely accusing the Ukrainian government of corruption, human rights violations, and promoting ethnic divisions. The goal was to create internal conflict and weaken public support for the Ukrainian authorities.

1. *How can Ukraine respond to propaganda Telegram channels without compromising freedom of speech?*
2. *How can societies build resilience against propaganda and manipulation during wartime?*

Case Study 4: Targeting Media Outlet

A well-respected Ukrainian media outlet known for its unbiased and fact-checked reporting on the war became a target of IPSO. Hackers linked to Russian intelligence successfully breached the media outlet's website, replacing factual news articles with fabricated stories. False news depicted atrocities and crimes of Ukrainian forces. Meanwhile, the Russian military was portrayed as peacekeepers and protectors of civilians, despite evidence to the contrary.

1. *How can media outlets protect themselves from cyberattacks and ensure the integrity of their content during periods of heightened IPSO activities?*
2. *What role should international organizations and governments play in safeguarding media freedom and countering cyberattacks targeting independent journalism?*

Case Study 5: The Use of Deepfakes in IPSO during the Russian-Ukrainian War

Amid the Russian-Ukrainian War, a deepfake video emerged showing a Ukrainian military unit purportedly committing war crimes against civilians. The video quickly spreads on social media and international news outlets, causing scandal and condemnation against Ukraine. The Russian government claims the video as evidence of Ukrainian war crimes, using it to influence global public opinion and raise support for their actions.

1. *How can the use of deepfake videos in IPSO escalate tensions and impact international relations during the Russian-Ukrainian War?*
2. *What strategies can be employed to verify the authenticity of such deepfake videos and expose their use as part of IPSO tactics?*
3. *How can international organizations and media outlets effectively counter the spread of deepfakes and maintain their credibility in reporting during the Russian-Ukrainian War?*

Speaking

10. A) Complete the following conversations on the issues of the information war against Ukraine from European viewpoint with the appropriate words.

1) <u>Media Coverage and Disinformation.</u>

Two journalists from Europe are conversing about the difficulties they face while reporting on the information on the war against Ukraine, as well as the abundance of disinformation within the media.

Emma: The information war surrounding Ukraine is getting more intense, and it's becoming difficult to separate facts from 1)_____.

Mark: I agree, Emma. It seems like there's a deliberate effort to 2)_____ and sway public opinion.

Emma: Absolutely. Just yesterday, I received a tip about a supposed Ukraine's military crimes against civilians, but when I investigated further, I couldn't find any 3_____ to back it up.

Mark: That's a common issue these days. We must be vigilant and 4)_____ and 5) _____ before publishing any news about the conflict.

A. *disinformation and propaganda*
B. *fact-check the information*
C. *manipulate the narrative*
D. *reliable evidence*
E. *verify the sources*

2) <u>Social Media and Misleading Content</u>

Two European social media analysts are discussing the impact of social media on the information war against Ukraine and the spread of misleading content.

Alex: Social media plays a significant role in shaping public opinion, but it's also a breeding ground for 1) _____.

Sophie: You're right, Alex. I've noticed an increase in the number of 2) _____ aimed at discrediting Ukraine's actions.

Alex: Just last week, a deepfake video went viral, showing a Ukrainian official negotiating about smuggling out and selling foreign military equipment. It was later 3) _____, but the damage had already been done.

Sophie: It's crucial for social media users to 4)_____ before sharing or reacting to any content related to the conflict.

A. *coordinated disinformation campaigns*
B. *debunked*
C. *misinformation and fake news*
D. *verify the authenticity of the information*

3) Fact-Checking Efforts and Collaborations

Two European fact-checkers are discussing their efforts to counter the information war against Ukraine through collaborative fact-checking initiatives.

Peter: The information war 1) _____, and we need to step up our fact-checking efforts.
Laura: I couldn't agree more, Peter. It's time we 2) _____ to expose the false narratives being spread.
Peter: Remember when we collaborated with Ukrainian fact-checkers last month? It was incredibly helpful to have their expertise and insights.
Laura: Yes, their local knowledge is invaluable in verifying claims and debunking 3) _____.
Peter: Absolutely. By combining our resources and expertise, we can provide the public with accurate information and 4) _____.

A. counter the spread of disinformation
B. is escalating
C. join forces with other fact-checking organizations
D. misleading information

4) EU Organization: EUvsDisinfo's Fact-Checking Efforts

European citizens are discussing the role and actions of specific EU organizations, institutions, and actors in countering the information war against Ukraine.

Mary: Have you heard about the EUvsDisinfo organization?
John: Yes, they are part of the East StratCom Task Force, right?
Mary: Exactly. They play a crucial role in 1) _____ and debunking disinformation about Ukraine.
John: That's impressive. It must be challenging to 2) _____ amid the flood of false narratives.
Mary: Yes, it is. They rely on a network of experts to 3) _____ and provide accurate information to the public.
John: It's essential for citizens to 4) _____ before sharing any news related to Ukraine.
Mary: Absolutely. With EUvsDisinfo's efforts, we can 5) _____ and stay informed about the situation.

A. be critical consumers of information
B. collaborate with European media outlets
C. counter the spread of disinformation in the EU
D. fact-checking news articles and social media content
E. identify and verify disinformation

5) EEAS's Efforts to Promote Media Freedom in Ukraine

Nick: I read that the European External Action Service (EEAS) is actively involved in countering the information war against Ukraine.
Martin: Yes, they are dedicated to promoting 1) _____ and supporting independent media.
Nick: That's commendable. Ukraine needs a strong media landscape to 2) _____.
Martin: Exactly. The EEAS also provides 3) _____ to enhance the safety of journalists in Ukraine.
Nick: It's crucial to protect journalists as they play a key role in 4) _____.
Martin: Absolutely. By supporting media freedom, the EEAS helps to 5) _____ and counter disinformation.

A. *counter disinformation and provide accurate reporting*
B. *informing the public with reliable news*
C. *media freedom and independent journalism*
D. *strengthen Ukraine's resilience to information warfare*
E. *training and resources*

Open Discussion

11. Discuss the impact of information in hybrid wars, using samples and events from Russian-Ukrainian warfare. Consider the following questions:

1. How does the dissemination of disinformation in hybrid wars contribute to shaping public perception and opinion?
2. What are the potential consequences of intesifying propaganda through various channels, including social media platforms?
3. How does symbolization play a role in strengthening narratives and influencing loyalty in targeted groups?
4. Why is it important to analyze the broader context and understand the motives and strategies employed in hybrid warfare?
5. How can individuals and societies protect themselves from the harmful effects of information manipulation in the context of hybrid wars?

Writing in your own words "Decoding the Puzzle of Information in Hybrid Wars"

12. Imagine you are an investigative journalist on a mission to unravel the complexities of the Russian-Ukrainian propaganda conflict and its impact on Ukraine from a European viewpoint. Choose one aspect from the following options: the stages of propaganda, symbolization, analytical context, or IPSO (Information-Psychological Operations) and write an engaging article (20-25 sentences) in your own words, focusing on

your chosen aspect and how it contributes to the information war against Ukraine.

To create an effective article, there are some crucial guidelines to follow.

Structure

✓ Start with an interesting introduction explaining why your chosen topic is important in the context of hybrid wars and propaganda.

✓ Explain your topic in detail, and show how it affects the information war between Russia and Ukraine.

✓ Use real-life examples to show how propaganda tactics are used.

✓ Discuss how the public and international community view the conflict, especially from a European perspective.

✓ Talk about the challenges journalists face in reporting the truth in a situation full of propaganda.

✓ Share your thoughts on critical thinking and media literacy in the world of hybrid wars and information warfare.

✓ End your article by encouraging readers to be careful of propaganda and to find reliable sources of information.

Language

✓ Write the article in your own words, maintaining a coherent and compelling narrative.

✓ Use descriptive language and vivid imagery to keep people interested.

✓ Incorporate relevant quotes or statements from experts or individuals involved in the topic to make it more trustworthy.

✓ Ensure proper grammar, sentence structure, and vocabulary for clear communication.

Points to Keep in Mind:

✓ Your analysis should demonstrate critical thinking and a comprehensive understanding of the chosen aspect of the Russian-Ukrainian propaganda conflict.

✓ Emphasize the role of information and propaganda in shaping public perception and how this impacts the European viewpoint on the conflict.

✓ Provide insights and reflections that offer a unique and informed perspective on the chosen aspect.

✓ Remember to be creative and engaging in your writing, capturing the readers' attention and guiding them through the multifaceted world of hybrid wars and propaganda.

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**Erasmus+ project Jean Monnet Module "EU strategies extrapolation
for boosting students' media literacy in Ukrainian HE"**

**MAJOR EU PRACTICES ON MEDIA LITERACY
FOR BOOSTING STUDENTS' CRITICAL THINKING
IN THE FRAME OF TARGET LANGUAGE LEARNING**

HANDBOOK

Sumy National Agrarian University, Sumy, Ukraine, 2023