



“Creative Reading and Writing – Access for Youth to Global Media”

Nelijärve, ESTONIA, June 30-July 7, 2012

Media literacy in non-formal education

Project manual

PART I

Media is one of the critical area is important yet challenging area of work for advancing democracy and freedom. The main context will be focused on introduction of the situation with modern media and role of media for public opinion. Trainings and workshops will promote the importance of active young people as educated media customers who can influence and improve the situation in media.

The main aims are:

- to raise awareness of young people and adults on the importance of media,
- to develop democratic citizenship and participation in promoting media literacy;
- to foster intercultural dialogue in a multicultural environment;
- to support creativity and participation in media and culture.

As **the main objectives** are, that by the end of the project participants will:

- become active citizens **who are aware of the issues concerning media** and have the skills to effectively raise this awareness in their community and make media one of the most pressurizing tools in civil hands;
- have the skills of effective argumentation and basic expertise on the media, correctly describe stereotypes in mass media to other people;
- have the skills and practical experience in order to **use media tools** and ICT (Information and Communication Technologies) in daily life in their local community and effectively act as multipliers of newly acquired skills,
- learn how to analyse the sources and causes of mass media stereotypes about roles of man and woman, and know how to effectively **change attitude of mass media** in the context of their own community,
- be able to analyse mass media with the “**critical eye**” and have the skill and practical experience how to write short news stories;
- have the throughout command of the media course materials and with their help be able to **explain** the role of media in modern world.

The main objectives are relevant to the general objectives of the Youth in Action Programme because project will promote people’s active citizenship and their European citizenship, promote European cooperation and particularly in awareness raising using new media tools.

These project will meet also **annual priorities** because as a result we will have trained people who will be able to read news stories quickly and some opinion articles for mass and social media and understand main ideas and background. All participants will have chance to improve personal creativity and entrepreneurship skills by analyzing media texts.

The main **activities** of the project are:

1. Two days **advance planning visit**, where partners presented own expectations about project and youth exchange, discussed program for youth exchange day by day, roles of each partner/promoter. They also discussed plan for visibility and dissemination of project’s objectives, activities and results.
2. Seven days **youth exchange**:
 - Presentation of project and youth exchange program with contributions from all participants, expectations and fairs.
 - Common agreements for seven days of youth exchange.
 - Participants-volunteers will create social team, teams of bloggers, ice-breakers, order and law team.

- Presentations of partners' organizations and participants of youth exchange in attractive form – on big flip-charts as advertisement for own organizations, presentation of them on “big market square”.
- Creative reading session: finding stereotypes, manipulations and fallacies/media biases in media texts. Presentation and working individually with presentation of analyses.
- Creative writing sessions:
 - a). Differences between press-realize, news stories and articles (rules of 5W). Presentation texts written by participants, questions and answers. Texts analysis.
 - b). Interviewing each other. Presentation of interviews.
- Creating front pages of newspaper. The youths will talk about the solutions and new opportunities for media they found out.
- Meetings with journalists from newspaper, magazine, news-portal, radio and TV, with future journalists – students from Tallinn University.
- Presentation about YouthPass. Creating YouthPasses. Certification with YouthPasses.
- Intercultural evenings with presentations, songs, dances, food and drinks from all seven countries.
- Evaluation of the youth exchange by questionnaires and in the circle.
- The most frequent component will be ice-breaking games. The games would show how creative youths can be, bringing the best out of them.
- Another important part are energizers which should enhances the awareness of healthy lifestyle and develops a habit of regular physical activities, after which young people will be able to concentrate on their work.
- Another important part are coffee breaks. During this coffee break there will be a space for friendly discussion between the participants because one of the aims is to create a friendships.

3. *Dissemination activities:*

- a). Printed and electronic manual with materials in creative reading and writing for all partners' organisations in English will be produced after the youth exchange and dissaminated in all partners's organisations.
- b). Production and dissemination of video-film about project in all partners' countries.

As a result of these courses participants will have improved their skills in the following main competencies.

- ✓ **Basic media training** – the main media channels and their effectiveness in transferring the message to identified target groups. Planning the media impact and choosing the best strategy. Use of interactive media.
- ✓ **Basic journalism and article writing skills** – structure of the journal / newspaper / news story. Tips and tools to attract and keep attention throughout the news story. Use of visual aids for illustration and keeping the attention.
- ✓ **Analytical journalism**, and in particular the skill of analyzing the topic and presenting clear argumentation for the main ideas that have to be transferred to the reader.

- ✓ Participants will have possibilities to **improve their communication in languages**, digital competence when working with modern media, they will learn to learn from experts, each other and individually.
- ✓ Participants will have opportunity to improve social and civic competence, sense of initiative and entrepreneurship skills.

In order to provide the place and opportunity for reflection the following measures will be taken:

- ✓ It will be reflections of the work in groups and individually and learners will have time to discuss what they learned during the sessions, so it will be more clear at the end of courses how participants improve their knowledge and skills and project volunteers will have possibility to react immediately and improve program and methods during the courses.
- ✓ During the project different methods and blocks of exercises will be followed up by a debriefing and reflection.

Various group work and individual analysis methods will be employed by the volunteers to help participants reflect on the issues, as well as analyze the effectiveness of learning process they are participating in, and if necessary adjust the program to best fit the needs of participants.

During discussions participants will insight actively with others and it will be challenge for groups work, for initiating opinion raised over the topics discussed, the challenge to look past and create the common understanding about present situation in media and perspectives for future.

European dimension is in the nature of these trainings. Volunteers from partners' organisations will involve participants to discuss and develop strategies that apply mostly to their context. One of common topic will be gender equality and representation of men and women in media. It is very important issue for Europe and it is one of key questions discussed in modern Europe. There are many different concepts of gender representation in different cultures. Participants will learn about present situation with gender equality in media and about stereotypes, they will make own analyses of European media from gender perspective.

So, even these courses are going to be more about media literacy, there are now different cultures in Latvia and Europe and therefore different perception and concepts. More and more people from EU neighboring countries come to live in EU. Cultural diversity in Europe will be one of topic for discussion: volunteers and learners will work on common points of view on dignity and mutual understanding in gender, because it is very important for future Europe. Gender issue is connected with racism, xenophobia and anti-semitism issues, so it is space for discussions, particularly about Muslims in modern Europe.

Discussions will involve topics about the founding principles of the EU, i.e. principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of law because gender equality is one of main point for these debates.

The European dimension will end wider thanks to the social media learners will use before, during and after courses (Facebook, YouTube) which will be seen as well as an intercultural key.

Methodology follows the main principals of non-formal education and trainings in Europe. Main approaches that will be followed are experiential learning, intercultural learning, active participation and group dynamics. There will be team building activities, presentations, discussions, group work, outdoors activities and reflections of the working sessions. Tolerance and mutual understanding will be very important on all stages of the project.

PART II

MEDIA is the practice of investigation and reporting of events, issues, and trends to a broad audience. Although there is much variation within journalism, the ideal is to inform the citizenry. Besides covering organizations and institutions such as government and business, media also covers cultural aspects of society such as arts and entertainment. The field includes jobs such as editing, photojournalism, and documentary.

Theoretical sessions

First newspaper

Johann Carolus's Relation aller Fürnemmen und gedenckwürdigen Historien, published in 1605 in Strassburg, is often recognized as the first newspaper. The first successful English daily, the Daily Courant, was published from 1702 to 1735.

Top of daily newspapers

This is a list of the daily newspapers in the world by average circulation. These figures are compiled by the World Association of Newspapers:

Rank	Title	Country	Circulation (000)
1	Yomiuri Shimbun	Japan	14,067
2	The Asahi Shimbun	Japan	12,121
3	Mainichi Shimbun	Japan	5,587
4	Nihon Keizai Shimbun	Japan	4,635
5	Chunichi Shimbun	Japan	4,512
6	Bild	Germany	3,867
7	Sankei Shimbun	Japan	2,757
8	Canako Xiaoxi (Beijing)	China	2,627
9	People's Daily	China	2,509
10	Tokyo Sports	Japan	2,425





Top TV Stations

Rank	Channel	Market	Owner
1	WNBC-4	New York	General Electric
2	WABC-7	New York	Walt Disney Co.
3	KNBC-4	Los Angeles	General Electric
4	KTTV-11	Los Angeles	News Corp.
5	WPIX-11	New York	Tribune Co.
6	WNYW-5	New York	News Corp.
7	KABC-7	Los Angeles	Walt Disney Co.
8	WCBS-2	New York	CBS Corp.
9	WPVI-6	Philadelphia	Walt Disney Co.
10	KCBS-2	Los Angeles	CBS Corp.

NBC and CBS were founded as radio networks in the 1920s, with NBC eventually encompassing two national radio networks, the prestige Red Network and lower profile Blue Network. They gradually began experimental television stations in the 1940s. ABC was spun off from NBC in 1943 when the US government determined that NBC's two-network setup was anticompetitive; NBC chose to sell off the Blue Network operations, which became ABC.

All three networks began regular television broadcasts in the 1940s. NBC began operations in 1946, followed by CBS and ABC in 1948. The three networks originally controlled only a few local television stations, but they swiftly affiliated with other stations to cover the entire United States.

Top Internet Portals

An Internet portal is a website that links users to other websites they are searching for. It's similar to a "search engine" but is meant to be used more for general reference than specific searches. The top websites in the world are actually portals, as they function as hubs that link users to other reference sites. As such, the top Internet portals happen to also be the most popular websites.

Google

Google started as a search engine but has since grown a great deal. Now Google offers a personalized page, known as iGoogle, which users can customize to display as many or as few reference sites as suits them. Google also offers email services, an instant messenger, and home page preferences, which make it a portal site. Google is the most popular website in the world and has the most hits, making it the most popular portal site in the world as well.

Yahoo

Yahoo is continually in the top 10 most popular websites in the world, often just slightly below Google but above most other sites, so Yahoo is the second most popular Internet portal. Sometimes it is ranked third, below Live.com as mentioned in the next section. Yahoo also offers email services, as well as web-hosting, social networking, and a personalized home page. Like iGoogle, users can set their preferences to show as little or as much customized information as they like.

MSN

Live.Com closely follows Yahoo (sometimes even placed slightly above it) as the most popular website in the world and is therefore the second or third most popular Internet portal. Live.Com is owned by Microsoft and is the new offspring of MSN.com. Like Google and Yahoo, Live.Com offers email services, personalized pages, and social networking. Recently Microsoft released a new search engine called "Bing," which advertises advanced search capabilities. Bing.com, Live.com and MSN.com are all connected and offer the same portal experience.

Read more: [Top Internet Portals | eHow.com http://www.ehow.com/list_6405670_top-internet-portals.html#ixzz1DmLLVGCg](http://www.ehow.com/list_6405670_top-internet-portals.html#ixzz1DmLLVGCg)

Session “New Media”

New media is a broad term in Media Studies that emerged in the later part of the 20th century to encompass the amalgamation of traditional media such as film, images, music, spoken and written word, with the interactive power of computer and communications technology, computer-enabled consumer devices and most importantly the Internet. There are many promises related to the term. For example, new media holds out a possibility of on-demand access to content any time, anywhere, on any digital device, as well as interactive user feedback, creative participation and community formation around the media content. Another important promise of New Media is the "democratization" of the creation, publishing, distribution and consumption of media content. What distinguishes new media from **traditional media** is the digitizing of content into bits. There is also a dynamic aspect of content production which can be done in real time.

Thus, a high-definition digital television broadcast of a film viewed on a digital plasma TV is still an example of traditional media, while an "analog" paper poster of a local rock band that contains a web address where fans can find information and digital music downloads is an example of New media communication.

Wikipedia, an online encyclopedia, is one of the best examples of the new media phenomenon, combining Internet accessible digital text, images and video with web-links, creative participation of contributors, interactive feedback of users and formation of a participant community of editors and donors.

Most technologies described as "new media" are digital, often having characteristics of being manipulated, networkable, dense, compressible, and interactive.^[1] Some examples may be the Internet, websites, computer multimedia, computer games, CD-ROMS, and DVDs. New media is not television programs, feature films, magazines, books, or paper-based publications - unless they contain technologies that enable digital interactivity.

Session “Role of media”

In modern society, news media has become the chief purveyor of information and opinion about public affairs; but the role and status of journalism, along with other forms of mass media, are undergoing changes resulting from the Internet.

In the 1920s, as modern journalism was just taking form, writer Walter Lippmann and American philosopher John Dewey debated over the role of journalism in a democracy. Their differing philosophies still characterize a debate about the role of journalism in society and the nation-state.

Lippmann understood that journalism's role at the time was to act as a mediator or translator between the public and policy making elites. The journalist became the middleman. When elites spoke, journalists listened and recorded the information, distilled it, and passed it on to the public for their consumption. His reasoning behind this was that the public was not in a position to deconstruct the growing and complex flurry of information present in modern society, and so an intermediary was needed to filter news for the masses. Lippman put it this way: The public is not smart enough to understand complicated, political issues. Furthermore, the public was too consumed with their daily lives to care about complex public policy. Therefore the public needed someone to interpret the decisions or concerns of the elite to make the information plain and simple. That was the role of journalists. Lippmann believed that the public would affect the decision-making of the elite with their vote. In the meantime, the elite (i.e. politicians, policy makers, bureaucrats, scientists, etc.) would keep the business of power running. In Lippman's world, the journalist's role was to inform the public of what the elites were doing. It was also to act as a watchdog over the elites, as the public had the final say with their votes.

Dewey, on the other hand, believed the public was not only capable of understanding the issues created or responded to by the elite, it was in the public forum that decisions should be made after discussion and debate. When issues were thoroughly vetted, then the best ideas would bubble to the surface. Dewey believed journalists should do more than simply pass on information. He believed they should weigh the consequences of the policies being enacted. Over time, his idea has been implemented in various degrees, and is more commonly known as "community journalism".

This concept of *community journalism* is at the centre of new developments in journalism. In this new paradigm, journalists are able to engage citizens and the experts/elites in the proposition and generation of content. Dewey believes the shared knowledge of many is far superior to a single individual's knowledge. Experts and scholars are welcome in Dewey's framework. According to Dewey, conversation, debate, and dialogue lie at the heart of a democracy.

While Lippman's journalistic philosophy might be more acceptable to government leaders, Dewey's approach is a better description of how many journalists see their role in society, and, in turn, how much of society expects journalists to function. People may criticize

some of the excesses committed by journalists, but they tend to expect journalists to serve as watchdogs on government, businesses and actors, enabling people to make informed decisions on the issues of the time.

Tabloid

The term **tabloid** is used to describe newspapers with comparatively small pages, although there is no standard for the precise dimensions of a tabloid. It is also used, sometimes pejoratively, to describe a newspaper that provides a treatment of the news that is simplistic or sensationalist, often with a focus on personalities and gossip, and much less detailed coverage of topics such as politics and economics than is offered by newspapers regarded as more serious. Tabloids usually include more celebrity news than political.

The tabloid physical format, however, is not limited to such newspapers. In the United Kingdom, for example, it is used by nearly all local newspapers. In the United States, it is commonly the format employed by alternative newspapers. As the term *tabloid* has become synonymous with down-market newspapers in some areas, some small-format papers which claim a higher standard of journalism refer to themselves as *compact* newspapers instead.

The tabloid newspaper format is particularly popular in the United Kingdom, where its page dimensions are roughly 430×280 mm.

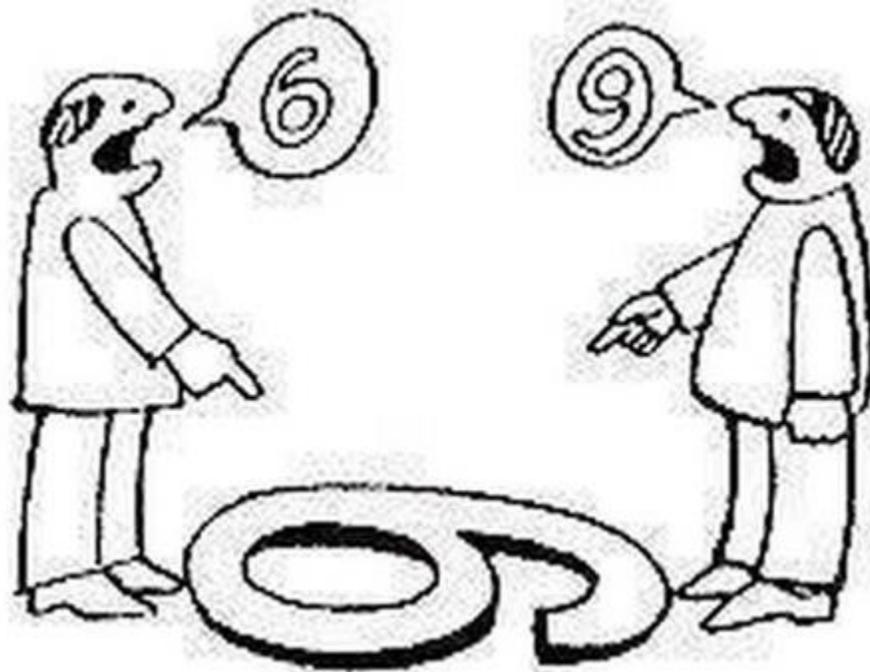
Larger newspapers, traditionally associated with higher-quality journalism, are often called broadsheets, and this designation often remains in common usage even if the newspaper moves to printing on smaller pages, as many have in recent years. Thus the terms *tabloid* and *broadsheet* are, in non-technical usage, today more descriptive of a newspaper's market position than its physical size.

The Berliner format used by many prominent European newspapers is sized between the tabloid and the broadsheet. In a newspaper context, the term *Berliner* is generally used only to describe size, not to refer to other qualities of the publication.

Session “The elements of journalism”

According to *The Elements of Journalism*, a book by Bill Kovach and Tom Rosenstiel, there are nine elements of journalism. In order for a journalist to fulfill their duty of providing the people with the information, they need to be free and self-governing. They must follow these guidelines:

1. Journalism's first obligation is to the truth.
2. Its first loyalty is to the citizens.
3. Its essence is discipline of verification.
4. Its practitioners must maintain an independence from those they cover.
5. It must serve as an independent monitor of power.
6. It must provide a forum for public criticism and compromise.
7. It must strive to make the news significant, interesting, and relevant.
8. It must keep the news comprehensive and proportional.
9. Its practitioners must be allowed to exercise their personal conscience.
10. The rights and responsibilities of citizens to make a total of ten elements of journalism.



“Feature articles and news stories writing” session

*To spread the news is to multiply it.
Tibetan proverb*

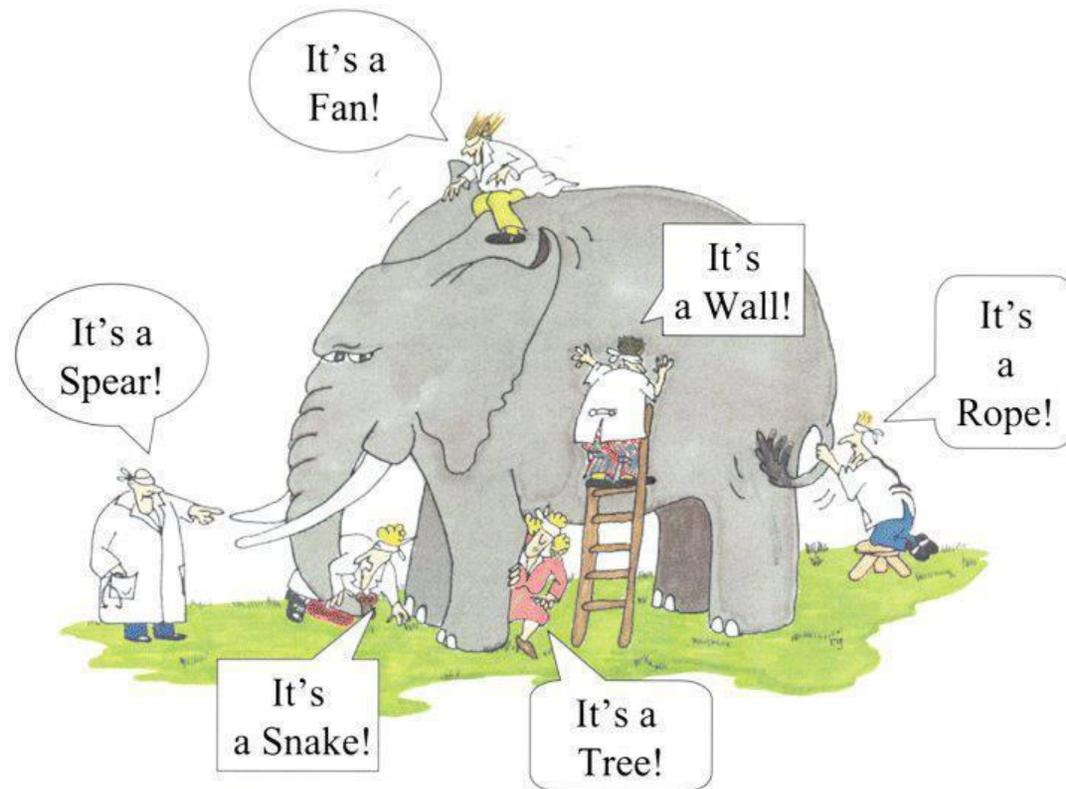
Newspapers and periodicals often contain features often composed by journalists who specialize in this form. Feature articles are usually longer forms of writing; more attention is paid to style than in straight news reports. They are often combined with photographs, drawings or other "art." They may also be highlighted by typographic effects or colors.

Writing features can be more demanding than writing news stories, because while a journalist must apply the same amount of effort to accurately gather and report the facts of the story, the journalist should also write it to be creative and interesting.

The **lead** (or first few paragraphs of the story) must grab the reader's attention and still accurately embody the ideas of the article.

There rule of 5 W – who, what, where, when and why and upset down pyramid for **news stories**.

Some **television news** shows experimented with alternative formats, and many TV shows that claimed to be news shows were not considered as such by traditional critics, because their content and methods do not adhere to accepted journalistic standards.



Front page

Name of the activity	Description	Instruction of the trainer	Objectives/ Message	Tools	Time
Preparation	<p>This is a simulation of a group of journalists working to get the front page of their paper ready to go to press. People work in small groups as they explore issues about:</p> <p>Bias, stereotyping and objectivity in the media.</p> <p>Images and the role of media in addressing human rights issues.</p> <p>The right to freedom of thought, opinion and expression</p> <p>The right to privacy</p> <p>The rights to development, life and health</p>	<p>Select forty to forty-five pictures from a magazine or national newspapers. Note: you need copies of the same 40 pictures for each small working group. You will therefore either have to buy several copies of each newspaper from which you select photographs, or have access to a photocopier.</p> <p>Display one set of photographs on a table</p>	<p>To stimulate interest in human rights issues through working with images</p>	<p>A large room with enough space for two or three small working groups and plenary.</p> <p>40 photographs from newspapers</p> <p>Paper and pens for making notes</p> <p>Large sheets of paper (A3) size or flipchart paper and markers</p> <p>Scissors and glue for each small group</p> <p>Tables with a working surface large enough for the working groups to spread all their papers out</p>	180 min

<p>Main activity</p>	<p>Introduce the activity. Explain that this is a simulation of an evening in a newspaper office where a group of journalists are working on the front page of their paper. Although these are local papers serving the community, each has a policy to keep its readership informed about current global issues, including human rights.</p> <p>Divide the participants into small working groups of eight people. Each group is to imagine that it is an editorial group working on a different newspaper. Their task is to design and layout the front page of tomorrow morning's edition.</p> <p>Ask each group to choose a name for their newspaper.</p> <p>In plenary, briefly discuss the features and layout of a typical front page.</p> <p>Show people the display of photographs. Ask them to walk around the table in silence and not to make any comments at this stage. Explain that these are the images that they have to work with; they may use them and interpret them as they wish.</p> <p>Now set the editorial teams to work. Hand out the paper and pencils, glue and scissors to each group - but not the photographs yet.</p> <p>Go over the instructions. They have one hour to select four or five news stories that they wish to present, to write the headlines, choose the photos and design the layout. Explain that they do not have to write long articles: the headlines and bi-lines are really sufficient. They should focus on the impact the front page makes, rather than actually telling the full stories. Suggest they start by discussing the themes or issues they want to include in their reports. Tell them that after ten minutes they will receive the photographs from the "print department".</p> <p>When the groups have been working for about ten minutes, make the sets of newspaper photographs available to them.</p> <p>When the teams have completed their front pages, they should lay them out for everyone to read. Then go on to the debriefing and evaluation.</p>	<p>To reflect on the media and their approach to human rights issues</p> <p>To develop the skills to communicate and co-operate</p>
----------------------	--	---

<p>Evaluation, debriefing</p>	<p>Start with a review of the activity itself and then go on to discuss the media, human rights issues and commitment.</p>	<p>How did the groups organise the work? How did they make decisions about how to do the work and about which stories to cover? Did everyone feel they could participate and contribute?</p> <p>How did people choose the themes or issues to work with? Which came first, the issue or the picture? That is, did they first identify an issue and then find a suitable picture to illustrate it or were they inspired by a certain picture and then create a story around it?</p> <p>What themes or issues were presented? Did any relate to human rights issues? Were there issues that anyone would have liked to have used, but which they had to drop?</p> <p>How do the different front pages of the different papers compare? Have the same themes or photographs been used?</p> <p>Have different groups used the same image, but in different ways?</p> <p>How do people follow the news? In newspapers, on the television, radio or the Internet? Why do - or don't - they follow the news?</p> <p>In this simulation did they try to imitate a real front page? Or did they want to do it differently? What were the differences?</p> <p>What sort of news dominates the media in real life?</p> <p>Is there generally good coverage of human rights issues in the news?</p> <p>One of the major points of discussion regarding the media is its "objectivity". Do participants think it is possible to present news objectively?</p> <p>Which human rights themes were included in their front pages?</p>	
-------------------------------	--	---	--

		<p>What image do participants have of young people in other parts of the world?</p> <p>Are there important themes missing from the set of pictures?</p>	
--	--	---	--

Additional comments for trainers:

When choosing the pictures to use in this activity, make sure that you have a good variety of images and that you avoid stereotypes. The news are often full of murders, wars and other disasters and more rarely contains positive messages. (There is more that happens in Africa than war and famine!)

Let the pictures you select give the participants an opportunity to pick images of "good" news as well as the "bad" news. There should be a good geographical spread, gender balance, images of young people, and things relevant to the everyday lives of young people, including positive images of how they can make a difference. Include images relating to hot news events and personalities, as well as images relating to issues of living in a multicultural society and a global world.

The following list will give you some ideas. (It is based on the list of images used in the activity, "The news factory", described below under "variations".)

Front Page training on:

http://eycb.coe.int/compass/en/chapter_2/2_18.asp

http://eycb.coe.int/compass/en/chapter_5/5_11.html

Underground Television

Name of the activity	Description	Planning			
		What do you want to say and who is the target?	What will your campaign look like?	Where do you plan to show your video?	How can you evaluate your impact?
General infos, questions	Open Channels are public access television channels which give everybody the chance to voice their opinion without being a professional media producer. Some cities in Europe (and in other parts of the world) have an open channel but there may be no similar channel in the place where you live. Voicing your opinion through video does nevertheless not only rely on an open channel. You might find other creative solutions for example in your school or in your local neighbourhood (a school entrance hall, youth centre, town hall, shopping centre, be bold and creative, find a good team and start your own 'underground television'!	<p>Define your message Write down your main message in a few sentences</p> <p>Who is your desired audience?</p>	<p>Brainstorm, write and revise your video script or outline</p> <p>Plan, record and edit your video</p> <p>Think of additional materials to advertise your video screening event (leaflets, posters, email messages, ...)</p>	<p>Think of a possible place where you could show your video to reach a maximum amount of viewers (matching your desired audience)</p> <p>Think of possibilities to be able to repeat your program a few times</p>	<p>Roughly how many people have seen your video?</p> <p>What overall comments were there from the people who have seen your video?</p> <p>Has your intended message come across to the viewers?</p>

Name of the activity	Analizing and writing a news article		
	Explaining the 5Ws	Choosing an article	Analysis
Main Activity Part 1	<p>Before doing practical work, explain the importance of the 5W and what they stand for (who, what, where, when, why. Sometimes also how).</p> <p>You can also make the students guess the Ws themselves.</p>	<p>Choose a news article that would be interesting for the children to read (or perhaps connected to one of the other training topics).</p> <p>Make sure it has the 5W and follows the pyramid structure.</p> <p>Make copies of it or use the projector to show it to the class.</p>	<p>Ask the students to find the 5W in the article and the move on to explain the general structure of the article using the pyramid.</p> 

Name of the activity	Analizing and writing a news article	
	Description	Questions
<p>Main Activity</p> <p>Part 2</p>	<p>Ask the students to write a news article following the structure of the example provided earlier.</p>	<ol style="list-style-type: none"> 1. Think of something or someone interesting to write about at your school. (They can also write about the training day.) 2. Get all of your facts: Who, What, Where, When, Why (How) 3. Organize your thoughts: title, author, improtant facts, purpose of article, what is happening, when it takes place, where it takes place, who the people are. Use the pyramid to figure out which information should go where. 4. Write a short news article. 5. Revise it and edit it. 6. Present your story to the rest of the class!

Gender equality in the media

Title of the activity	General rules	Tasks
Part 1: Single work	The aim of this task is to give a quick overview of gender equality in your country's media. You need at least 3 different local or national newspapers (or as many as you can get). Divide the students into groups so that each group has one newspaper.	<ol style="list-style-type: none"> 1. Look through the daily or weekly newspapers. How many images of women do you find? What roles do the women pictured appear in? How many images of men do you find? In what roles are they seen? 2. Look at the bylines (reporters' names) on political and economic stories in your national newspapers. Can you identify how many of the writers and reporters on these issues are male, and how many are female?
Part 2: Compare	Compare your results with other groups. Follow it with a discussion.	<ol style="list-style-type: none"> 3. Which women, and men, are rarely seen in your national media? Which women, and men, are seen most often in your national media, in print, on television, on the radio? (social groups, income levels, cultural backgrounds etc) 4. Think of the adverts on television and in the newspapers. Which adverts have women in them? Which adverts have men in them? How are the women portrayed? How are the men portrayed?

Gender issue in the media is sensitive because people are not happy with stereotyping roles of women and men in media (women as victims or sex objects, men as strong entrepreneurs or leaders). More and more women and men raise their voices against using human bodies for cars sale and other sales and advertisements. Results of Global Media Monitoring Project 2010 showed that there are many news items and articles that are gender blind and there is a lot of challenge for people who want to be aware about gender and media. Global Media Monitoring Project in 2004/2005 and in 2009/2010: www.whomakesthenews.org

Terms behind the letters

There is no clear consensus about what the five or seven keywords mean, or even what they are in any given situation. Typically accepted values are:

Letter	Major Term	Minor Terms
S	Specific	Significant, Stretching, Simple
M	Measurable	Meaningful, Motivational, Manageable
A	Attainable	Appropriate, Achievable, Agreed, Assignable, Actionable, Ambitious, Aligned, Aspirational, Acceptable, Action-focused
R	Relevant	Results-oriented, Resourced, Resonant, Realistic
T	Timely	Time-oriented, Time framed, Timed, Time-based, Timeboxed, Time-bound, Time-Specific, Timetabled, Time limited, Trackable, Tangible
E	Evaluate	Ethical, Excitable, Enjoyable, Engaging, Ecological
R	Reevaluate	Rewarded, Reassess, Revisit, Recordable, Rewarding, Reaching

Interview Technique

Interviewing is a vital skill for any journalist. It is one of the most important ways to gather information and create content for a story. Good interview technique requires practice so don't expect to master it immediately. The next few pages should give you a reasonable understanding of how interviews work, what to do and what not to do. This tutorial is suitable for any type of interview situation but has a slight emphasis on video/television interviews.

Interview Questions

Most interviews seek to achieve one or more of the following goals:

1. Obtain the interviewee's knowledge about the topic
2. Obtain the interviewee's opinion and/or feelings about the topic
3. Feature the interviewee as the subject

It's important that you know exactly why you are conducting an interview and which goal(s) you are aiming for. Stay focused on questions and techniques which will achieve them.

Do your homework. You will be expected to have a basic knowledge of your subject. Do not roll up to an interview with a band and ask them how many albums they have released — you should know this already. If you show your ignorance, you lose credibility and risk being ridiculed. At the very least, the subject is less likely to open up to you.

Have a list of questions. It seems obvious but some people don't think of it. While you should be prepared to improvise and adapt, it makes sense to have a firm list of questions which need to be asked.

Of course many interviewees will ask for a list of questions before hand, or you might decide to provide one to help them prepare. Whether or not this is a good idea depends on the situation. For example, if you will be asking technical questions which might need a researched answer, then it helps to give the subject some warning. On the other hand, if you are looking for spontaneous answers then it's best to wait until the interview.

Try to avoid being pinned down to a preset list of questions as this could inhibit the interview. However, if you do agree to such a list before the interview, stick to it.

Ask the subject if there are any particular questions they would like you to ask.

Back-cut questions may be shot at the end of a video interview. Make sure you ask the back-cut questions with the same wording as the interview — even varying the wording slightly can sometimes make the edit unworkable. You might want to make notes of any unscripted questions as the interview progresses, so you remember to include them in the back-cuts.

Listen. A common mistake is to be thinking about the next question while the subject is answering the previous one, to the point that the interviewer misses some important information. This can lead to all sorts of embarrassing outcomes.

Open-Ended Questions

The ability to ask *open-ended questions* is very important in many vocations, including education, counselling, mediation, sales, investigative work and journalism.

An open-ended question is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a *closed-ended question*, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions (see next page).

Open-ended questions typically begin with words such as "Why" and "How", or phrases such as "Tell me about...". Often they are not technically a question, but a statement which implicitly asks for a response.

Examples

Closed-Ended Question	Open-Ended Question
Do you get on well with your boss?	Tell me about your relationship with your boss.
Who will you vote for this election?	What do you think about the two candidates in this election?
What colour shirt are you wearing?	That's an interesting coloured shirt you're wearing.

How do you feel?

Perhaps the most famous (or infamous) open-ended question is "How does this make you feel?" or some variation thereof. This has become a cliché in both journalism and therapy. The reason it is so widely used is that it's so effective.

In journalism, stories are all about people and how they are affected by events. Audiences want to experience the emotion. Even though modern audiences tend to cringe at this question, it's so useful that it continues to be a standard tool.

In psychology, feelings and emotions are central to human behaviour. Therapists are naturally keen to ask questions about feelings.

Leading Questions

A *leading question* is a question which subtly prompts the respondent to answer in a particular way. Leading questions are generally undesirable as they result in false or slanted information. For example:

<i>Do you get on well with your boss?</i>	This question prompts the person to question their employment relationship. In a very subtle way it raises the prospect that maybe they don't get on with their boss.
<i>Tell me about your relationship with your boss.</i>	This question does not seek any judgment and there is less implication that there might be something wrong with the relationship.

The difference in the above example is minor but in some situations it can be more important. For example, in a court case:

How fast was the red car going when it smashed into the blue car?

This question implies that the red car was at fault, and the word "smashed" implies a high speed.

How fast was each car going when the accident happened?

This question does not assign any blame or pre-judgment.

Obtaining Responses to Suit the Edit

In journalism, leading questions can be used in various ways. For example, a journalist might want a particular type of answer to edit alongside some other content. This can be good or bad, as illustrated by the following example.

A hypothetical journalist is doing a story on the moon hoax theory¹. First of all the journalist gets the following statement from an advocate of the theory: "Photographs of the moon landing show converging shadows were they should be parallel. This could only happen in a studio so the photos must be fake."

The journalist then interviews a NASA engineer. This response will be edited to appear immediately after the accusation. There are several ways to ask the question, each with very different results:

How do you explain the missing stars from the Apollo photographs?

This question leads the engineer enough to answer the specific question, while being open-ended enough to get a complete answer. This is good.

How do you respond to people who say the Apollo photographs were fake?

This question elicits a tenuously-relevant reply without actually answering the accusation. The engineer will give a broad answer such as "I think these people have got it wrong". This gives the impression that the engineer is being evasive and can't answer the question.

How do you respond to conspiracy theorists who accuse you of faking the landing and lying to America?

This question adds some spice with provocative phrases designed to encourage a stronger response.

Of course the ethical journalist will avoid using leading questions to mislead.

Children

Children are particularly susceptible to leading questions. Studies have shown that children are very attuned to taking cues from adults and tailoring their answers based on the way questions are worded.

More Interview Tips

These are very general tips which apply differently to different situations. Use your judgment to decide when and how to use them.

Dress appropriately, or at least dress with a purpose. Your appearance will influence the way interviewees respond to you.

Try to be unique, so it's not just another interview rehashing the same questions the subject has answered many times before. Don't push this too far though — if you try to be cute or disarming it may backfire.

Be honest. Sometimes it's tempting to lie or omit important information when securing an interview. This isn't just unethical, it will damage your career in the long run.

Don't have an attitude if you want a quality interview. A confrontational approach is less likely to get good information.

Stay neutral. Try not to ooze bias. Don't appear to be persuaded by the subject's opinions. Don't judge or directly criticise the subject.

Don't interrupt. This can upset the subject's train of thought.

Minimize your own vocals (in video and audio interviews). Ask questions clearly and succinctly, then let the person speak without any more words from you. Learn to react silently as the subject talks — rather than saying things like "uh-huh, right, I see", use nods and facial expressions.

Don't over-direct. Try not to give the subject too many instructions or be too specific about what you want them to say. In most cases it's better to let them speak freely.

Show empathy. Often you will need to cover sensitive or distressing topics. Show some compassion for the subject without getting too emotional. Ask for permission before asking difficult questions, e.g. "Is it okay to talk about...?"

It's not about you. Don't talk about yourself or add your own opinion. Your questions can be long enough to add information or interest about the topic, but the interviewee is who the audience wants to hear from.

Take an interest in psychology. Interviewing is very closely associated with psychology. The better you understand how people think, the better you will be able to extract their thoughts from an interview.

When you finish the interview, put your notebook or recorder away and have an informal chat. As well as being polite and leaving a good impression, you might be surprised at what additional information flows when the subject thinks it's all over and is more relaxed.

If you missed a question from the interview, you might be able to call the subject back later and get the answer. You get one shot at this — call them back twice and you'll probably be out of luck. Obviously the call-back will be more difficult for video interviews, but you might still be able to voiceover the answer yourself during the story.

Creative reading. Biases

Anonymous authority: The authority in question is not named. This is a type of appeal to authority because when an authority is not named it is impossible to confirm that the authority is an expert. However the fallacy is so common it deserves special mention. A variation on this fallacy is the appeal to rumour. Because the source of a rumour is typically not known, it is not possible to determine whether to believe the rumour. Very often false and harmful rumours are deliberately started in order to discredit an opponent.

Examples:

A government official said today that the new gun law will be proposed tomorrow. 2).Experts agree that the best way to prevent nuclear war is to prepare for it.

Authority: Also Known as: Fallacious Appeal to Authority, Misuse of Authority, Irrelevant Authority, Questionable Authority, Inappropriate Authority. An Appeal to Authority is a fallacy with the following form:

1. Person A is (claimed to be) an authority on subject S.
2. Person A makes claim C about subject S.
3. Therefore, C is true.

Examples of Appeal to Authority:

I'm not a doctor, but I watch "Dr.House" series." If you need effective and safe pain killer there is nothing better than MorphiDope. That is my considered medical opinion.

Red herring:

A Red Herring is a fallacy in which an irrelevant topic is presented in order to divert attention from the original issue. The basic idea is to "win" an argument by leading attention away from the argument and to another topic. This sort of "reasoning" has the following form:

1. Topic A is under discussion.
2. Topic B is introduced under the guise of being relevant to topic A (when topic B is actually not relevant to topic A).
3. Topic A is abandoned.
4. This sort of "reasoning" is fallacious because merely changing the topic of discussion hardly counts as an argument against a claim. "Argument" for making grad school requirements stricter:

Example: "I think there is great merit in making the requirements stricter for the graduate students. I recommend that you support it, too. After all, we are in a budget crisis and we do not want our salaries affected."

Ad hominem: Translated from Latin to English, "Ad Hominem" means "against the man" or "against the person." An Ad Hominem is a general category of fallacies in which a claim or argument is rejected on the basis of some irrelevant fact about the author of or the person presenting the claim or argument. Typically, this fallacy involves two steps. First, an attack against the character of person making the claim, her circumstances, or her actions is made (or the character, circumstances, or actions of the person reporting the claim). Second, this attack is taken to be evidence against the claim or argument the person in question is making (or presenting). This type of "argument" has the following form:

1. Person A makes claim X.
2. Person B makes an attack on person A.
3. Therefore A's claim is false.

The reason why an Ad Hominem (of any kind) is a fallacy is that the character, circumstances, or actions of a person do not (in most cases) have a bearing on the truth or falsity of the claim being made (or the quality of the argument being made).

Example of Ad Hominem

1. Bill: "I believe that abortion is morally wrong."
Dave: "Of course you would say that, you're a priest."
Bill: "What about the arguments I gave to support my position?"
Dave: "Those don't count. Like I said, you're a priest, so you have to say that abortion is wrong. Further, you are just a lackey to the Pope, so I can't believe what you say."

Poison the well: This sort of "reasoning" involves trying to discredit what a person might later claim by presenting unfavorable information (be it true or false) about the person. This "argument" has the following form:

1. Unfavorable information (be it true or false) about person A is presented.
2. Therefore any claims person A makes will be false.

This sort of "reasoning" is obviously fallacious. The person making such an attack is hoping that the unfavorable information will bias listeners against the person in question and hence that they will reject any claims he might make. However, merely presenting unfavorable information about a person (even if it is true) hardly counts as evidence against the claims he/she might make. This is especially clear when Poisoning the Well is looked at as a form of ad Homimem in which the attack is made prior to the person even making the claim or claims. The following example clearly shows that this sort of "reasoning" is quite poor.

Example: "Before turning the floor over to my opponent, I ask you to remember that those who oppose my plans do not have the best wishes of the university at heart."

Guilt by association: Also Known as: Bad Company Fallacy.

For example the following is obviously a case of poor "reasoning": "You think that $1+1=2$. But, Adolf Hitler, Charles Manson, believed that $1+1=2$. So, you shouldn't believe it." The fallacy draws its power from the fact that people do not like to be associated with people they dislike. Hence, if it is shown that a person shares a belief with people he dislikes he might be influenced into rejecting that belief. In such cases the person will be rejecting the claim based on how he thinks or feels about the people who hold it and because he does not want to be associated with such people. Of course, the fact that someone does not want to be associated with people she dislikes does not justify the rejection of any claim. For example, most wicked and terrible people accept that the earth revolves around the sun. No sane person would reject this claim simply because this would put them in the company of people they dislike (or even hate).

Example:

Will and Kiteena are arguing over socialism. Kiteena is a pacifist and hates violence and violent people.

Kiteena: "I think that the United States should continue to adopt socialist programs. For example, I think that the government should take control of vital industries."

Will: "So, you are for state ownership of industry."

Kiteena: "Certainly. It is a great idea and will help make the world a less violent place."

Will: "Well, you know Stalin also endorsed state ownership on industry. At last count he wiped out millions of his own people. Pol Pot of Cambodia was also for state ownership of industry. He also killed millions of his own people. The leadership of China is for state owned industry. They killed their own people in that square. So, are you still for state ownership of industry?"

Kiteena: "Oh, no! I don't want to be associated with those butchers!"

Begging the question: Also Known as: Circular Reasoning, Reasoning in a Circle. Begging the Question is a fallacy in which the premises include the claim that the conclusion is true or (directly or indirectly) assume that the conclusion is true. This sort of "reasoning" typically has the following form.

1. Premises in which the truth of the conclusion is claimed or the truth of the conclusion is assumed (either directly or indirectly).
2. Claim C (the conclusion) is true.

This sort of "reasoning" is fallacious because simply assuming that the conclusion is true (directly or indirectly) in the premises does not constitute evidence for that conclusion. Obviously, simply assuming a claim is true does not serve as evidence for that claim. This

is especially clear in particularly blatant cases: "X is true. The evidence for this claim is that X is true." Some cases of question begging are fairly blatant, while others can be extremely subtle.

Examples

1. Bill: "God must exist."
Jill: "How do you know."
Bill: "Because the Bible says so."
Jill: "Why should I believe the Bible?"
Bill: "Because the Bible was written by God."
2. "If such actions were not illegal, then they would not be prohibited by the law."

Slippery slope: The Slippery Slope is a fallacy in which a person asserts that some event must inevitably follow from another without any argument for the inevitability of the event in question. In most cases, there are a series of steps or gradations between one event and the one in question and no reason is given as to why the intervening steps or gradations will simply be bypassed. This "argument" has the following form:

1. Event X has occurred (or will or might occur).
2. Therefore event Y will inevitably happen.

This sort of "reasoning" is fallacious because there is no reason to believe that one event must inevitably follow from another without an argument for such a claim. This is especially clear in cases in which there is a significant number of steps or gradations between one event and another.

Examples:

1. "We have to stop the tuition increase! The next thing you know, they'll be charging \$40,000 a semester!"
2. "We've got to stop them from banning pornography. Once they start banning one form of literature, they will never stop. Next thing you know, they will be burning all the books!"

Post hoc: A Post Hoc is a fallacy with the following form:

1. A occurs before B.
2. Therefore A is the cause of B.

The Post Hoc fallacy derives its name from the Latin phrase "Post hoc, ergo propter hoc." This has been traditionally interpreted as "After this, therefore because of this." This fallacy is committed when it is concluded that one event causes another simply because the

proposed cause occurred before the proposed effect. More formally, the fallacy involves concluding that A causes or caused B because A occurs before B and there is not sufficient evidence to actually warrant such a claim.

Example: The picture on Jim's old TV set goes out of focus. Jim goes over and strikes the TV soundly on the side and the picture goes back into focus. Jim tells his friend that hitting the TV fixed it.

Redefinition: The "Redefinition Fallacy" occurs when someone (like an agnostic) attempts to redefine a premise to avoid a logical objection to said premise. It flows like this:

Person 1: X must necessarily contain attribute Y to be true.

Person 2: Y is false.

Person 1: X does not need to contain attribute Y to be true.

This reasoning is fallacious because it does not account for how X can be true without its necessary component. Essentially, X is diminished so that it can no longer be described as X, but the claim illogically maintains X's validity. No support is offered for why X should remain unchanged.

Examples:

Joe: Superman is as real as the President.

Sally: Superman would have to be super-strong and fly. No one can be super strong and fly.

Joe: Well, the real Superman isn't super strong nor does he fly.

Transfer:

Transfer Fallacy of Composition - What is true of the part must be true of the whole.

Example:

“Man, my new Mustang has the greatest engine. It’s the best car in the world!”

Transfer Fallacy of Division - What is true of the whole must be true of the parts.

“Of all Americans, a majority favour a woman’s right to choose. It must be true of Alabama, too.”

Fallacies Fallacy: Presuming that because a claim has been poorly argued, or a fallacy has been made, that it is necessarily wrong.

Argument **A** for the conclusion **C** is fallacious.

Therefore, **C** is false.

Like anything else, the concept of logical fallacy can be misunderstood and misused, and can even become a source of fallacious reasoning. To say that an argument is fallacious is to claim that there is no sufficiently strong logical connection between the

premisses and the conclusion. This says nothing about the truth-value of the conclusion, so it is unwarranted to conclude that a proposition is false simply because some argument for it is fallacious.

Example: Recognising that Amanda had committed a fallacy in arguing that we should eat healthy food because it was popular, Ben resolved to eat bacon double cheeseburgers every day.

Loaded word: A word or phrase is "loaded" when it has a secondary, evaluative meaning in addition to its primary, descriptive meaning. When language is "loaded", it is loaded with its evaluative meaning.

Examples: Unloaded: Plant/ Loaded: Weed. Unloaded: Animal/ Loaded: Beast.



This project is co-financed by Youth in Action Programme. This manual was produced with the assistance of European Commission. The contents are the sole responsibility of Eesti People to People and can in no way be taken to reflect the views of the European Union.